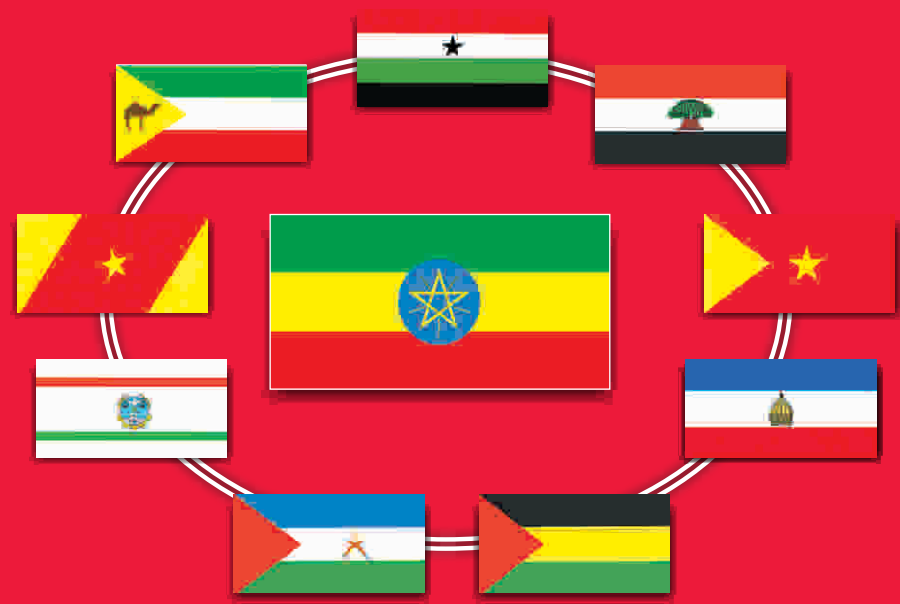


CIVICS AND ETHICAL EDUCATION

Teacher Guide

Grade 7



Federal Democratic Republic of Ethiopia
Ministry of Education

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Federal Democratic Republic of Ethiopia
Ministry of Education



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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



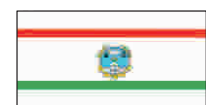
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The Flag of the State of the Southern Nations, Nationalities and Peoples



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 7

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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 seven Civics and Ethical Education teacher guide is prepared to contain issues that facilitate the teaching-learning process in an efficient and effective way. The guide is expected to help fulfill the objectives of Civics and Ethical Education by way of elaborating the concepts of the 11 values of the subject included in the student textbook.

Moreover, directions are set as to how the teacher leads brainstorming questions, activities and group activities that are in the student text.

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. In this regard it is appropriate to leave brainstorming questions, ways to give activities and corrections and answers up to the option of the teacher. Hence, the ideas mentioned in the guide are all to widen the teacher's understanding, but not to prescribe. Thus, it is important to consider the following points so as to use the teacher guide.

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 helping the students follow the lesson attentively. These questions are also aimed at making the learners to express their understanding and opinion about the concepts presented to them. Taking this in to consideration, the teacher has to finish brainstorming questions at most in a couple of minutes and move onto the next task of the lesson.
- It has to be noted that this guide may not include answers to all brainstorming questions. Even the answers 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 suggested 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 brainstorming 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 should give appropriate corrections based on his/her knowledge and experience.

2. Activities

- In this guide an attempt is made to give answers to the activities/activity as much as possible. In some cases, each activity is answered separately. While in other cases more than one activities are combined together and explanations are offered. Here, sources of answers to 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 given tasks. When such incompatibilities happen, the teacher is expected to balance the time with the existing situations of the school, the environment and the lesson. To do this, she/he has to give priority to contents and activities that he/she believes more important.

4. Regarding group activities

- The group activities included in the teacher guide are the ones which can be done only by some groups. This leaves the rest of the students out of task. However, the aim of such group activities is to cover all group activities in the student textbook and to give chance to all students turn by turn. Therefore, the teacher should give other tasks to those students who are not involved in the group activity to allow them acquire the skill and knowledge in group activity.

UNIT 1 DEMOCRATIC SYSTEM

(13 Periods)

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

- know how the government is organized.
- understand the importance of tolerance of diversity.
- know the basic principles of democratic system.
- know group and individual democratic and human rights.
- understand the powers and functions of the federal and regional government.
- know the contributions of Ethiopia for African countries.

No.	Contents/ Lessons	Specific Competencies Students will be able to:	Instructional Media
1.	Principles of a Democratic System	<ul style="list-style-type: none"> • explain the basic principles of democratic system. 	<ul style="list-style-type: none"> • The Federal Constitution of Ethiopia.
2.	Human and Democratic Rights	<ul style="list-style-type: none"> • identify group and individual democratic and human rights. 	<ul style="list-style-type: none"> • The Constitution of Federal Democratic Republic of Ethiopia. • Faggian, R (2008) the basic of peace education for world citizens, Addis Ababa avada Books.
3.	Tolerance in Diversity	<ul style="list-style-type: none"> • explain the importance of living in tolerance within diversity. 	
4.	Functions of Government	<ul style="list-style-type: none"> • explain the functions of federal and regional governments. 	
5.	The Structure of the State of the Federal Democratic Republic of Ethiopia	<ul style="list-style-type: none"> • identify the branches/organs/ of government. 	<ul style="list-style-type: none"> • Bahiru Zewde (1999 2nd Ed. A History of Modern Ethiopia 1855–1991 Addis Ababa university press. • The Constitution of Federal Democratic Republic of Ethiopia.
6.	Foreign Relation of Ethiopia	<ul style="list-style-type: none"> • explain the contributions of Ethiopia for African countries. 	<ul style="list-style-type: none"> • Ethiopia from empire to federation. • The Foreign Relation Policy of Ethiopia by the press and audiovisual department of ministry of information.

1.1 PRINCIPLES OF A DEMOCRATIC SYSTEM (2 PERIODS)

Instructional Media

- The Constitution of Federal Democratic Republic of Ethiopia.
- Examples that illustrate the democratic principles.

- A poster that shows the provisions of the United Nation convention on the rights of children prepared by the collaboration of the Federal Ethics and Anti-corruption Commission and the Swedish Save the Children.

1.1.1 Free Competition for Political Power

Introduction

Brainstorming question

- What does free competition for political power mean? What is its importance?

Teacher, please forward this question to the class and tell them to write their answers on their exercise books. Because, such brainstorming questions enable them to evaluate what level of understanding they have on the topic of the discussion.

Task

Teacher, please allow the students to read the note below the brainstorming question by comparing it with the question they do individually. Then allow them to compare and contrast the idea they obtained from the note they have read with the idea they have gathered from the responses of their classmates to the brainstorming question. And give a sort of summary on the issue and pass on to the next task.

Teacher, please allow the students to discuss on activity 1 in group and ask each group to reflect the result of their discussion to the class. Then, add your conclusion and pass on to the next lesson.

To the first question of activity 1 you can forward the following as an answer “free competition for political power” is a basic principle of democratic system. Because it gives equal chance for every competent party and enables citizens to freely decide on and choose what they believe essential for them.

Question 1: The reason for “free competition for political power” is said to be one of the basic principles of democratic system is that power in democratic system is held not by force, but vote of citizens.

Question 2: The importance of free competition for political power is that it gives chance to provide different options for the people.

Free Competition for Political power

One of the ways citizens express their interests is by choosing their representatives. In democratic systems, those elected through peaceful, free and fair election will hold power. Besides, there will be peaceful transition to power.

Threatening to divert citizens interests committing corruption and discrimination during election are

anti-democratic election. Election is free and fair when the right of those elected to hold power is recognized and respected. Moreover, there shall not be obstacles to the electoral procedures.

There are two challenges against the fairness of electoral process. One of these challenges is the lack of readiness on the ruling party/parties to leave their political power to those newly elected. Though it is difficult to avoid the challenge all in all, it can be reduced by taking different measures. The most important thing from the measures is making the whole of the electoral process to be led by a free and neutral body that has got the acceptance of all competent parties. All electoral processes from the delimitation of constituency, election campaign, voting up to counting of votes has to be led by such a body. The second challenge against the fairness of electoral process may be electoral procedure and financial problem.

1.1.2 The Rule of Law

Brainstorming questions

- What is the rule of law?
- Why is the rule of law is one of the basic principles of democracy?

Teacher, please help the students to remember their grades five and six lessons about the rule of law in order to answer the above questions. Then write down their responses on the blackboard and proceed to the next task.

Task

Teacher, please let the students do activity 1 individually based on the note they have read. Tell them to read the note carefully to do this class work and help them in the correction.

Question 1

- When do you think someone is able to accuse any one who violated his/her right before the court?
- When is every citizen equally treated before the law?

Question 2

Among the importance of the rule of law some are:

- It makes every one to be willing fully obedient to the law. This in turn ensures peaceful relation among people, growth and development.

Democratic System

- It guarantees the freedoms and rights of citizens.
- It enables to prevent any kind of discrimination among citizens.

What is the Rule of Law?

Law is the set of rules enacted and implemented by the concerned authorities in a state to regulate the relation between the people and the government and the power of the government. Besides, it is aimed at limiting the powers of the government, protecting the rights and freedoms of the people and regulating the relation among people.

In democratic system, no one is above the law. This means that there is the rule of law. Hence, everybody shall be obedient to the law. And anyone who violates the law has to be accountable for that. Democratic system encourages the application of the law on everyone equally and fairly.

1.1.3 Transparency and Accountability

Brainstorming question

- What is transparency? What about accountability?

Teacher, please motivate the students, to respond, to the above questions and write down their responses on the blackboard.

Task

Please make the students to read the following note. Then ask them to discuss on activity 3 in group. Each group has to reflect the results of its discussion to the class. Finally, let them take corrections for activity 3 regarding the following points:

Question 1: Please, explain the points mentioned in the note as in 1 and 2 in brief and in a simple way.

Question 2: Transparency and accountability ensures the participation of citizens. And democracy is meaningless without the participation of citizens. Moreover, transparency and accountability ensures the right of citizens to get accurate information.

Question 3: Transparency and accountability is one of the basic principle of democratic system, because:

- it enables to take corrective measures on the basis of popular opinion.
- it is the people who can easily see the problem in the governance. Hence, the effort to build

democratic system will not be successful without the proper implementation of this principle.

What is Transparency and Accountability?

Transparency and accountability is a system in which the body, which is assigned for a certain task has to perform it properly and will be accountable for mistakes.

Democracy in the absence of transparency and accountability is not more than words. Transparency and accountability is interrelated with democracy mainly because it is related with the participation of citizens. Decisions in democracy have to be based on the participation of citizens. For this, citizens shall have accurate and reliable information on the deeds of government. In the absence of such accurate and reliable information, there cannot be participation of citizens. Besides the decisions made are even inappropriate. Therefore, the access for such accurate and reliable information has to be considered as the right of citizens. Citizens have the right to know the functions of their government and to get information on its deeds. Enabling citizens to make significant participation and decision, the transparency of government contributes to the flourishing, entrenchment and strengthening of democracy.

1.1.4 Majority Rule

Brainstorming question

- What does majority rule mean?

Teacher, please let some of the students to respond to this brainstorming questions and tell them to write the responses on their exercise books.

Task

Please let the students read the note below the topic by scanning for the answer to the brainstorming question. Then tell them to compare the answer they have obtained with the points written on the blackboard.

Ask the students to discuss on activity 4 in group. After listening to the responses of students, you can give the following points for correction:

Question 1: This principle can be illustrated by applying role play method of the "Election of class monitor"

Question 2: Some of the importances of majority principle among others include:

- It creates common understanding by allowing decision-making through debate and discussion.

- It prevents any individual/group from imposing its opinion upon others.

Question 3: Because, it indicates that the ideal opinion supported by the majority is binding.

Task

Teacher, please divide the class into a group of four so as following issues from activity 4 to be performed. Then, order each group to discuss on one issue and come with answers for the questions. Finally, use the following points for correction.

Issue One

- A. It is the issue in which the principle of majority rule is practically implemented.
- B. In the issue, the principle is appropriately implemented.

Issue Two

- A. The issue is about the principle of transparency and accountability.
- B. In the issue, the principle has been violated.

Issue Three

- A. The issue is about free competition for political power.
- B. In the issue, the principle has been violated.
- C. The right of citizens to participate in election and to elect a person of their choice has been respected.

Issue Four

- A. There is about the principle of majority rule.
- B. In the issue, the principle has been appropriately implemented differences in opinions.

Majority Rule and Minority Right

Though the explanation given in the text is enough, we have to take care that majority does not mean that the interests (votes) of the minority will be engulfed and dominated by that of the majority. For example, if a political party supported by a certain constituency comes to power, it has to respect the interests and rights of the minority, who did not support it.

Summary

Finally, summarize the lesson raising questions to the students that would sum it up.

1.2 HUMAN AND DEMOCRATIC RIGHTS (3 PERIODS)

Instructional Media

- The Constitution of Federal Democratic Republic of Ethiopia.
- International Human Rights Conventions.

1.2.1 The Human Rights of the Individual

Brainstorming question

- Mention two of the human rights of the individual.

Teacher, please let some of the students to mention two of the human rights of the individual. Then write down their response on the blackboard.

Task

- Next, allow the students to read the note under the topic human right of the individual. Meanwhile, tell them to do activity five individually based on the note they read. Here, you can use the following points for correcting answers:

Question 1: Its importance is unquestionable in that it prevents the arbitrary violation of One's right to life.

Question 2: Struggling against the violation of one's rights, respecting the right of others etc., can be alternative answers.

1.2.2 The Human Rights of the Group

Brainstorming question

- Mention two of the human rights of the group.

Teacher, please let some of the students mention two of the human rights of the group and ask them to write down their responses on their exercise books.

Task

- After making the students to read the note under the topic individually please tell them to do activity 6 individually based on the given note. Then, try to give corrections in the way of question and answer. You can use the following points for correction.

Question 1: Among others, following are the importances of respecting the human rights of the group:

- It builds good relationship.
- It makes peace.

Democratic System

- It enhances the building of democratic system.
- It enables working for common good.
- It enables the realization of development.
- It develops the sense of national belongingness.

Question 2: Yes, restrictions may be imposed on the human rights of the group for the following reasons:

- When it endangers the security of the nation and the people as a whole.
- When something that would black screen the name and dignity of people happens.
- When it is something that would destabilize the peace of the people.

1.2.3 Democratic Rights of the Individual

Brainstorming question

- Mention the democratic rights of the individual.

Teacher, please forward the above question to motivate students for the lesson. And, give chance for some of the students for the response and move on to the next task.

Task

Before the students do activity 7, please make them to read their notes individually. Next, make them to do the activity individually in the class and to reflect by using question and answer. It would be good for the students if you give them the following points as summary.

Question 1: The respectation of democratic rights of the individual

- Is important for the protection of life and personality?
- Enshrines the freedom of one's choice of residing in a place of one's choice of the people.

Question 2: The proper utilization of these rights requires standing against the violation of one's rights and respecting the rights of others.

Question 3: Restriction may be imposed on these rights when something that would endanger national security, the dignity and name of persons happens.

1.2.4 Democratic Rights of the Group

Please make some of the students respond to this question and move on to the next task.

Task

Teacher, please make the students to do activity 8 by reading their notes individually. You can use the following points as concluding statements.

Question 1: The respectation of democratic rights of the individual:

- Ensures the right for self-determination of the people.
- Guarantees the freedom of people to choose their leaders and to depose them at any time they wish.
- Enables the people to solve their common problems together.

Question 3: Yes, a restriction may be imposed on this right when it contradicts with the rights enshrined in the constitution.

Human and Democratic Rights

Human rights are the rights which one enjoys because of being human being. On the other hand, democratic rights are given by law, rights that have to be respected for citizens in a democratic system. These rights may be temporarily banned by law during inconveniences or difficult situations. This makes them different from human rights.

Summary

Finally, summarize the lesson by presenting its main themes briefly.

1.3 TOLERANCE IN DIVERSITY (2 PERIODS)

Instructional Media

- The Constitution of the Federal Democratic Republic of Ethiopia.

1.3.1 The Importance of Tolerance for Living Together

Brainstorming questions

- Look at the picture 1.1 carefully and identify at least three differences between the children.
- What does the picture indicate? What do you understand?

Teacher, please make all students carefully look at the picture under the topic in their text. And ask some of the students about the differences they noticed between the pictures and what they understand from them. Next,

write their answers on the board. If it is necessary to give summary about the brainstorming questions, you can use the following points:

1. About the differences between the children:
 - Difference in terms of sex
 - Difference in terms of religion
 - Difference in the number of males and females.
2. It can be understood that regardless of the above differences they are making effort to realize their common goal by tolerating diversity.

Task

It is good if students do activity 9 in group after reading the story, “The four friends” individually. After they reflect their group work, you can give corrections by using the following points:

Question 1: The four friends give us the lesson that tolerance enables to peacefully live together and to achieve common goals.

Question 2: From the parents of the children, we can learn that parental care and the outlook of parents has a great role in the effort the children make to live with tolerance in diversity.

Question 3: Give the students the chance to be given orally.

Task

Teacher, please make the students do activity 10 in the class individually by looking at the answers from their note. Then, give corrections in the way of question and answer and write the following points as concluding statements on the blackboard.

Question 1: It indicates the prioritization of the common interest and working for the common good.

Question 2: We can do this when we prioritize the common good in our deeds.

Question 3: Co-existence in peace and love enables the attainment of the common goal by ensuring growth, development and prosperity.

Tolerance of Diversity

Democratic societies practice tolerance in diversity. For example, though leaders in democratic system belong to the majority, they are expected to respect the rights of the minority and those with different views.

Since the minorities have different views from the majority, they may sometimes become oppositions if their views are not considered and properly treated.

Therefore, both leaders and citizens have to develop the culture of living in tolerance of diversity for the sake of peace.

A democratic system is developed because of the existence of diversified views and cultures. Hence, it cannot be sustainable if these views are not respected or violated by the majority in power. According to the principle of democracy, the decisions that the people make through discussion and debate have to be practically implemented.

Generally, since diversity in religion, ethnicity, culture, etc., is a democratic culture, citizens have to live in tolerance with each other. Additionally it is good to read unit three and four of the text in order to enrich one’s understanding of tolerance.

Summary

Finally, summarize the lesson by asking questions that would elaborate the daily lesson and show the attainment of its objectives.

1.4 THE FUNCTIONS OF GOVERNMENT (2 PERIODS)

Instructional Media

- The Constitution of the Federal Democratic Republic of Ethiopia.
- A chart illustrating organizational structure of the constitution?

1.4.1 Functions of the Federal Government of Ethiopia

Brainstorming question

- Mention at least three functions of the federal government of Ethiopia.

Teacher, please let some of the students list the functions of the federal government of Ethiopia before they read the note. And tell them to write their responses in their exercise books.

Task

- Next, make the students to read the note under the topic and discuss on activity 11 in group.

Democratic System

- In concluding the activity, please explain to the students why each of the functions of the federal government is under federal jurisdiction.

For example, printing, administering the national defense force and the foreign affairs of the state are under the federal government. Because; firstly, these powers are constitutional provisions. Secondly, if every regional state has its own currency and defense force, this endangers the national unity.

Explanation

Since the explanation given under the topic is enough, please give explanation by taking points from the note.

As additional you can enrich the answers by raising the idea mentioned in the second unit, the rule of law.

1.4.2 The Functions of Regional States

Brainstorming question

- Mention at least three of the functions of regional states.

Teacher, please motivate the students to mention the functions of regional states. Give chance for some of the students and write down their responses on the blackboard and then tell them to compare and contrast the responses with the points in the note.

Task

Next, make them do activity 12 in group after reading the note. Give them hint that they can get the answers for the questions by referring to the note.

Explanation

Since, the points given under the topic are sufficient, please give explanation by raising those points. (Additional reading – please read unit 2, the rule of law.)

1.4.3 City Administration and its Accountability

Brainstorming question

Teacher, please give chance for some of the students to express what City administration is. Then, give concluding statement. You can mention the following points. City administration is a governmental institution established with its own organizational structure and procedures so as to meet the needs of town residents.

Regarding the group work, please make the students refer to the note after doing the group work.

Explanation

Since the points given in the note are enough, please emphasize on them.

Summary

Finally summarize the lesson by asking questions that would elaborate the lesson and ensure the attainment of its objectives.

1.5 THE STRUCTURE OF THE STATE OF THE FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA (2 PERIODS)

Instructional Media

- The Constitution of the Federal Democratic Republic of Ethiopia.
- A chart that illustrates the flow of power.

Brainstorming question

- Copy the following picture on your exercise books and write the branches of the government of Ethiopia indicated by the question marks within brackets. You can use the ones done for you as examples.

Teacher, please make the students copy the picture on their exercise books and check if they have done according to the instruction. Make them refer to the note in order to check their answers.

Task

Make the students do activity 13 in group after reading the note. And make each group reflect the result to the class. The following points can be mentioned as concluding statement for the activity.

- Because it enables the branches to check the functions of each other without intervening in the legally given authority of one another.
- Because it prevents dictatorship that would result from the centralization of power at one place.
- Because it helps to make one branch a check mechanism against the other.

Explanation

Since the points under the topic are enough, please emphasize on them.

Summary

Finally, summarize the lesson by revising the main points briefly.

1.6 FOREIGN RELATION OF ETHIOPIA (2 PERIODS)

Instructional Media

- The Constitution of the Federal Democratic Republic of Ethiopia.
- The foreign policy of Ethiopia.
- The grade 7 Civics and Ethical Education Curriculum.

1.6.1 The Contribution of Ethiopia for African Countries

Brainstorming questions

- What do you understand from the above picture?
- Mention what you know about the contributions of Ethiopia for African countries.

Teacher: After making the students speak what they have understood from the picture, please give them a brief explanation about it before you move on to the second question.

Accordingly, the picture shows the military contributions of Ethiopia for peace making in Africa. Then give chance for some of the students to explain the contributions of Ethiopia for African countries.

Task

Make the students do activity 14 in group. You can use the following points as concluding statements:

Teacher: It is preferable if you list the names of the following countries where the Ethiopian army has been in a peace keeping mission

- Congo
- Liberia
- Burundi
- Somalia etc.

Though, its main function is to keep the peace and security of the country, in parallel, it has been undertaking developmental activity.

Explanation

Finally, give a brief explanation about the relations of Ethiopia with African countries in particular and the world in general.

The Foreign Relation of Ethiopia

- What are the principles of the foreign relation of Ethiopia?

The principles of the foreign relation of Ethiopia are mentioned in article 86 of the constitution of FDRE. These are:

1. To promote policies of foreign relations based on the protection of national interests and respect for the sovereignty of the country.
2. To promote mutual respect for national sovereignty and equality of states and non-interference in the internal affairs of other states.
3. To ensure that the foreign relation policies of the country are based on mutual interests and equality of states as well as that of international agreements promoting the interests of Ethiopia.
4. To observe international agreements that respect Ethiopia's sovereignty which are not contrary to the interests of its people.
5. To promote ever growing economic union and fraternal relations with Ethiopia's neighbours and other African countries.
6. To seek and support peaceful solution to international disputes.

Regarding the contributions of Ethiopia for African countries we can mention the following:

- Ethiopia is playing a leading role in the African union by being loyal to its objectives.
- Ethiopia is making active participation so as to enable the African union to be successful in conflict resolution.
- Ethiopia is highly supporting the effort to create strong economic ties among African countries. Hence, its name is in the list of countries which make the leading contribution.
- Ethiopia is playing the leading role in supporting NEPAD and other programs that are planned in order to improve the economic situations of Africa.

Summary

Finally, summarize the lesson by briefly raising the main points.

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. True
4. True 5. False

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

1. A 2. E 3. E 4. B
5. C 6. D 7. B

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

1. free competition for political power, the rule of law, transparency and accountability and majority rule of minority right.

2. legislative, executive and judiciary

IV. Choose the correct answer for the following questions

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

V. Give short answers for the following questions

1. The three branches of government are legislative, executive and judiciary. The power is shared between these branches in order to establish check and balance between them. This means that each prevents the other from misuse of power.
2. In order to get answer for this question, it is better to refer the notes under the topic “Functions of the federal government of Ethiopia and the function of the regional government of Ethiopia”.

SAMPLE LESSON PLAN

I.1 Principles of a Democratic System

Time	Teacher’s Activity	Student’s Activity
8’	<p>Introduction</p> <ul style="list-style-type: none"> Encourage students to answer brainstorming questions about the principles of democratic system. 	<ul style="list-style-type: none"> Participate by responding to the questions in the way they understood.
20’	<p>Presentation</p> <ul style="list-style-type: none"> Makes students read the note under the sub-topic “free competition for political power” individually. Makes the students do activity 1 individually and give correction. Makes the students read the note under the topic “the rule of law” individually. 	<ul style="list-style-type: none"> Read the note individually. Do the activity individually. Read the note carefully.
5’	<p>Stabilization</p> <ul style="list-style-type: none"> Emphasizes on the main points of the lesson through question and answer. 	<ul style="list-style-type: none"> Respond the question appropriately.
7’	<p>Summary</p> <ul style="list-style-type: none"> Ensures that the objectives of the lesson are achieved. Gives activity 2 under the sub-topic “The rule of law” as a home work. 	<ul style="list-style-type: none"> Respond to the questions raised in the summary. Do the home work.

UNIT 2 THE RULE OF LAW

(10 Periods)

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

- distinguish the difference between constitution and other laws.
- the manifestation and importance of legal protection.
- know the importance of ethical conduct.
- know the impact of exposing family secret.
- know that the power of public officials is limited by law.

No.	Contents/ Lessons	Specific Competencies Students will be able to:	Instructional Media
1.	Constitution	<ul style="list-style-type: none"> ● explain the federal constitution and its importance. 	<ul style="list-style-type: none"> ● The FDRE constitution. ● The syllabus of grade seven Civics and Ethical Education.
2.	Ethics	<ul style="list-style-type: none"> ● explain the ethical conducts expected of them as members of the society. ● exhibit good ethical conducts accepted by the society. 	<ul style="list-style-type: none"> ● A picture illustrating youngsters saluting elders with honour. ● Photographs showing the results of labour campaign.
3.	Limits of Power	<ul style="list-style-type: none"> ● explain the importance of the limit of power. 	
4.	Secrets	<ul style="list-style-type: none"> ● explain the meaning of family secret. ● explain the impacts of exposing family secret. 	
5.	Corruption	<ul style="list-style-type: none"> ● tell the meaning of corruption. ● list the factors that aggravate corruption. 	

2.1 CONSTITUTION (2 PERIODS)

Instructional Media

- Federal and Regional constitutions
- Various Regulations, Rules and Decrees
- Various laws (penal and civil codes)

2.1.1 Characteristics of Federal Constitution

Brainstorming question

- The Ethiopian constitution is said to be federal constitution. Why?

Teacher, please encourage the student to answer the question by recalling the previous lesson.

- Next, give them chance to discuss on why the Ethiopian constitution is said to be Federal.

- Finally move on to the next task by giving appropriate answer for the question. You can use the following point as a concluding statement as to why the Ethiopian constitution is said to be a federal constitution.

The Ethiopian constitution is said to be a federal constitution in that it is the binding document drafted and adopted by the constituents of the regional state of Ethiopia.

Task

Teacher, please make the students complete the exercises by referring to the note individually. Then give corrections by lating them to reflect in question and answer approach. Conclusions on the exercise can be made by referring to the note.

Characteristics of Federal Constitution

A federal constitution is a constitution adopted and implemented by nations, nationalities and peoples of diversified culture, history and landscape for their common purpose. Hence, it is the law that regulates their relation and enables them to peacefully co-exist. To see this in more detail the Federal constitution:

- is a common binding document by which various societies in Federal system can live together in tolerance with recognized identities and respected rights and interests.
- is adopted with the full consent of the constituent members of the federation.
- Since it is the supreme law of the land, any law, customary practice, governmental body or official's decision that contradicts it will be invalid.

2.1.2 The Importance of Federal Constitution

Brainstorming question

- Mention the importance of Federal constitutions.

Teacher, please give chance to some of the students to answer the brainstorming question and write down their responses on the blackboard.

For introductory purpose, please explain that there had been constitutions in Ethiopia before. Here, emphasize the importance of the present constitution by comparing it with the previous one. In doing so, explain the characteristics of the previous constitutional (particularly their limitations regarding the peaceful co-existence of the people and the respectation and protection of rights).

Task

- Next make the students to do activity 2 by referring to the note under the topic individually.
- In order to give conclusions for the activity you can use the following points:

Question 1: In the absence of a binding constitution, people cannot work together for the achievement of a common purpose because there will be nothing that binds them.

Question 2: The prevalence of constitutions both at the Federal and Regional levels enables the two governments to undertake their functions within their legal jurisdictions.

Question 3: If the member states of Federal democratic Republic of Ethiopia, which have their own respective constitutions did not have a common binding constitution, this would make each of them separate and independent than unified under a common state.

Explanation

Since the points mentioned about the characteristics of the federal constitution are sufficient, please explain by raising those points in detail.

2.1.3 The Importance of Legal Protection

Brainstorming question

- Why do you think people in conflict or violated people request to be taken to judicial institutions?

Teacher, please motivate the students to give answers which they think appropriate for the brainstorming questions. And make them to copy the appropriate answers on their exercise books.

Then, move on to the next task by adding your suggestions you can mention the following points:

- People in conflict or violated people request to be taken to judicial institutions because they believe that the law does not free the guilty, it is impartial, it is superior, it gives protection for our rights and it gives justice.

Task

Teacher, please make the students do activity 3 based on the story under the title "Moroka and Sherif" in group.

- You can organize according to the class situations (It is preferable if each group does not exceed seven).
- Make each group choose a chairman and a secretary.
- Make them read the story first individually and then in group. Then make them reflect the results to the class after doing activity 3.
- If the class has questions on the reflection, make the presenting group answer the questions.
- Finally, help them to come to the conclusion that it is obligatory for people to go to judicial institutions in order to get legal protection.

Task

Teacher, please make the students do activity 4 after reading the note under the title “Legal Protection” and make them reflect in a question and answer approach. You can use following the point to elaborate:

Question 1: Legal protection is the protection that the law gives for people in order to undertake a certain legal activity, or not to be violated by others, or not to be harmed for exposing violation.

Question 2: Legal protection is important for citizens in order to enjoy their legal rights and fulfill their legal responsibilities.

You can also help the students to complete the 3rd and 4th question depending on the Constitution.

Explanation

Since the explanation under the sub-topic “The importance of legal protection” is adequate please explain it in detail.

Summary

Finally, forward questions to that would sum up the lesson and show the attainment of its objectives.

2.2 ETHICS (2 PERIODS)**Instructional Media**

- A poster or picture showing the youth involving in various activities (good or bad).
- Brochures with different illustrations.

2.2.1 Ethical Standards Expected from Students**Brainstorming question**

- Copy the following table on your exercise book and put tick mark (✓) for the ethical standards that the society expects from students.

Teacher, please give the students the chance to speak their observations about ethical conducts (good or bad) of the youth in their locality. (It is preferable if you present the question using posters).

Task

Next, make the students fill the table which lets them evaluate their ethical conducts. Make them fill it individually and discuss it in pair.

Then, give them the following concluding statements:

- All conducts listed in the table are acts that show good ethical standard, except the ninth one. Hence, tell the students that they are expected to respect those good ethical standards listed in the table.
- Emphasize on the point that if the society expects such ethical standards from students its role in building these standards is significant.

Show the roles different sects of the society in the process of building good ethical standards. For example:

- Family
- School and
- The whole community.

Task

Teacher, in order to let the students do activity 5, please copy the table in the text on the board boldly. And explain the one done as an example. Then, make them do the activity based on the example in group.

- Regarding the second question, organize two debating groups one supporting or opposing “obeying parents and respecting elders” as a past or present ethical conduct. Choose a judge and let them debate.
- To elaborate the lessons invite an elderly person known and respected in the locality. Then, make the elderly explain the ethical standards that the society expects from the students and lead the class to conclude that respecting parents and elders is important and a manifestation of good ethical standards.

Teacher, please make the students bear in mind that ethics is important forever and no civilization shall eradicate good ethical values.

- Please give the students a homework to write a list of unethical behaviour and act shown by the youth in their locality. Then make them discuss on the solution.
- Finally, end the lesson by evaluating their understanding from the perspective of the objectives of the lesson.

Ethical Standards that the Society Expects from Students

- What is the need to particularly emphasize on the youth?

The Rule of Law

Because, if the youth become unethical this makes the survival of the state questionable. There are ethical standards that the society expects from the youth. It emphasizes on them because:

- the youth is the bridge between the present and the next generation.
- the youth inherits the tomorrow's nation and carries various responsibilities. Hence, sociologists assert that emphasis should be made on building the ethical conduct of the youth.

Some of the ethical standards that the society expects from students include the following:

- To respect the ethical values accepted by the society.
- To respect every person.
- To help oneself, one's family and the nation to get out of poverty and backwardness and to work hard.
- To see the youth respecting diversity.
- To appropriately understand the dignity of importance of work and to work hard.
- To be protected from arrogance and boasting.
- To appreciate and respect those who have special talent on various areas.
- To be protected from bad and destructive acts.
- To actively participate in developmental activities.
- To be protected (away) from acts that would endanger oneself and the society.
- To stand for truth in time and place.

Summary

Finally, summarize the lesson by briefly revising the main points.

2.3 LIMITS OF POWER (2 PERIODS)

Instructional Media

- A picture that shows the destructions caused by and the confusion happening to a person, who tries to do many activities at once.
- Rules/Regulations that show different appointments and assignments.
- Various decrees.
- A chart showing hierarchy of power.

2.3.1 The Importance of Limiting the Power of Government Officials

Brainstorming questions

- Which are government officials?
- What is the importance of limiting the power of government officials?

Teacher, please motivate the students to respond to the brainstorming questions and make them write the answers on their exercise books.

Next, give concluding statements and move on to the next task.

The concluding statement may include the following points. Limiting the power to government officials is important:

- For the democratic and human rights not to be violated (read what is written in Unit 1 for better understanding).
- For the rule of law not to be eroded (violated).
- For establishing a system of transparency and accountability.
- To help the society to get effective and efficient service from governmental institutions.
- To prevent discrimination, lawlessness and arbitrariness etc.

Task

Please, organize the students in groups to do activity 6. First, make them read the story "Gabiso" individually. Then, make them discuss the questions in groups and to reflect the results of their discussion to the class.

Please, give them four concluding statements after their reflection. Your concluding statement would include the following points.

Question 1: Ato Gabiso's power should be limited. Otherwise, he becomes arbitrary and things may get worse.

Question 2: Of course someone cannot have all qualities. He/she has some strong sides and some other weaknesses. And another person can help him/her fill his/her gaps. Therefore, it is not appropriate if someone accumulates all powers at his/her hand. Rather, he/she has to let the existence of a system where there is division of power and accountability.

Question 3: Limiting the power and making people do only according to their ability and the authority delegated to them.

Task

Teacher, please make the student do activity 7 in group and to reflect the results of their group discussion to the class. Finally try to check if the students have grasped the main points of the lesson as per its objectives. To do so, you may apply question and answer or discussion method.

Explanation

Since the explanation under the topic is enough to attain the objectives of the lesson, please present it by enriching it with additional experiences.

Summary

Finally, summarize the daily lesson raising questions that would ensure the achievement of the objectives and sum up the lesson.

2.4 SECRETS (2 PERIODS)

Instructional Media

- A picture showing a family conducting discussion.

2.4.1 Family Secrets

Brainstorming questions

- Haven't you heard the saying "let the secret of our home not be exposed" (የቤታችን ገበና እንዳይወጣ).
- What does it mean with the saying "ምሥጢር የባቁላ ወፍሮ አይደለም".

Teacher, please encourage the students under the topic "Family secrets".

Task

Next, to make the students to know family secret and distinguish it from other issues which are not please make them see the list of issues first individually. Then organize them in a group of four where each group deals with one issue. Making the groups reflect the results of their discussion to the class, make discuss on the points reflected and let the class grasp a better understanding.

Moreover, order the students to come up with a list of family secrets from the perspective of their culture and locality in order to elaborate the lesson.

Try to create a better understanding on the impacts if that would be incurred, if family secret is exposed for inappropriate person by using additional examples.

For instance, you can show that the peace and security of a family is endangered if its secret is exposed.

You can also emphasis that the exposure of family secret would create misunderstanding among family members by examples.

Task

Please make the students do activity 8 in pair then, make the whole class discuss on the activity by using question and answer method. For the corrections, allow them read the note individually.

2.4.2 The Impacts of Exposing Family Secret

Brainstorming questions

- What are the impacts of imposing family secret?
- Do you know family problems because of exposure of family secret? If you know, share the problem that happened due to the exposure of the secret to your friends.

For the brainstorming questions, please motivate the students to forward their experiences if they have any.

Task

Next, ask the students to read the story under the title, "The key" individually, then ask them orally about what happened to Mimi's family and why the problem happened.

Try to enrich their understanding by showing what happened on the family because of the exposure of secrets.

Teacher, please make the students to discuss on activities 9 and 10 in pair and to reflect the results of their discussion to the class. You can do so by using question and answer approach.

Tell them that they can get points for correction by reading the story under the title "The Key".

Secret

Since the note under title is enough for the objectives of the lesson, you can enrich by adding personal experiences.

Summary

Finally, summaries the lesson asking questions that would sum up the lesson and show the attainment of its objectives.

2.5 CORRUPTION (2 PERIODS)

Instructional Media

- A picture showing a person getting primacy from among many for service in a governmental

institution due to giving bribe and showing other service seekers in the queue complaining the case.

- Magazines, Brochures, Pamphlets and Posters by the federal ethics and anti-corruption commission.

2.5.1 Corruption in Governmental and Non-governmental Institutions

Brainstorming questions

- Explain the acts of corruption that would be committed in the governmental and non-governmental institutions of your locality.
- Have you ever been mistreated at a governmental institution, where you have gone for your/your family's affairs — to be accomplished?

Make the students discuss the brainstorming questions and reflect the results from the perspective of their own experience to the class.

Task

Next, please tell them read the story under the title, "The Committee" individually. Then, make them to do activity 11 in group.

Make them discuss the questions by comparing with the information provided in the table. Finally make the best group to reflect the result of its discussion to the class. You can conclude the exercise by using the following points:

Question 1: Corruption is committed.

Question 2: The type of corruption committed is discrimination or nepotism.

Question 3: Those who committed the corruption are the members of the committee.

Question 4: Those affected by the act of corruption are Tizaze, Hassen and Chaltu.

Question 5: In order to make the procedure transparent:

- Public notice would have been made.
- The competition would have been made only based on the set criteria.

Corruption in Governmental and Non-governmental Institutions

Corruption is a crime omitted both in governmental and non-governmental institutions. Corruption would happen when the relation that should exist between the service providing civil servant and the service seeking citizen is not clearly stated. Besides, it would happen

when the standards of accountability and ethics expected for effective service are not clearly stated. Corruption is inevitable if there are no clear rules, regulations and transparent procedures.

Summary

Corruption is a crime that would happen at various places. Some of the reasons for corruption committed in institutions include:

- Absence of clear rules and procedures.
- Deviating from the existing rules and procedures in service provision.
- Nepotic inclinations.
- Lack of positive thinking.
- Selfishness or egoism.

Task

For the first question of activity 12, please ask the students to discuss on acts which they consider as corruption in groups and reflect the results to the class.

For the second question, please organize the students in group of four. Then, give them an assignment to make a role play of acts of corruption in an office of their choice.

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

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

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

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

1. Legal protection
2. Limit
3. Those who respect the rules and regulations of their school, which are loyal, honest responsible, love their nation etc.

IV. Choose the correct answer for the following questions

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

V. Give short answers for the following questions

1. Because the federal constitution builds unity on the basis of equality and the common will of the people.
 - Helps to decide fair and equitable distribution of power and resources.
 - Ensures popular sovereignty etc.
2. Limiting the power of officials is important to ensure the rule of law and accountability.

3. In order officials not to commit violations against citizens by using their power beyond the limit.
4. Any affair which is important for the peace, security and development of a family can be taken as family secrets.
5. Some of the forms of corruption in governmental institutions include nepotism (favouring relatives and friends), working in violation of rules and regulations etc.

SAMPLE LESSON PLAN**2.1 Constitution**

Time	Teacher's Activity	Student's Activity
10'	Introduction <ul style="list-style-type: none"> • Motivates students to reflect ideas about federal constitution and its importance from their knowledge of previous grades. • Lists down the ideas on the blackboard. 	<ul style="list-style-type: none"> • Give opinion
20'	Presentation <ul style="list-style-type: none"> • Gives explanation on the lesson. • Gives clear instruction on what to do in the class. • Manages the class while the students are doing the given activity. • Motivates students to participate. • Gives answer for questions raised. • Guides and controls the discussion of students. • Gives concluding statements. • Gives corrections. 	<ul style="list-style-type: none"> • Listen. • Listen the instruction to accordingly. • Do activities given. • Participate in group work. • Ask questions. • Give suggestion discussions. • Raise point in the conclusion. • Take corrections.
5'	Stabilization <ul style="list-style-type: none"> • Ensures whether the lesson is being conducted along with its objectives through question. • Generalizes the daily lesson in line with its objectives. 	<ul style="list-style-type: none"> • Give appropriate answer for question.
	Summary <ul style="list-style-type: none"> • Evaluating whether students have grasped the main point of the lesson from the perspective of its objectives. 	<ul style="list-style-type: none"> • Respond to question raised in the summary.

UNIT 3 EQUALITY

(8 Periods)

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

- know the equality and equity of the nations, nationalities and peoples of Ethiopia.
- know that females and males are equal in all aspects.
- understand the right for the physically impaired people.

No.	Contents/ Lessons	Specific Competencies Students will be able to:	Instructional Media
1.	The Right to Equality and Equity	<ul style="list-style-type: none"> ● explain the ways of in ensuring of the right for equality and equity of the Ethiopian Nations, Nationalities and peoples. 	<ul style="list-style-type: none"> ● FDRE Constitution
2.	The Importance of Respecting the Equality of Language and other Cultural Aspect of Nations, Nationalities and Peoples	<ul style="list-style-type: none"> ● explain the importance of respecting equality of nations, nationalities and peoples, languages, religions and other cultural identities. 	
3.	Gender Equality	<ul style="list-style-type: none"> ● struggle against violations of such equality at their level. ● explain the manifestation of the right for equality of women in their marriage and family. 	<ul style="list-style-type: none"> ● The national policy of women’s affairs
4.	The Rights of the Disabled people	<ul style="list-style-type: none"> ● explain the impacts of violation of the rights of the physically impaired people. 	
5.	The Advantages of Respecting Religious Equality	<ul style="list-style-type: none"> ● explain the importance of respecting religious equality with examples. 	<ul style="list-style-type: none"> ● FDRE Constitution

3.1 THE RIGHT TO EQUALITY AND EQUITY (2 PERIODS)

Instructional Media

- FDRE Constitution.
- The Universal Declaration of Human rights.
- The rights of the minority.
- A poster showing the identities of various Nations, Nationalities and Peoples of Ethiopia on the Ethiopian map.

Brainstorming question

- What is the advantage of the equality of Ethiopian Nations, Nationalities and Peoples?

Teacher, please allow the students to reflect their views on the brainstorming question. And, help them write the points on their exercise book. Moreover, make them compare the points they have reflected with the points in the passage below and move on to the next task.

The Right for Equality and Equity

The constitution of the federal democratic republic of Ethiopia clearly states the right for equality of the Ethiopian nations, nationalities and peoples. The right to equality is a political right. It indicates that a certain group of people is equal with others. The right for equity is the right that is based on political equality. And, it indicates the equal enjoyment of the fruits of development by all.

Ensuring the right to equality and equity is important for establishing unity based on the common will. It is also important to create one political and economic community.

Task

Teacher, please make the students discuss activity 1 after reading the story under the title “The discussion between Furne and Heramo” in group and make them to reflect the results of their discussion to the class.

Teacher, please help the students to take corrections by forwarding concluding statements. The concluding statements may include the following points. Tell them that Furne’s argument is appropriate and add points that would support the argument.

For activity 2, please read article 25 of the constitution for the students or make them to read it. Then make them express their opinion from their observation or from what they have read.

For activity 3, the respectation of rights is important for fast development and the co-existence of citizens with tolerance and mutual respect.

3.1.1 The Manifestations of the Right for Equality and Equity of Nations, Nationalities and Peoples

Brainstorming question

- What does the statement “Ethiopia is a museum of peoples” mean?

Teacher, please make the students express the themes illustrated by the picture in the text. Then, motivate them to explain the statement “Ethiopia is the museum of peoples” and finally forward your concluding statement. And make them to group that “Ethiopia is a museum of peoples” meaning it is a country where peoples with diversified history culture and language live in unity with diversity.

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

The right for equality of the nations, nationalities and peoples are enshrined in article 39 sub-articles 2 and 3 of the FDRE constitution. Sub-article 2 states that all nations, nationalities and peoples have the right to use and develop their cultures and languages, and to protect

their history and heritages. Sub-article 3 states that all nations, nationalities and peoples have the right to self-administration and, fair and equal representation in common political institutions.

Nations, nationalities and peoples have their own identities such as language, culture and history. So, the language, culture and history of the Ethiopian people is the result of the unity and commonly shared values of all nations, nationalities and peoples. No nations, nationalities and peoples are superior or inferior to the other. All are equal. Hence, all the characteristics and identities of the peoples have to get equal legal recognition and protection. Thus, all peoples have equal right to use and develop their language. All of them also have equal right to expand and develop their culture. The protection of all these rights of equality affects the objective of forming one political and economic community.

Task

Please make the students read the passage under the title, “The Hesse People”. Then, make them do activity 3 in group and reflect the results of their discussion to the class. You can use the following points in your concluding statement and correction.

- From among the advantage of the right to self-administration:
 1. It results in balance growth.
 2. It motivates for developmental activities.
 3. It makes the local people beneficiaries of development.
- For the second question please tell them to read the passage carefully as.
- Some of the rights that have to be respected so as to lead to cooperatively living together are the right for self-administration, the right for equal utilization of environmental resources, the right to develop the environment resources, the right to develop one’s culture and to be proud of one’s culture, the right to equally treated, the right to learn in one’s own language.

Task

Teacher, please make the students read the passage below activity 3 before they do activity 4.

Tell them to look for the answer from the passage. You can give corrections through question and answer method. And, give appropriate concluding statement.

Equality

Question 1: See the answer given for activity 3, question 1.

Question 2: The inclusion of this right in the constitution, the prevalence of fair representation at all levels of legislative can be mentioned.

Summary

The nations, nationalities and peoples of Ethiopia are not at equal level of development. Hence, the government is taking affirmative action measures to bring the underdeveloped regions to a balanced level of development.

Moreover, women in Ethiopia are not equally joining job vacancies and decision-making positions with their male counter parts. Thus, the government is taking significant measures to empower women. Therefore, such type of special support cannot be considered as discrimination.

3.2 THE IMPORTANCE OF RESPECTING THE EQUALITY OF LANGUAGES AND OTHER CULTURAL ASPECTS OF NATIONS, NATIONALITIES AND PEOPLES (2 PERIODS)

Instructional Media

- The FDRE constitution
- National education and training policy.

Brainstorming questions

- Mention the advantages of fully respecting the right of nations, nationalities and peoples.
- What are the impacts of not respecting these rights?

Please motivate the students to mention as many advantages and impacts as they can. Meanwhile, list their responses on the blackboard. Then give them concluding statements by using the following points.

- In the past because these rights were not respected people were made to be ashamed by their culture and language. But these rights are made to have constitutional base. Thus, children are learning in their first language (mother tongue), people are getting the chance to develop their culture and to promote their true history.

Note

It is good to refer to the FDRE constitution and the national education and training policy for better understanding.

Task

To do activity 5, first make the students read the explanation given individually. Then, make them discuss in groups and reflect to the class. You can conclude by using the answer for activity 3, question 1.

Question 1: Respecting the rights of the nations, nationalities results in mutual respect and love of the nation. Besides, it also results in fast development.

Question 2: If rights are not respected this becomes a cause for misunderstanding and conflict among citizens. If also weakens development.

Question 3: Invite a guest who would briefly present the issue. If you are not able to get a guest tell them the red terror was an event that results in the death of many citizens. If happened due to lack of mutual understanding on the basis of equality.

Explanation

Since the note under the topic is enough for the objectives of the lesson, you can elaborate by raising some points from the note.

Summary

Finally summarize the lesson by forwarding questions that would sum up the lesson and show the attainment of its objectives.

3.3 GENDER EQUALITY (1 PERIOD)

Instructional Media

- The FDRE constitution
- The national Women Affairs Policy
- Human Rights Convention

3.3.1 The Right Equality of Women

Brainstorming question

- What do you understand from the above picture?

Teacher, please make the students look at the picture individually and discuss it in pairs. Then, give chance for some of them to explain what they understood from it.

Task

Teacher, please make the students carefully read the conversation of the three women on the topic. Then, make them discuss activity 6 in group.

Give concluding statements after groups reflect their discussion to the class. You can use the followings for conclusion and correction.

Question 1: It is said because, women are half of the population; they are mothers who give rise for citizens that can change the world; they are wives behind the success of their husbands, etc.

Question 2: Since women are half of the population, any activity that does not involve them actively and fairly will not bring the expected development.

Question 3: Let them interview people to answer the question.

From two groups of 3 members and make them to debate on the topic “Do male and female equal in their mental capacity”. Bring the debate to conclusion by strengthening the idea that says they have equal intelligence.

The Right of Equality of Women

Women are half of the society. Hence any issue that does not involve them cannot attain full success. Full participation of the women is needed if a society needs to fully benefit from of development projection.

For this, the obstacles against their full participation shall be avoided. For example:

- Empowering them and bringing them to power or decision-making.
- Reducing problems that women confront in domestic activities and enabling them to participate in developmental activities.
- Respecting their rights and establishing a system to protect their rights.
- Facilitating the conditions for legal protection in classes of violation of their rights.
- Facilitating conditions for legal protection in cases of violation of their rights.
- Moreover, identifying and abolishing cultural and traditional practices that violate the rights of women.

You are advised to read the following for better understanding.

- The national women’s affairs policy

- The FDRE constitution
- Other literatures on the issue of women.

3.3.2 The Manifestations for the Rights of Equality of Women**Brainstorming question**

- What are the manifestations of the right of equality of women?

Teacher, please make the students to discuss on the brainstorming question in pair and to reflect the results in the class.

Meanwhile, write down their responses on the blackboard to let them compare their responses with the points in the note.

Task

Next, make them read the note below individually and to compare what they have read with the list on the blackboard.

Then move on to the next task by providing concluding statement.

Teacher, please make the students do activity with in group. After each group reflect its discussion to the class, give your concluding statement. Your conclusion may include the following points.

- The main way to make the rights of the women to be respected is awareness creation in the society.
- Like the men, it is the right of the woman to choose the man she marries and to marry at the time she wants to.

For better understanding refer books, newspapers, newsletters, declarations and policies written on the issue of the right of women.

- Please, give them activity 9 to do at home after reading the note. Then make them reflect it in the class by way of question and answer.
- Give them concluding statements by reading the note itself.

The manifestations for the right of equality of women:

- Making full and active participation.
- Choosing a couple of their choice.
- Controlling production instrument of production and property.
- Changing backward thinking about women.

Equality

Summary

Finally, summarize the lesson using questions that would sum up the lesson and show the attainment of its objectives.

3.4 THE RIGHTS OF THE DISABLED PEOPLE (2 PERIODS)

Instructional Media

- The United Nations Convention on the rights of the child
- The Constitution of Federal Democratic Republic of Ethiopia
- A poster/picture showing disabled people conducting various activities.

Brainstorming question

- What do you understand from the picture above?

Please, make the class grasp appropriate understanding about the disabled people by giving chance for some of them to express what they understood from the pictures.

Please, give chance for some of the students to give their opinion about the disabled people. Then help all the students to grasp appropriate views.

Task

Next, make them read the story under the title “Little Zula” and do activity 10 in group. After their reflection to the class tell them to check their answers by reading the story repeatedly.

3.4.1 The Impacts of not respecting the Rights of the Disabled People

Brainstorming question

- What are the impacts of not properly respecting the rights of the disabled people?

Teacher, please forward the above question for the students in a simple way if possible with examples. Then collect responses from some of them; write the responses on the blackboard. This could enable them to compare there responses with the story they read.

Task

Next, make them do activity 11 individually as a homework after reading the note under the lesson topic.

Explanation

Since the note given in the text under the lesson topic is enough for the lesson objective, please explain the points by taking them from the note. You can additionally use the following points.

- Article 23 of the United Nations Convention on the Rights of Children states the following about disabled children.
- “Disabled children have the right for inclusive education and training where their human dignity is respected, they can get special support as much as possible and they can actively participate in the society. The government is responsible to make a disabled child to get special support, training and education to develop self-confidence and live a fulfilled life.”
- The protection of the rights of the disabled people can be ensured through awareness creation in the people on the issue. The experience of many countries can be evidence for their active participation in the national developmental efforts if their rights are respected.

Summary

Finally, summarize the lesson by asking questions that would sum up the lesson and show the achievement of its objectives.

3.5 THE ADVANTAGES OF RESPECTING RELIGIOUS EQUALITY (1 PERIOD)

Instructional Media

- The Constitution of Federal Democratic Republic of Ethiopia

Brainstorming question

- What is the importance of respecting religious equality?

Teacher, please forward the brainstorming question for the students and tell them to write down their responses on their exercise books. The question could help you to check the readiness of the students for the lesson.

Task

Next, tell them to read the note individually by taking the brainstorming question into consideration. Based on the note they have read, make them do activity 12 in groups. Then make them reflect the result to the class.

In order to conclude, forward the points in the note for them. You can use the following statements to conclude the activity.

- Often, the problem that occurs due to intolerance emanate from the views of “I am better” or “Mine is better”. The solution for such problems is respecting the golden rule, which says “Don’t do on others what you don’t want to be done

upon you “or “Do for others what you like to be done for you.”

- Here, you may need to explain the principle of secularism in a more detail way.

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. False
5. False

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

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

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

1. model
2. The constitution of FDRE

IV. Choose the correct answer for the following questions

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

V. Give short answers for the following questions

1. Respecting the right for equality fosters development by establishing peace among citizens and strengthening unity.
2. The role of women is great and all rounded. They are producers, they are the mothers who bear productive man power and they participate in the social, political and economic activities of their localities.

This all rounded participation of the women leads us to the conclusion, “development cannot be ensured without the participation of the women.”

3. The following are some of the supports and care that should be done for disabled children.
 - Fully respecting their rights like other citizens.
 - Giving them essential support to let them do productive activities that would benefit the nation.
 - Building their capacity and giving them initial capital to make them self-helping etc.

SAMPLE LESSON PLAN

3.1 The Right to Equality and Equity

Time	Teacher’s Activity	Student’s Activity
10’	Introduction <ul style="list-style-type: none"> • Motivates students to respond to the brainstorming question. If necessary, lets them to discuss on it in pair for few minutes. 	<ul style="list-style-type: none"> • Give appropriate answer for the question
20’	<ul style="list-style-type: none"> • Reads the story under the title the discussion between Furne and Heramo, and motivates students to do the activity and participate. 	Listen to the passage the teacher is reading and read the passage individually. <ul style="list-style-type: none"> • Do the activity in group and reflect it to the class. • Take corrections. • Answer questions raised.
5’	Teacher activity summary <ul style="list-style-type: none"> • Forwards points that summarize the lesson • Raises questions that the attainment of the objectives of the lesson • Answer questions raised by students. 	Student activity

UNIT 4 JUSTICE

(12 Periods)

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

- know the need for non-discriminatory procedures among citizens.
- explain the judicial procedures of the court.
- know what is meant by fair distribution of service giving institutions.

No.	Contents/ Lessons	Specific Competencies Students will be able to:	Instructional Media
1.	The Prevalence of Non-discriminatory Procedures	<ul style="list-style-type: none"> • explain what is meant by the non-discrimination procedures. • explain the significance of these procedures for peace and development. 	
2.	Impacts of Discriminatory Procedures	<ul style="list-style-type: none"> • list the impacts of discriminatory procedures. 	
3.	Social Service Institutions	<ul style="list-style-type: none"> • explain what is meant by social institutions. 	
4.	Judicial Institutions at Different Levels	<ul style="list-style-type: none"> • identify the judicial institutions at different levels. • explain the importance of the judicial procedure of these institutions. 	
5.	Measures to be Taken When there are Human Rights Violations and Injustice	<ul style="list-style-type: none"> • identify the measures they should take during violation of their rights. • notify the concerned authorities to take measures when their rights are violated. • know the right of citizens to get fair judgement. 	
6.	Taxation	<ul style="list-style-type: none"> • identify the right and duties of tax payers. • explain the role of the society in making every tax payer to pay tax. 	

4.1 THE PREVALENCE OF NON-DISCRIMINATORY PROCEDURES (2 PERIODS)

Instructional Media

- The Constitution of Federal Democratic Republic of Ethiopia.
- Pictures, posters that show non-discriminatory procedures.

Brainstorming question

- What is meant by non-discriminatory just procedures? Tell to your friends practices which you consider as discriminatory.

Teacher: Focusing on the administration of family, please ask some of the students about the manifestations for non-discriminatory practices in the family. And ask them about what could be the consequence if parents administer without any discrimination among their children. In order to compare their answers after the lesson, please tell them to write down their answers on their exercise books.

Task

Next, make the students read the passage under the title “Kebeles of Wonchite” individually. Then make them discuss the activity based on the passage in group and reflect the results to the class in the way of question and answer. Finally, make the class compare the reflections of the groups with the answers forwarded for the brainstorming question.

- You can use the following points to conclude activity 1.

Question 1: The reason for the failure of the kebeles is the prevalence of discrimination and injustice.

Question 2: A. Taking actions that develop justice from the family up to governmental institutions.

- B. Establishing forms for reconciliation and expanding awareness on peace and justice.

Question 3: It strengthens lasting peace, fast development and the building of democratic system.

Teacher: Next, please make the students read the note in their text individually and do activity 2 at home. Then, make them to forward their answers by way of answer and question. You can use the following points in order to conclude activity 2.

Question 1: Because their rights are respected, the motivation and participation of citizens in developmental activities will increase. Motivation and participation have significant role in scoring success.

Question 2: Since the survival of one is determinant for the survival (existence) of the other, they have strong correlation.

Question 3: Discriminatory practice is one of the causes for lack of peace, so, the importance of non-discriminatory practices for establishing peace is great.

Explanation

- The note under the title, “The prevalence of non-discriminatory practices” is enough. You can elaborate the lesson by using the following points.
- Discrimination is harming one party by following a decision biased to the other. This is contradictory to honest and fair service.
- Discrimination makes someone not to fulfill his/her responsibility appropriately. It also hinders the prevalence of the rule of law.

Summary

Finally, summarize forwarding its main points by briefly.

4.2 IMPACTS OF DISCRIMINATORY PRACTICES (2 PERIODS)**Instructional Media**

- The Constitution of Federal Democratic Republic of Ethiopia
- The code of ethics
- Picture/poster that shows problems which would occur due to discriminatory practices.

Brainstorming question

- List the problems that you think would occur due to discriminatory practices.

Teacher, please ask your students if they have experienced discrimination (for example, in the family, in the school, in the service provision of service giving institution.) Meanwhile, write their responses on the blackboard.

Task

Please make the students read the passage under the title “Discriminatory practices” individually.

Then, make them do activity 3 in groups. Make them reflect the result to the class and give your conclusion. You can include the following points in the conclusion.

Question 1: The absence of equal participation in political and economic affairs, violation, etc., can be answers for this question.

Question 2: Motivate the students to answer this question by carefully reading the passage.

Question 3: They became causes for lack of national concern and sense of ownership, because they were not equally beneficiaries form the resources of the country.

Teacher: After they have done activity 3 in group and reflected the results, please make the students read their note to compare their answers for the activity with their responses for the brainstorming question. This helps them to check the gap between the two. Next, please make them do activity 4 in group at home. Then give them the following concluding statement for the activity and help them to compare the concluding statements with their responses.

Question 1: In order to follow up and prevent discriminatory practices there shall be: transparent procedures and a system of accountability shall be established, laws shall be made and applied; continuous awareness shall be created in the people and the officials, violation should be punished etc.

Question 2: From among the national level impacts of discrimination practices, absence of motivation for work, hopelessness, lack of sense of ownership motivation for violence, lack of peace and stability etc., can be mentioned.

The Impacts of Discriminatory Practices

Though the explanation under the topic is enough for the objectives of the lesson, unit 1, unit 2 and unit 3 can be referred for better understanding.

Summary

Finally summarize the lesson by raising questions that would sum up the lesson and show the attainment of its objectives.

4.3 SOCIAL SERVICE INSTITUTIONS (2 PERIODS)

Instructional Media

- A chart that shows the distribution of social services.
- The Constitution of Federal Democratic Republic of Ethiopia.

4.3.1 The Fair Distribution of Social Institutions

Brainstorming questions

- Which institutions are categorized as social institutions?
- What does it mean by fair distribution of social institutions?

Teacher, please read the brainstorming questions loudly in a way audible for all students. Then, give chance for some of them to respond to the questions. And tell them to write down the responses on their exercise books to compare and contrast later.

Give them concluding statements let them to grasp the concluded ideas. You can use the following in the answer for the brainstorming questions.

Teacher, please tell students that, social institutions are institutions that render various services for a certain

society. For example, they include schools, health institutions etc. Fair distribution of social institutions means that the even distribution of these institutions at all places. Now, you can pass to the next task.

Task

Teacher: Please tell the students read the passage under the title “Tambaro and Dhasenech” so as to let them grasp a better understanding. And make them to do activity 5 individually in the class based on the passage. You can forward the following points on the activity.

Question 1: As it can be understood from the passage, discrimination can be considered as the cause for the difference in the distribution of the social institutions.

Question 2: Discriminatory distribution of social institutions can be corrected only through non-discriminatory and just procedures.

Question 3: Uneven or unfair distribution of social institutions may arise social crisis, instability protest and group thinking.

Now, make the students compare their answers with your concluding statements. Moreover, the points in the syllabus can be used for elaboration.

Next, make the students to read the passage about the fair distribution of social institutions individually and to discuss activity 6 in group. Then make them reflect the results for the class. Finally give them concluding statements on the activity.

In your concluding statement, you can include the causes for social crisis of uneven distribution of social institutions and the need for participation and support of citizens in making fair distribution.

Social Institutions

From the perspective of the objectives of the lesson the note given is enough. So, explain in a more detail by taking the points from it.

Summary

Finally summarize the lesson discussing its main points by briefly.

4.4 JUDICIAL INSTITUTIONS AT DIFFERENT LEVELS (2 PERIODS)

Instructional Media

- Pictures illustrating just practices
- The Constitution of Federal Democratic Republic of Ethiopia.

4.4.1 The Importance of Fair Procedures in the Local Judicial Institutions

Brainstorming questions

- Identify the judicial institutions in your locality.
- What is the importance of fair procedures in these judicial institutions?

Teacher, please motivate the students to respond to the brainstorming questions and write their answers on the blackboard. You can pass to the next task by forwarding the following points on the questions. Family forums and courts at different levels can be mentioned as local judicial institutions. The fairness of the procedures in these institutions ensure appropriate and non-nepotic judgements, lasting peace and fast development.

Task

Next, make the students do activity 7 based the information they gather from judicial institution in their locality in groups. Then make them reflect to the class and help them to discuss on the reflection.

Tell the students to do activity 8 by reading their note individually at home. Give them corrections by way of question and answer.

1. The establishment of judicial institutions at different levels enables to make true and unbiased judgement which ensures lasting peace and fast development.
2. Some of the factors that make the judicial institutions not to follow just procedures include: absence of obedience to the rule of law, traditional practices, the societal outlook on gender issues etc.

Judicial Institutions at Different Levels

The explanation in the text is enough for the objectives of the lesson. Hence, take the main points from the note and present them in a more detail.

Summary

Finally, summarize the lesson by raising questions that would sum up the lesson and show the attainment of its objectives.

4.5 MEASURES TO BE TAKEN WHEN THERE ARE HUMAN RIGHT VIOLATION AND INJUSTICE (2 PERIODS)

Instructional Media

- Pictures that show rights being violated.
- Human rights convention
- The Constitution of Federal Democratic Republic of Ethiopia.

4.5.1 Measures for the Protection of Rights and the Prevalence of Justice

Brainstorming question

- What measures do you think should be taken during violation of rights and injustice to protect rights?

Teacher, please forward the brainstorming question for the class and gather responses from some of the students. Meanwhile, write down their responses on the blackboard.

Task

Make the students read the note individually in order to compare their responses to the brainstorming questions with points in the note. Next make the students to do activity 9 based on the note individually. For this activity, which they have done as a class work, you can give them the following concluding statements for correction.

Question 1: The role of citizens in the protection of rights is to expose violations of their rights and those of others for the concerned judicial institution.

Question 2: Not violating the rights of others, and asking apology if at all they violate and stopping the violation.

Teacher, please make the students read the note under the lesson topic and to do activity 10 individually in the class. Then, let them take corrections in the form of question and answer. You can use the followings in your concluding statement.

Question 1: People use their right to appeal may be because they are not satisfied by the judicial procedures of the court.

Question 2: You are expected to make the students know and explain the appeal system as effectively as possible.

Measures to be taken when there are human right violation and injustice

The explanation under the lesson topic is enough for the lesson objectives. So, take points from the note and explain them in detail.

Summary

Finally summarize the lesson by forwarding questions that would sum up the lesson and show the attainment of its objectives.

4.6 TAXATION (2 PERIODS)

Instructional Media

- Documents prepared for awareness creation and provision of information for tax payers
- A poster/picture that shows infrastructures built by the capital obtained from tax paid.
- Various declarations on taxation
- The Constitution of Federal Democratic Republic of Ethiopia.

4.6.1 The Rights and Duties of Tax Payers and the Responsibility of the Society

Brainstorming questions

- Mention the importance of tax.
- What are the rights of tax payers?
- What about their duties?

Teacher, please evaluate the understanding of students from their responses to the brainstorming question.

Next, try to improve their understanding by sharing your ideas about taxation.

The Rights and Duties of Tax Payers and the Responsibility of the Society

Taxation helps to build different infrastructures for the society. It also helps to supply various services for the society.

Moreover, taxation maintains the balance of fair distribution of income by making the economy stable. Lastly taxation surceases manse to significantly change the life standard of citizens.

Therefore, paying tax is the responsibility that everyone should discharge voluntarily and mandatory.

And, the society should not consider taxation as a Burden. Hence, the tax payers have great role in inculcating common motivation for common development by giving positive responses to taxation issues. They have to develop the culture of working hand in hand with the taxation authority. The taxation authority on its part has to make unreserved effort to strengthen its relation with tax payers to create awareness among tax payers that taxation is the base for national development and prosperity.

Regarding the rights and duties of tax payers, it is clearly stated in the notes. So, it is enough.

Task

Next, please make the students read the passage carefully under the title “Community forum” and compare the points they get from it with their responses to the brainstorming question. This helps the students to have a better understanding and to conclude that taxation is vital.

Group activity questions

Teacher, please organize the students into two groups, one of which to do the first question and the other to do the second one.

Making each group present its assignment through its representatives, please allow a discussion forum to the whole class. Finally forward your concluding statements.

Summary

Finally, summarize the lesson raising the main points.

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

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

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

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

1. Exposing the violation of one's rights and those of others for the concerned authority/body.
2. just/fair
3. modern and traditional

IV. Choose the correct answer for the following questions

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

V. Give short answers for the following questions

1. Equally treating every one, performing one's activity within the limits of power based on the

rule of law, not claiming rights that one does not deserve and protecting ones rights only through legal means.

2. (a) *In the school*: It harms the quality of education and becomes the class for inequality among students.
(b) *In the family*: It causes lack of peace, tolerance and mutual respect.
(c) *In the kebele*: It causes lack of confidence in the people about the procedures of the kebele. It also causes lack of peace among the people.
(d) *In the courts*: Due to their malfunctions, the rights of citizens will be violated, criminal acts will be expanded and the people will lack confidence in the government.

SAMPLE LESSON PLAN

4.1 The Prevalence of Non-discriminatory Procedures

Time	Teacher's Activity	Student's Activity
10'	Introduction <ul style="list-style-type: none"> • Introduces the new lesson. • Tells to the students the attitudinal change expected of them after the lesson. • Motivates students to be ready for the daily lesson by letting them to participate. 	<ul style="list-style-type: none"> • Listen to the teacher. • Give appropriate answers for the brainstorming questions.
25'	<ul style="list-style-type: none"> • Makes the students read the passage under the title "Kebeles of Wonchite" individually for better understanding. • Reads the passage for the whole class after they have read individually. • Makes them do activity 1 in the class in group. • Observe the students while they are undertaking activities given and gives explanation where necessary. • Makes group work to be presented and to be compared with the responses for the brainstorming. • Gives concluding statements on the activity. 	<ul style="list-style-type: none"> • Read the passage individually. • Listen to the teacher while he/she reads the passage. • Do the given activity and ask questions on unclear points. • Present the group work for the class. • Take corrections based on the concluding statements given. • Listen to the teacher. • Participate in answering the questions.

UNIT 5 PATRIOTISM

(11 Periods)

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

- know true history of the people and the country and develop sense of patriotism.
- distinguish harmful traditional practices that could endanger public security.

No.	Contents/ Lessons	Specific Competencies Students will be able to:	Instructional Media
1.	Patriotism	<ul style="list-style-type: none"> • identify the manifestations of modern patriotism. • explain the meaning of “true history of the people and the country”. • perform activities in the school and their locality that will be model to one another. 	<ul style="list-style-type: none"> • Posters that show various nations, nationalities and peoples of Ethiopia.
2.	Destructive and Harmful Practices	<ul style="list-style-type: none"> • prevent harmful traditional practices in their localities. • handle properties of the school and their locality. 	<ul style="list-style-type: none"> • Posters/pictures that show harmful traditional practices.
3.	Policies and Strategies of Development	<ul style="list-style-type: none"> • explain the significance of developmental policies and strategies in fighting poverty. 	<ul style="list-style-type: none"> • Policies, strategies of rural development. • Industrial policy
4.	Citizenship	<ul style="list-style-type: none"> • explain the rights and duties of citizens. • identify their rights and duties at their level. 	<ul style="list-style-type: none"> • The constitution of Federal Democratic Republic of Ethiopia.
5.	National Flag	<ul style="list-style-type: none"> • explain the historical process or developments that the Ethiopian flag has come across. 	<ul style="list-style-type: none"> • The constitution of Federal Democratic Republic of Ethiopia.

5.1 PATRIOTISM (3 PERIODS)

Instructional Media

- Posters that show the various nations, nationalities and peoples of Ethiopia.
- The Constitution of Federal Democratic Republic of Ethiopia.
- The syllabus of grade seven Civics and Ethical Education.

5.1.1 Manifestations of Modern Patriotism

Brainstorming question

- Mention some of the manifestations of patriotism.

Teacher, please make the students discuss on the above question in pair. Then, gather responses from some of the pairs and write their answers on the blackboard and let them compare the answers.

Task

- Next, make the students to read the passage under the title “History of a country” thinking answers for the question raised there.

- Based on the passage, please make them to activity 1 in pair in the class.
- When they finish, please give them correction in the form of question and answer (this is preferable, because correction for each student is difficult).
- Finally, give your concluding statements. You can include the following points in your conclusion.

The Manifestations of Modern Patriotism

Some of the manifestations of modern patriotism include:

- obedience to the laws and rules of the government.
- respecting the rights of others.
- effectively discharging one's responsibility.
- being a good model for the society.
- to understand the history of the people and the country in a non-biased manner etc.

Task

- Please, tell the students to read the brief note given and to do activity 2 at home.
- Please give the correction in the way of question and answer by motivating all students to participate.
- Give concluding statements on the questions by reading the note.

Summary

- Finally, summarize the lesson by raising questions that would sum up the lesson and show the attainment of its objectives.

5.2 DESTRUCTIVE AND HARMFUL PRACTICES (2 PERIODS)

Instructional Media

- Posters/pictures that show harmful traditional practices.

5.2.1 Harmful and Traditional Practices in our Localities

Brainstorming question

- What do you understand from the pictures?

Teacher, please give chance for the students, to express what they understood from the pictures. Make them

express which harmful traditional practices illustrated in the picture are widely practiced in their locality. Besides, ask them if they have ever participated in such practices and what impacts would these practices have.

Task

Next, make the students read the story under the title "Awchachigne" individually for better understanding. Then, read the story for the class loudly and make them do activity 3 based on the passage in group. After their presentation, you can use the points in the syllabus and the note under activity 3 for conclusion.

Harmful Traditional Practices

Since the note under the lesson topic is enough for the objectives, please try to present the points in detail.

Summary

Devastative acts in the locality would endanger popular peace and security. So, the local people should protect and wisely use common properties with a sense of ownership. Make the students bear in mind that otherwise, this would have adverse effect.

5.3 POLICIES AND STRATEGIES OF DEVELOPMENT (2 PERIODS)

Instructional Media

- Pictures that show the results of developmental efforts in Ethiopia.
- The Constitution of Federal Democratic Republic of Ethiopia.

5.3.1 The Role of Developmental Policies and Strategies in Fighting Poverty

Brainstorming questions

- What do you understand from the pictures?
- What are the manifestations of poverty in a country?

Teacher, please give chance for the students to speak about what they understood from the pictures and the manifestation of poverty, meanwhile tell them to write down the response on their exercise books.

Give them your concluding statement that would include the following points. As it could be understood from the pictures, Ethiopia is implementing various policies and strategies to eradicate poverty. These policies and strategies are scoring success in the sector of agriculture, industry and infrastructure. Moreover,

Patriotism

the government is giving incentives for those who work hard.

In contrast, not working hard exposes for poverty. Some of the manifestations of poverty are: disease, hunger, unemployment, social crisis, instability, and illiteracy etc.

Task

For better understanding please make them read the passage under the title “The youth of Addis village” and do activity 5 in group. Then, make them reflect the results of their discussion for the class through their representatives.

Next, tell the students to do activity 6 based on the note given individually at home. Then, give them corrections in the way form question and answer. You can use the note in order to conclude the activity.

Note

Reading the following books is advisable for better understanding.

- Policies and Strategies of Rural Development
- Policies and Strategies of Industrial Development
- Issues of Building Democratic System in Ethiopia

5.3.2 The Role of Voluntary Service in the Eradication of Communal Problems

Brainstorming question

- What problems are considered as common Problems?

Teacher, please ask the students to mention problems which are considered as common problems. Meanwhile, write their responses on the blackboard because this enables them to compare with your concluding statements.

Task

Next to mentioning common problems let them read the poem under the title “ቀዳማ ነኝ እነ” Before going to activity 7 make read them the poem loudly.

Then, make them do activity 7 individually and reflect their answers in the class.

If they are unable to respond appropriately give them conclusions from the point of view of avoiding common problems as the subject in the poem made himself ready for voluntary act to solve problems.

Policies and Strategies of Development

Since the explanation given under this lesson topic is enough for the objectives of the lesson, Please explain the points in the note in detail.

Summary

Finally, summarize the lesson forwarding the main points briefly that would show the attainment of the lesson objectives.

5.4 CITIZENSHIP (2 PERIODS)

Instructional Media

- The Constitution of Federal Democratic of Ethiopia
- Human Rights Convention
- Constitution of Regional States.

5.4.1 The Rights and Duties of Citizens

Brainstorming question

- “Ask what you did for your country, but not what the country has done for you” (John F. Kennedy-President of America)
- What do you understand from the above saying?

Teacher, please ask the students to express the above mentioned saying in their own words. And write down their responses on the blackboard.

Then, tell them in your explanation about the presidents’ speech. Citizens should not claim only duties. This means that rights and duties have to be balanced.

Task

Then, make the students to do activity 9 in group after they have read the passage under the title “Comments from/ to participants” individually in the class. Afterwards each group presents the result for the class through its representative. Give concluding statements move on to the next task.

Next, make them do activity 10 individually at home after they read the note under the topic “Rights and duties of citizens”.

Making them reflect the activity they have done at home in the form of question and answer, give your concluding statement and pass on to the next task.

The Rights and Duties of Citizen

Since the explanation given under the lesson topic is enough, forward the points in the note in detail for the class.

Summary

Finally, summarize the lesson presenting its main points briefly.

5.5 NATIONAL FLAG (2 PERIODS)

Instructional Media

- The National Flag, which has five edged Star at the centre.
- The Constitution of Federal Democratic Republic of Ethiopia.

5.5.1 The Historical Development of the Ethiopian National Flag

Brainstorming question

- What do you understand from the picture?

Teacher, please ask the students what they have understood from the picture and tell them to write down the responses in their exercise book.

Give your explanation based on what is stated in the federal constitution by using real flag. Explain for them that national flag is the manifestation of sovereignty and source of proud of a nation.

Task

Next, make the student do activity 11 individually after read the passage under the title “Kumera Afincho and Ababa Goda”. For the answer tell them to read the note under the lesson topic.

Tell the student to do activity 12 and let them grasp detail understanding through discussion.

The National Flag

The explanation given under the topic is enough for the lesson objectives. So, forward the points in detail by taking them from the note.

Summary

Finally summarize the lesson forwarding its main points briefly.

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 | 5. False | 6. False |

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

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

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

1. developmental policies and strategies
2. Voluntarism

IV. Choose the correct answer for the following questions

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

V. Give short answers for the following questions

1. It is impossible to use the infrastructure service given by the government.
2. Voluntary service supports the government in areas where there is limitation. For example, since the security force of the government cannot be there at all places, the people shall voluntarily be on the side of these forces in order to fill the limitations and keep the security of their localities.

SAMPLE LESSON PLAN**5.1 Patriotism**

Time	Teacher's Activity	Student's Activity
10'	Introduction <ul style="list-style-type: none"> • Forwards brainstorming questions about the manifestations of patriotism. • Motivates students to participate. • Write down the responses of students. 	<ul style="list-style-type: none"> • Give answer for the brainstorming questions. • Ask questions.
20'	Presentation <ul style="list-style-type: none"> • Explains the manifestation of modern patriotism based on the note. • Organizes students for discussion. • Gives class work and manages the class. • Gives corrections and additional points on the responses of students. 	<ul style="list-style-type: none"> • Listen to teacher. • Take note Participate in the discussion. • Do the class work.
10'	Summary <ul style="list-style-type: none"> • Forwards concluding statements about the manifestations of modern patriotism. • Asks questions to evaluate students. • Revises the lesson. • Gives home work. 	<ul style="list-style-type: none"> • Give their opinion about the manifestations of modern patriotism. • Ask questions on unclear points. • Do the home work given.

UNIT 6 RESPONSIBILITY

(8 Periods)

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

- identify the different types and levels of responsibility.
- know their responsibilities in protecting natural resources and historical heritage.
- know the importance of protecting oneself from HIV/AIDS.

No.	Contents/Lessons	Specific Competencies Students will be able to:	Instructional Media
1.	Fulfilling Responsibility	<ul style="list-style-type: none"> • identify the types and levels of responsibility. 	
2.	Promise	<ul style="list-style-type: none"> • explain the promises they make at the school and in their locality. • appropriately discharge their responsibility. 	<ul style="list-style-type: none"> • Picture that shows graduates making promise.
3.	Natural Resources and Historical Heritage	<ul style="list-style-type: none"> • explain the causes for the destruction of natural resources and historical heritages. • protect natural resources and historical heritages. 	<ul style="list-style-type: none"> • Forests and wild animals. • Pictures that show some of the historical heritages.
4.	HIV/AIDS	<ul style="list-style-type: none"> • identify the impacts of HIV/AIDS on the society. • protect themselves from the ways of transmission of HIV/AIDS. 	

6.1 FULFILLING RESPONSIBILITY (2 PERIODS)

Instructional Media

- Pictures that show people performing different activities as per performing different activities as per their age and sex.
- The Constitution of Federal Democratic Republic of Ethiopia.

6.1.1 Types and Levels of Responsibility

Brainstorming question

- What do you understand from the photograph?

Teacher: In order to make the students ready for the lesson, please ask them about what they understood from the picture from the perspective of discharging responsibility. Meanwhile, make them write down the responses on their exercise books.

Task

Taking response from some the students, make them read the passage under the title “Memory” individually with consideration of the lesson topic. Then, make them do activity 1 individually based the passage.

Making the students reflect their class work in the form of question and answer and give them corrections by using the following points.

Making the students to reflect their class work in the question and answer, give them corrections by using the following points.

If someone who holds public power responsibility reduces the income of the government by taking bribe, he/she is accountable for his/her irresponsibility. Hence, the stand of the official indicates that he/she is discharging his/her responsibility appropriately. Thus,

Responsibility

we have to follow him as a good model. In contrast, bribe and receiving gift distorts our mind, biases our decision and hinders growth and development.

Task

Tell the students to do activity 2 at home based on the information they get from the note. You can give corrections in the form of question and answer. Additionally you can forward the following points.

Responsibility is conducting tasks assigned based on laws and rules. Collective responsibility is collectively conducting activities for the common good. If a person does not fulfill his individual responsibility, he does not harm only himself but also the society.

Explanation

Since the explanation given under the lesson topic is enough, please present the points in the note in detail relating them to the experience of the students.

Summary

Finally, summarize the lesson by raising questions that would show the attainment of its objective.

6.2 PROMISE (2 PERIODS)

Instructional Media

- A picture that shows people making promise to fulfill their responsibility.

Brainstorming question

- What is promise?

Teacher, please gather responses from some of the students and write their answer on the blackboard.

Task

Next, please make the students to read the passage under the title "The Treasure of Promise".

After they finish reading the passage individually, please make them to do activity 3 in groups. And, make them reflect the results to the class through their representatives.

Give conclusions on the activity by using the following points. Though both stewardship and promise are forms of responsibility, stewardship represents the responsibility of one party, where as promise represents responsibility of both parties involved in the issues.

Additionally tell to the students that they will get the answer for the other questions from the passage.

Next, give activity 4 as homework for the students and tell them that they can do it by reading the note under activity 3 carefully.

Finally, end the lesson by giving concluding statements.

Promise

Since the explanation given is enough for the objectives of the lesson, present the points in the note in a more detail by relating them to the experience of students.

Summary

Finally, summarize the lesson revising its main points briefly.

6.3 NATURAL RESOURCES AND HISTORICAL HERITAGES (2 PERIODS)

Instructional Media

- Posters, pictures that show natural resources and historical heritages.

Brainstorming question

- Mention the natural and historical heritages in your locality.

Teacher, give chance for some of the students to mention the natural resources and historical heritages in their responses on the blackboard in order to let them to compare the responses later on.

Task

Make the students read the note under the lesson topic individually. Then, make them do activity 5 in groups and reflect for the class. After each group reflects the results of its discussion through its representative, conclude the activity in class discussion. In the conclusion, you can forward some points.

The mass media is expected to teach society and create awareness regarding the protection of natural resources and historical heritages.

The followings are some of the causes for the loss of natural resources and historical heritages:

- Illiteracy and lack of awareness
- Poverty and backwardness
- Lack of national feeling and sense of ownership
- Selfishness (lack of concern for others).

Therefore, from the perspective of protecting natural resources and historical heritages, every citizen shall

act with the sense of ownership in consideration of the coming generations.

Natural Resources and Historical Heritages

Natural resources and historical heritages have historical, social and economic advantages. Therefore, they have to be protected. It should also be born in mind that protecting the resources and heritages are on the shoulder of every citizen.

Summary

In order to sum up the lesson ask the students some questions so as to let them to point out the main point of the lesson. Then, sum up the lesson by briefly revising its main points briefly.

6.4 HIV/AIDS (2 PERIODS)

Instructional Media

- A poster/picture that shows the victims of HIV/AIDS.

Brainstorming questions

- How did HIV/AIDS harm the old lady in the picture?
- What do you think will be the future fate of the baby on her back?
- What is the advantage of protecting oneself from HIV/AIDS?

Teacher, please make the students read carefully what the old lady says before they responded to the brainstorming questions. Then, gather responses from some of the students and write them down on the blackboard. Before you move on to the next task, forward concluding statements on the brainstorming questions. For example, HIV/AIDS harmed the old lady by forcing her to pass her time in sadness and by forcing her to support another dependent baby who does not distinguish the good from the bad. Though it is difficult speak about the future fate of the baby, it can be said that taking care of the child is the responsibility of citizens. Finally, please make the students to note that protecting oneself from HIV/AIDS is first and foremost purposeful for the individual. Besides, it is advantageous for the family and the society. Now, you can move on to the next task.

Note

In addition to this, it is good for better understanding if discussion is held on the points mentioned under the teaching method in the syllabus.

Task

Teacher, please make the students to read the note under the lesson topic individually and to do activity 6 in group. If any issue that needs further discussion rises when each group reflects its work, let the class to discuss. Then, conclude the activity by forwarding your concluding statements.

HIV/AIDS

When scholars and professionals die in HIV/AIDS, it has adverse effects for the nation: planned developmental goals will be hindered and hence, development becomes unthinkable. The problem is also worse at the family level: the life of the family will be in crisis and the number of aid seekers will increase.

Therefore, in order to be saved from HIV/AIDS, especially the youth have to protect themselves from undesirable practices. The society and the government are also expected to make an effort in building awareness of the youth and expanding recreation sites for the youth. Besides, they should close programs that come from abroad and would lead the youth to undesirable practices. And, everyone is responsible to expose those engaged in such irresponsible act of disseminating these programs and movies.

In general, immeasurable impact on: the individual and the family, the health sector, the national economy and social institutions.

Note

It is advisable to read the book "Education on HIV/AIDS" published by the institute of curriculum development and research" (1994 E.C.)

Summary

Finally, summarize the lesson revising its main points briefly.

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. False

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

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

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

1. national development
 2. responsibility 3. heritage

IV. Choose the correct answer for the following questions

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

V. Give short answers for the following questions

1. Discharging responsibility is useful for ensuring development and national prosperity.
2. Developing natural resources and protecting heritages is the responsibility of all citizens.
3. Some of the causes for wastage of resources are illiteracy and lack of awareness, poverty and backwardness, lack of national feeling and prioritizing personal prosperity.

SAMPLE LESSON PLAN

6.1 Fulfilling Responsibility

Time	Teacher’s Activity	Student’s Activity
	<p>Introduction</p> <ul style="list-style-type: none"> • Gives explanation regarding the pictures below the sub-topic, “The types and levels of responsibility” in the text. • Motivates the students for the lesson. 	<ul style="list-style-type: none"> • Express what they understood from the picture. • Listen to other students expression.
20’	<p>Presentation</p> <ul style="list-style-type: none"> • Observes the students while they are reading the passage and helps those students who have gaps. • Manages the class. • Gives correction. • Motivates the students for discussion. • Facilitates the conditions in order the questions of the students to be answer by fellow students. And, gives answer, when it is beyond their capacity. 	<ul style="list-style-type: none"> • Listen to the teacher’s explanation quietly. • Do the class work given appropriately. • Take corrections. • Ask questions. • Forward opinions. • Take notes.
10’	<p>Summary</p> <ul style="list-style-type: none"> • Requests student to give concluding opinions on the types and levels of responsibility. • Revises the day’s lesson and makes the students to grasp common understanding. • Ask questions that show the attainment of the lesson objectives. 	<ul style="list-style-type: none"> • Participate in the conclusion. • Ask questions. • Listen attentively. • Take notes.

UNIT 7 INDUSTRIOUSNESS

(7-Periods)

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

- know that professional/work ethics is the basis for productivity and growth.
- know that no field of work should be disvalued.
- know the dignity of work and time.

No.	Contents/Lessons	Specific Competencies Students will be able to:	Instructional Media
1.	Developing a Culture of Industriousness	<ul style="list-style-type: none"> ● show the dignity of work practically. ● explain the relationship between time, work and development. ● perform their activities timely and qualitatively. 	<ul style="list-style-type: none"> ● Posters showing people engaged in different fields of work.
2.	Idleness	<ul style="list-style-type: none"> ● explain the impacts of idleness. 	
3.	Professions and Professional Ethics	<ul style="list-style-type: none"> ● explain the relationship between professional ethics and productivity. 	

7.1 DEVELOPING A CULTURE OF INDUSTRIOUSNESS (3 PERIODS)

Instructional Media

- Posters showing people engaged in different fields of work.

7.1.1 Believing that no Field of Work is Inferior to the Other

Brainstorming questions

- Explain with examples that no field of work is inferior to the other in terms of importance.
- What does it imply when we say we have to equally dignify all jobs?

Teacher, please make the students respond to the brainstorming questions and write down their responses on the blackboard.

Task

Next, tell them to read carefully the passage under the title “Wood Art” individually. Making them do activity 1 based on the passage individually. Let them reflect to the class in the form of question and answer. Then tell them to look for the correct answers from the passage.

Believing that no job is inferior to the other solves the problems of unemployment and idleness. Besides, it supports the efforts of the government, strengthens the developmental activities of the country and develops good work culture.

Moreover, job brings worth and has social importance, it shouldn't be disvalued. Because, any job has great role in fulfilling the material needs of human beings.

One of the manifestations of patriotism is not disvaluing any job and contributing for the development of the country.

For better understanding, you can read unit 5 (Patriotism) and unit 8 (Self-reliance).

Teacher, after they finish activity 1 make the students look at the questions in activity 2. Then, make them read the note under activity 1 individually. After all of them have finished reading the note, make them do activity 2 in group.

7.1.2 Timely and Efficiently Performing Individual and Group Activities

Brainstorming questions

- What are the people in the picture doing?

- What is the contribution of the efficiency of individual performance for common success?

Teacher, give chance for some of the students to express what the people in the picture are doing.

Besides, make them give their opinion on the second question and write their responses on the blackboard.

The efficiency in the performance of a group is the sum total of that of the individuals in it.

Task

Next, make the students read the passage under the title “Work and time” individually and do the activity based on the passage in group.

After they reflect the results of their group work, please give them concluding statements for correction.

For questions 1 and 2, tell them to repeatedly read the passage so as to get the answer.

For question 3, tell them that group/collective works are those which have common worth or benefit. And, motivate them to give examples on such activities.

Next, make the students read the note under the lesson topic and do activity 6 at home. For corrections, tell them that they can get answers for the questions by reading the note.

Summary

Finally, summarize the lesson by rising questions that would show the attainment of the lesson objectives.

7.2 IDLENESS (2 PERIODS)

Instructional Media

- A picture that shows a physically fit man engaged in begging.

7.2.1 Idleness as Anti-economic Growth and Development

Brainstorming questions

- Idleness is said to be immoral, why?
- What is the enemy of development according to the poem?

Teacher, please read the poem in a way that attracts the attention of students. Then, let them forward their opinion based on the poem and tell them that a person cannot fulfill his/her basic needs if he/she does not work.

Task

Next, make the students to do activity 7 based on the passage under the title “The Lazy Child” individually in the class. Then, give them the following concluding statements.

Question 1: Babicho was able to develop self-confidence through gradual practice and the results she saw.

Question 2: Her decision to do the work, which she used to hate before was one of the condition.

Teacher, please make the students read the note under activity 7 and do activity 8 at home. Then, give them corrections in the form of question and answer.

7.2.2 Economic Objectives Stated in the FDRE Constitution

Brainstorming question

- What is the need to state economic rights in the constitution?

Teacher, please motivate the students to forward their opinions on the brainstorming questions. You can add the following points: For example, it is needed to state the economic rights in the constitution, because rights stated in the constitution cannot be arbitrarily invalidated. Moreover, this enables citizens to use their rights without any hesitation.

Task

Next, make the students read the passage under the title “The Clever Pastoralist” and do activity 9 individually in the class. And, tell them that they can get answers for the questions from the passage.

For question 2, you can give the following concluding statements.

Awarding hard workers like W/ro Hawa Abdela motivates others. This also would encourage the awarded person for better achievement. Moreover, it has significant role for national growth and development.

It is advisable to read what is stated in article 41 of the FDRE constitution for better understanding.

Next, make the students do activity 10 at home by reading carefully the note under the sub-topic, “Economic objectives stated in the FDRE constitution”. And, tell them that they can get corrections by reading the note.

Explanation

The explanation given is enough for the objectives of the lesson. So, present the points in the note by relating them with your experience.

Summary

Finally, summarize the lesson by briefly revising its main points.

7.3 PROFESSIONS AND PROFESSIONAL ETHICS (2 PERIODS)

Instructional Media

- Pictures that show individuals engaged in various activities.

7.3.1 The Relationship between Professional Ethics and Productivity

Brainstorming question

- What is profession? What about professional ethics?

Teacher, please motivate the students to respond to the above questions in the way they think. Meanwhile, tell them to write down the responses in their exercise books.

Next, make the students do activity 11 individually in the class by reading the passage under the title “Etab Soap Factory”. You can give corrections in the form of questions and answer. Tell to the students to carefully read the passage in order to get the answers.

Finally, make them do activity 12 by reading the note below activity 11.

Professions and Professional Ethics

The explanation given is enough for the objectives of the lesson, so, present the points in the note in a more detail.

Summary

Finally, summarize the lesson by raising questions that would show the attainment of its objectives.

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. False | 5. True | |

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

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

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

1. Economic objectives
2. Ethical
3. idleness
4. industriousness
5. professionalism and professional ethics

IV. Choose the correct answer for the following questions

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

V. Give short answers for the following questions

1. The culture of industriousness can be developed by making working hard a life principle.
2. National development cannot reach to the desired level, the society will be exposed for additional expenditure and its life standard will not be improved.
3. This can be done by making the saying “One who does not work shall not eat” practical. This means taking measures to avoid begging and eating without working. Besides, it means developing modern knowledge and skills of production.

SAMPLE LESSON PLAN**7.1 Developing a Culture of Industriousness**

Time	Teacher's Activity	Student's Activity
10'	Introduction <ul style="list-style-type: none"> • Makes the students ready for the lesson by letting them respond to the brainstorming questions with examples. 	<ul style="list-style-type: none"> • Give answers for the brainstorming questions with active involvement.
20'	Presentation <ul style="list-style-type: none"> • Makes the students carefully read the passage under the title "Wood art" individually. • Reads the passage loudly for the whole class. • Manages the class and makes the students do activity 1 based on the passage. • Gives correction in the form of questions and answer. • Gives activity 2 as a homework to be done based on the note. 	<ul style="list-style-type: none"> • Read the passage individually. • Listen carefully to the teacher reading the passage. • Do the class work individually. • Participate in the question and answer and take correction. • Do activity 2 individually at home and take corrections in the class. • Read the note and identify its main points.
10'	Summary <ul style="list-style-type: none"> • Asks questions that would sum up the lesson. • Revises the day's lesson briefly. 	<ul style="list-style-type: none"> • Give answer. • Listen attentively and take notes.

UNIT 8 SELF-RELIANCE

(7 Periods)

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

- express the harmful face of dependency.
- explain the importance of knowing one's own capacity.
- know the contributions of honouring great achievement and learning from others for self-confidence.

No.	Contents/Lessons	Specific Competencies Students will be able to:	Instructional Media
1.	Developing the Culture of Self-reliance	<ul style="list-style-type: none"> ● explain the ways of reducing dependency. ● identify the importances of self-reliance. 	
2.	Recognizing Greater Performance	<ul style="list-style-type: none"> ● appreciate those who score great achievement. ● explain the conditions for great achievement. 	
3.	Self-confidence	<ul style="list-style-type: none"> ● explain the meaning of self-reliance. ● identify the characteristics of a self-confident person. 	

8.1 DEVELOPING THE CULTURE OF SELF-RELIANCE (3 PERIODS)

Instructional Media

- Pictures that show the illegal acts of contraband.

8.1.1 Reversing Dependency

Brainstorming questions

- In which of the two pictures is the effort for self-reliance shown?
- How can dependency be reversed?

Teacher, please make the students to respond the brainstorming question based on the picture under the topic avoiding dependency. Then, help them to discuss on the fact that dependency can be avoided through cooperation and unreserved effort. In their discussion, help them to mention individuals and institutions they know practically as examples. After facilitating the discussion, introduce the day's lesson.

Task

Give chance for the students to speak about what the content of the passage would be by looking at its title.

- Help them to conclude that the implications of problems have to be mitigated early before they become worse.
- Now, give them some minutes read the passage individually.
- Next, make them to do activity 1 individually in the class and to reflect in the form of question and answer.
- Help them bear in mind that copying in exams is a trial to get something which one had not done any effort. Hence, it is one of the manifestations of dependency.
- Help them also to bear in mind that studying hard is the means to get out of such dependency.
- Try to elaborate the previous knowledge of the students by helping them to link this sub-topic with unit seven (the culture of working hard).

Group work

- Make the students priory prepare questions before the discussion, which they want to ask.
- Organize the group with task division such as chairman, secretary, interviewer etc., to make everyone to participate.

Self-Reliance

- Help them to discuss by motivating the class to ask questions, forward opinions etc., on the presentation of each group.
- Conclude the discussion explaining the meaning of dependency, its manifestations, and how it could be reversed briefly.

Reversing Dependency

Not being economically self-sufficient, waiting (begging) others, being not interested to solve one's problems by one's own effort are the manifestations of social and economic dependency.

Those who are dependent have negative impacts on the social and economic growth of the individual and the nation. Because they don't contribute anything in the socio-economic activities.

Those who are dependent are not self-confident and do not have appropriate self-awareness and self-esteem. Moreover, other people also do not have confidence in them. Therefore, it is good to avoid dependency by working hard and studying hard.

Task

Make the students respond to the questions in activity 2. Then, give them explanation.

For instance, cleaning their classrooms and the school are some of the activities which student can do at their capacity. But, if they are not interested to clean rather to learn in the class cleaned by others, this is a manifestation of dependency. You can elaborate the lesson by using other examples.

8.1.2 Dependency and Contraband Trade

Brainstorming question

- What do you understand about contraband trade?

The photos in picture 8.3 illustrate bribe. They also show a person who tries to smuggle commodities which are not allowed to enter into the country, being searched by the police. Please motivate the students to guess the messages of the pictures and make them ready for the lesson.

It is also possible to make the students to follow the lesson attentively by bringing pictures from magazines and newspapers, and by teaching stories about the

capture of precious commodities being smuggled into the country, etc.

Task

Please give some minutes to read the passage under the title "Useless Act" individually and to discuss on it in accordance with the questions in activity 3. Particularly, help them to bear in mind that contraband is illegal act not licensed and not taxed. Hence, it supplies commodities which are harmful for health and the economy.

According to question 3 of activity 3, make 3-4 students prepare drama on the disadvantages of contraband trade for 10-15 minutes. Then, make the students discuss about the drama presented. Here, make them bear in mind that contraband trade is one of the manifestations for socio-economic dependency.

Help the students to arrive at common understanding on the note about contraband trade. To do this, make them discuss each paragraph of the note and gather their opinions.

Paragraph 1: Contraband is a crime which hinders development, by blocking taxation income of the country and endangering the economy.

Paragraph 2: Contraband results in the fluctuation of the economy.

Paragraph 3: Contraband has the capacity to expand terrorism and to cause public insecurity through the sampling of unregistered illegal weapons.

Dependency and Contraband Trade

Contraband trade is illegal commercial activity in which people try to inappropriately prosper. They do so by escaping from the taxation imposed by the government and from other economic, social and political obligations and restrictions. These include acts such as the obligation to maintain quality, morality, culture and national product. Moreover, to inappropriately prosper, the contrabandists use the scarcity (the gap in the supply of commodities) as a good opportunity. Therefore, contraband trade is illegal act of purposive cheating which has purposes beyond fulfilling personal consumption. The causes for it may be economic, social or political.

Note: It is stated in article 352 of the penal code (1997) that contraband is punishable.

You can elaborate the lesson by linking it with unit 2 (the rule of law) particularly, with the lesson "the impacts of not obeying the law on the citizens".

Task

Teacher, please make the students read the passage about contraband trade and do activity 4 based on the passage at home. Give them correction in the way of question and answer with the following concluding statements.

- Contraband expands terrorism through smuggling weapons and this is dangerous for national peace.
- It endangers social life by making the people not to be stable and not to learn, work and trade peacefully.
- It also endangers by letting the smuggling of medicines and instruments under standard.

In general, you have to ensure whether the students have borne in mind that contraband is a social and economic dependency rather than a trial to achieve/develop through one's own effort.

Summary

Finally, summarize the lesson revising its main points briefly.

8.2 RECOGNIZING GREATER PERFORMANCE (2 PERIODS)

Instructional Media

- Pictures that show people being awarded for their great performance.
- Saying proverbs, such as "Working makes respected".
- Biographies of famous persons written by different authors.

Brainstorming

Make the students compare picture 8.5 with the title given for it in order to guess the meaning conveyed by the picture. Moreover, you can motivate the students by making them mention other awarded people in their locality if there are any. And, make them discuss why those people were awarded and whether the award is useful or not. Now you can move on to the main lesson.

Task

It is preferable if the passage under the title "W/ro Bona Balanta" is presented by the students taking the role of interviewer and interviewee (W/ro Bona).

Accordingly, make male students and interviewer and female students as W/ro Bona. Meanwhile make the class to take note on the responses. Then make them do activity 5 as a class work. Evaluate that the students have understood that W/ro Bona was awarded for establishing association, which works to empower the economic capacity of the women. Now, make them bear in mind that great achievement is performing an activity, which is useful for oneself, for the community and for the nation. Elaborate the lesson by making them discuss on awarded persons you know so far at the school, village kebele, national and international level.

According to question 3 of activity 5 evaluate from their answers whether they have understood that the government awarded W/ro Bona in order to motivate her further achievement and to make others to follow her foot steps.

Then, help them to understand that honouring great achievement motivates people for further achievement. To relate the lesson with their own contexts, ask them whether they honor the good deeds of one another.

Teacher, please make the students read the note on great achievement and do activity 6 at home. Moreover, you have to conclude by motivating the students to express their opinions term by term and by correcting the wrong ideas.

Recognizing Greater Performance

The explanation given is enough for the objectives, of the lesson. So, explain the points in the note in a more detail.

Summary

Finally, summarize the lesson by evaluating whether the students have common understanding on the followings:

- Great achievement is performing an activity which is useful for oneself, for the community and for the nation.
- Learning and working hard leads to great achievement.
- Application and award are incentive for great achievement and they create sense of completion and make others to work hard.

8.3 SELF-CONFIDENCE (2 PERIODS)

Instructional Media

- Proverbs for instance, different posters made with the title
“It is Possible”/“Yichalale”

8.3.1 The Role of Self-confidence for Great Achievement

Brainstorming question

- How can self-confidence leads to great achievement?

Please make the students forward their own opinion on the brainstorming questions. Then make them hold common understanding and avoid wrong ideas if there are any. Tell them that self-confidence leads to great achievement because it makes us ready to freely express and defend our opinion. Moreover, it helps us to distinguish and know our capacity and perform our activities accordingly.

Task

Now, make the students guess the content of the passage under the title “Visionary Couples” based on its title. Then help them to bear in mind that a visionary man is a self-confident man who knows his/her abilities and capacities and can prioritize and set his/her goals and objectives.

Next make them silently read the passage individually and do activity 7 in the class. Then, let them to take corrections. Accordingly what enabled Ato Mesfin Moga and W/ro Durtee Kusse to be self-confident is that:

- They know their ability (financially and knowledge-wise).
- They know what they can do.
- They are determined in what they believe and they don’t change their stands.

Task

Make the students read the note about self-confidence and do activity 8 at home. And give them concluding statements. Accordingly, self confidence:

- Can be developed through social relations and education.
- A self-confident person knows his potentials and weak sides, and rational decision.

8.3.2 Appropriately Listening to the Views of Others and Strongly Holding One’s View

Brainstorming question

- What does strongly holding one’s view mean?

Make the students express their opinion on what “strongly holding one’s views” means. It means resisting challenges against one’s views and achieving one’s goals. You can notice this from the resistance of Ato Mesfin Moga thought he faced criticisms from different angles.

Task

Make the students read the explanation and to do activity 9 individually at home. Then, give them corrections in the way of question and answer.

Self-confidence

You have to make the students to bear in mind that all people cannot have the same viewpoint on a certain issue. You can practically show this to them by making them express their viewpoints on a certain issues.

Accepting diversity of views, examining and comparing them.

It is the characteristics of self-confident person to strongly hold one’s views by accepting diversity of views and examining and comparing one’s view with those of others.

Moreover, make the students bear in mind that it is appropriate to listen and evaluate the views of others. Fairness emanates from self-confidence. Hence, to be fair needs to be self aware and to listen and evaluate the view of others.

A person becomes self-confident he/she knows the abilities and capabilities that he/she accumulated through training and experience.

Note

The followings would create problem on our self-confidence.

- Inferiority complex: undermining oneself from others.
- Superiority complex: over estimating oneself (one’s capacity)

Summary

The lesson can be summarized by raising its main points. For instance, self-confidence has significant role for great achievement, a self-confident person appropriately and openly listen to other’s views and strongly holds his/her views and believes.

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. False 5. False

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

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

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

1. self-reliance
2. Award

IV. Choose the correct answer for the following questions

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

V. Give short answers for the following questions

- The effort to be cultivated self-reliant shall be since childhood. Because, if a child does not do what he/she can do at his/her capacity, this weakness would grow up with him/her and lead him/her to other problems.
- Those who are awarded for their great achievement have to score further achievements and continue to be good models for others.
- Among the disadvantages of contraband on national economy and social life some are:
 - It endangers national security and the growth of a country by hindering development.
 - It makes the country to lose the income it would get from import and export.
 - It leads to market fluctuation and result in the bankruptcy of legal traders.
 - It would lead to instability by disturbing public health and peace.

SAMPLE LESSON PLAN**8.1 Developing the Culture of Self-reliance**

Time	Teacher's Activity	Student's Activity
10'	Introduction <ul style="list-style-type: none"> Motivates the students to express what they understood from the pictures under the topic "avoiding dependency" and to forward their opinions. 	<ul style="list-style-type: none"> Examine the message conveyed by the pictures individually. Explain the message for their friends.
20'	Presentation <ul style="list-style-type: none"> Makes the students to priory guess the content of the passage under the title itself. Makes the students to read the passage quietly. Makes the students activity 1 individually. Motivates the students to forward their opinions by reading the note about dependency on page 67 of the student textbook. Creates common understanding among the students by correcting wrong ideas if there are any and gives them note. 	<ul style="list-style-type: none"> Guess and tell the content of the passage based on its title. Read the passage individually. Give answer for the questions. Discuss and forward opinion on the note given. Listen to the teacher's conclusion and take note.
10'	Summary <ul style="list-style-type: none"> Asks questions so as to evaluate the understanding of the students and summarizes the day's lesson by briefly revising its main points. 	<ul style="list-style-type: none"> Answer questions. Listen to the summary.
	Evaluation <ul style="list-style-type: none"> Organizes the students for group work and gives them homework. Tells them to present their tasks next avoid. 	<ul style="list-style-type: none"> Establishing groups. Taking group tasks.

UNIT 9 SAVING

(6 Periods)

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

- know that there are various saving mechanisms.
- know the importance of leading oneself and the family according to one's capacity.
- know the importance of planned life and the culture saving.

No.	Contents/Lessons	Specific Competencies Students will be able to:	Instructional Media
1.	Types of Saving	<ul style="list-style-type: none"> ● mention the types of saving. ● apply methods of study appropriately. 	
2.	The Habit of Saving	<ul style="list-style-type: none"> ● explain the roles of absence of saving for the expansion of poverty. 	
3.	Planning	<ul style="list-style-type: none"> ● explain the problems of not leading a planned life. ● prepare and use weekly plan. 	<ul style="list-style-type: none"> ● A sample of weekly study program.

9.1 TYPES OF SAVING (2 PERIODS)

Instructional Media

- Saying (proverbs), for example "A wise man thinks for the year but the foolish for the day".
- Saving books of various saving credit associations.

Brainstorming question

- What is the need for saving?

Motivate the students by making them exchange views on the importance of saving in groups and reflect it through their representatives. Then, make them grasp a common understanding that saving is important to lead a stable life in the future without stopping the present usage or harming the present life.

Task

Make the students discuss the note given about the importance of saving in group (The groups may be the ones organized for the brainstorming question.) Then, make them do activity 1 in groups and reflect it through their representatives. Here, make them grasp a common understanding through discussion.

Based on paragraphs 1 and 3 of the note, make them to underscore about the first question that saving is completely different from greediness.

Regarding the second question, you can give answer saying money or resources can be saved for future consumption by working hard and using planning.

9.1.1 Saving in Kind

Brainstorming question

- What is meant by saving in kind?

Make the students express what saving in kind means with reasons.

Task

- The passage under the title "Memorial statue" is given in order to illustrate that Eucalyptus is an asset. So, make the students to mention some permanent assets accordingly. For example, cattle breeding and planting coffee seedlings.
- Motivate the students to discuss on the note about saving in kind. Then make them grasp common understanding that saving in kind is making permanent assets such as the ones mentioned under number 1 of the note.
- Buying and putting aside properties, breeding cattle, growing plants etc., listed in unit 1 can be bases for answering question 1 of activity 3.

Saving

- Gold, cattle, houses, different plantations, etc., are properties, which people would use when they are in need of money. Accordingly, question 2 of activity 3 can be answered by different examples that the students would provide.

9.1.2 Saving in Cash

Introduction

- ገንዘብ ካለ በሰማይ መንገድ አለ /Money talks/
- ወርቅ የተጫነች አህያ በሮች ሁሉ ይከፈቱላታል

Money is one of the resources that has to be saved. In order to let the students understand well, motivate them by asking the message being conveyed by the above sayings.

Task

Teacher, the passage under the title “Kemal and Yesuf” conveys how money can be made and saved. Make the students to read the passage and do activity 4 individually. In order to let them grasp appropriate understanding, please give them concluding statements.

Types of Saving

The explanation given under the lesson topic is enough for the objectives of the lesson. So, present the points in the note in detail.

Summary

The explanation given about saving in cash indicates how money can be gained, how it is saved and where it shall be deposited. Make the students discuss the note paragraph and to grasp a common understanding. Accordingly, Iqub, bank, and saving and credit associations are traditional and modern institutions of saving.

Task

The passage under the title “Nuria” explains how many can be gained and saved. Help the students to read the passage and understand that Nuria tries to appropriately use the income she has got by working hard and wisely using her time, knowledge and energy. Moreover, she puts the remaining aside for future use. You can collaborate with the idea by making them to discuss on other model persons like her, they know.

Group Activity

Make the students conduct debate on the topic given to them. Tell them to gather ideas that support their

argument. Meanwhile, make the debating groups to be asked some questions by the audience (the result of the class). Finally, make the students to bear in mind that money can be gained through working hard. And, the money saved can be used for investment. Incidentally, don't forget motivating those who participated in the debate. Next, make the students discuss on the questions forwarded by the audience (the whole class). And, elaborate the lesson by showing various templates of saving and credit associations.

9.1.3 Saving Time

Introduction

The aforementioned sayings given as eyes breaker indicate two opposite idea. The former shows the concern for time and the later reflects the attitude of lack of concern for time. Please give chance for some of the students to express the meaning of the sayings.

Explanation

Saving time means doing a certain activity timely (at the appropriate time), when it is needed and doing many activities within shorter time.

Task

Teacher, please read each paragraph to the students and make them forward their own opinions. Then make them grasp a common understanding about saving time as mentioned above.

Based on the activity, please make them discuss by taking local examples that explain not doing a certain activity timely affects plan and the result of the activity.

For example, you can make them understand saving time more by making them discuss the problems that would happen: If the school does not conduct the registration of students timely, if planned activities are not done timely, if examinations are not given on the schedule, if students do not study their lesson timely, etc.

Teacher, please make the students briefly discuss the importance of time schedule to appropriately use time. Then make them prepare a daily time schedule in group and make the class give opinions on some of the time schedules.

The answer for question “A” under the time table may be either student “A” or student “B” the acceptance

(correctness) of the answer depends on the reasons that the students provide.

Summary

Finally, summarize the lesson by briefly revising its main points.

9.2 THE HABIT OF SAVING (2 PERIODS)

Instructional Media

- Various proverbs

በበጋ ፀሐይ ፈራ በክረምት ዝናብ ፈራ፣

ልጁ እንጅራ ቢለው በጅብ አስፈራራ..

The above poem given for eyes breaker indicates a lazy person who does not use his/her time and energy appropriately. According to the poem, the person merely passes his time instead of working hard. So, he could not get money for his needs. Here, make the students forward their opinion and move on to the next task.

Task

Tell the students to quietly listen to you when you read the passage, then, make them to briefly express what they have understood. The passage indicates that saving is important for times of emergency. But, the person in the passage did not have any money even to undertake the funeral ceremony of his dead mother, so he was trying to depend on others. When his trial failed, he borrowed money from people who give loan at interest. However, this loan to be paid with interest is a burden for his life. Here, please make the students understand the culture of saving from this.

Then, make them answer questions in activity 6 based on the passage, incidentally, you have to take care not to limit the opinion of students.

The passage below activity 6 in the text is given to indicate the relationship between extravagant cultural practices during mourning and joy and saving. Make the students to notice the message and forward their own opinion.

Now, make the students present their group activity and make them understand how undesirable expenditures harm the culture of saving.

Explanation

People save their money and resources for two reasons. First, they save in order to spend for future expected and

unexpected (emergency) situations. Secondly, they do so in order to create capital or permanent asset. Here, make the students discuss on the points given in the textbook. To make the lesson more tangible, let the students to provide information on how money is saved in order to spend for expected and unexpected problems in the future.

Task

Help the students to understand the significance of saving to solve problems by making them distinguish expected and unexpected problems.

In giving corrections for activity 7, please refrain from saying that the question has a single answer. Because the answers may vary in accordance with the culture and experience of the students. So, it is good to listen to their answers and reasons. For instance, wedding may be only expected situation for some, while both expected and unexpected in other societies.

Summary

Finally, summarize the lesson by raising questions that would sum up the lesson and show the attainment of its objectives.

9.3 PLANNING (2 PERIODS)

Instructional Media

- Various samples of plans (such as private, school, worada etc.)

Brainstorming question

- Explain what you know above the meaning and implementation of plan for your friends.

Please motivate the students to speak what they know about plan and implementing plan. You can do so by asking them what they planned to do in the short term (in a day, a week or a month). Moreover, you may ask them what their families planned in the short term and long term and how they planned to achieve this. Motivate them by requesting different students to give their opinion.

Task

Facilitate discussion on the note about planning paragraph by paragraph.

In your conclusion, evaluate whether the students have understood that planning is a strategies ahead in

Saving

order to do a certain activity or to achieve goals. For the success of a plan, the activity to be done shall be identified. And, the strategies chosen to achieve the objectives in the plan and the instruments (inputs) to implement the plan should also be identified.

- You can make the lesson tangible by showing department plan or lesson plan.
- Make the students to do activity 8 individually, and let some of them reflect, make them discuss on the answer. Then, give concluding statements and create a common understanding among them.

Question 1: Plan can be implemented when:

- we can clearly identify what we want to achieve.
- we can set appropriate strategies to achieve our objectives.
- we can find and collect all the necessary inputs to achieve the objectives.

Question 2: Listen to the students when they explain their experiences and check whether they have included all basic issues for implementing plan in their answers.

Planning

Every job or work includes activities in a sequential order. All these activities are not done at once. Rather, they are done one after the other. The success of each of the jobs in such a process determines the achievement of the final goal. Therefore, from the existing many alternative ways the one that would lead to the designed goal the best one shall be chosen. Accordingly, planning is thinking ahead about the allocation of time materials and manpower for the implementation of a certain program, and about how to do the activities in it.

Summary

Finally, summarize the lesson asking questions that would sum up the lesson and show the achievement of objectives.

9.3.1 The Impacts of Not Being Led According to One's Capacity

Introduction

Brainstorming question

- Explain the difference between knowing and not knowing one's capacity.

Motivate the students allowing them to discuss about the difference between knowing and not knowing one's capacity.

Give a list of some activities that could be done by a seven grader and other activities that could be done by people above him/her. Then, make the students distinguish the activities at their capacity with reason.

Task

Make one student read passage about "Not knowing one's capacity" aloud. Then, make the class discuss on it from the angles of activity 9.

Finally, evaluate whether the students have understood "Not knowing one's capacity" is determinant to be led by plan or to implement plan. Moreover, planning beyond one's capacity is planning to fail than to succeed.

The note given compares hawk with a wise man. This is given to emphasize the results of saving. Make the students to forward their opinions on the results of saving, what they learn from hawk and ants. Then, make the students on the two types of saving with the examples given in the note. Elaborate the lesson by inviting the students to share their experiences.

In doing activity 10, create a forum of discussion by making bated students to forward their arguments and answer questions raised by the audience (the whole class).

Finally, link the debate with the lesson by creating a common understanding that educating children and conserving environmental resources are long run consequences of saving.

9.3.2 The Impacts of Not Being Led by Plan

Introduction

Brainstorming question

- What is plan? What are the strategies to implement plan?

Make the students explain what they understand about plan and the strategies to implement plan from their knowledge in grade 6. Here, lead them to the understanding that plan is a program that a person or an institution makes regarding what to do and when to do so as to arrive at its objectives.

Strategies of implementation are the statement about how to do or how to implement a plan. Strategy may

differ with different types of plan. For examples saving money, learning breeding chicken and selling egg to get money etc., are some of the strategies to implement plan. Help the student to grasp understanding on the above points regarding the brainstorming question.

Task

Motivate the students to guess the message conveyed by the passage under the title “One Who Saves Benefits, One Who Does not Loses” before they read it.

The passage compares families that are led by plan and those, which are not. In doing so, it indicates the advantages of being led by plan and the disadvantages of not being led by plan. Accordingly, Ato Forsido is a person who is not led by plan, while Ato Yala is a person led by plan. Now, make them to read the passage, do activity 11 and elaborate this idea.

The Impacts of not being led by Plan

Plan is a decision-making process in which decision is made regarding what to do, for whom to do, how to do, when to do and with what man power and materials to do. It is a method of choosing the best way from among many ways that would lead to a certain objective.

In general, plan

- helps for rational and problem solving decision.
- enables people to make decision by using many available alternatives that would lead to the attainment of objectives and, it helps to lead good life.
- encourages for the decision-making process to be based on accountability.
- helps to improve the participation of users of a program in the program.
- helps for the prevalence of reliability and show what to do.

Conclude the lesson by making the students understand the impacts of not being led by plan on time, money and energy in personal and social life.

Summary

Finally, summarize the lesson by asking questions that would sum up the lesson and show the attainment of its objectives.

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. F
2. E
3. C
4. A
5. E

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

1. plan
2. expected and unexpected happenings

IV. Choose the correct answer for the following questions

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

V. Give short answers for the following questions

1. Instead of saving in cash we can save in kind and make more money by buying precious materials, by cultivating cash crops (such as coffee, mango) and by breeding cattle.
2. There are three types of saving. Those are:
 - **Saving in kind:** Saving by buying and depositing permanent assets, by working hard, by breeding animals ... etc.
 - **Saving in cash:** Depositing the money beyond present consumption at the bank by wisely using it.
 - **Saving time:** Doing a lot of work in a shorter period of time and doing work appropriately in the time it takes. For example, it is possible to appropriately attend one’s lesson and parallel to be engaged in trading.

SAMPLE LESSON PLAN**9.1 Types of Saving**

Time	Teacher's Activity	Student's Activity
5'	Introduction <ul style="list-style-type: none"> • Makes the students to conduct a brief discussion on the importance of saving. 	<ul style="list-style-type: none"> • Conduct a brief discussion in small groups. • Reflect their discussion to the class through their representatives.
25'	Presentation <ul style="list-style-type: none"> • Makes the students to read the note about saving in group. • Makes them to compare it with their responses for the brainstorming question. • Makes them to do activity 1 in group and to reflect it through their representatives. • Asks the brainstorming question about saving in kind. • Makes them to read the passage and orally respond to questions in activity 2 individually. • Gives brief explanation on the note. • Makes the students to do question 1 of activity 3 as a class work and gives them the second question as a homework. 	<ul style="list-style-type: none"> • Read the note in small groups. • Give answers/Give opinions. • Respond the questions orally.
16'	Summary <ul style="list-style-type: none"> • Evaluate the students by asking them the meaning of saving and saving in kind. • Briefly revises the lesson. 	<ul style="list-style-type: none"> • Give answers for the questions raised. • Listen and take note.

UNIT 10 ACTIVE COMMUNITY PARTICIPATION

(4 Periods)

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

- know the significance of participating in local and national affairs.
- explain the roles of civic societies.
- know the advantages of participating in civic societies.

No.	Contents/Lessons	Specific Competencies Students will be able to:	Instructional Media
1.	Active Participation in Local Affairs	<ul style="list-style-type: none"> • participate in developmental campaigns of their locality. 	“Community centred civics and ethical education” (book-1993 E.C).
2.	The Role of Civic Societies	<ul style="list-style-type: none"> • explain the institutions that are helpful for participation. • explain the structure and objectives of civic societies. • identify the functions of civic societies. • explain the roles of active community participation for strengthening civic societies. 	

10.1 ACTIVE PARTICIPATION IN LOCAL AFFAIRS (2 PERIODS)

Instructional Media

- Posters/pictures that show community participation.
- The biography of persons who are active in community participation (such as “Gash Abera Mola”).
- Brochures of civic societies/Objectives and functions.

10.1.1 Actively Participating in Local Developmental Campaigns

Introduction

Brainstorming questions

- What do you understand from the pictures?
- Explain how the people in the picture do the work.
- Picture 10.1 of the student textbook shows people participating in the plantation of seedling.

Make the students guess this as brainstorming questions. Then, motivate them for the lesson by making them forward their opinion on other similar posters.

Task

The passage under the title “The visit to Mendera” compares the village where the people have changed their environment through active community participation and the one where the people passively wait only for the government. So, it lives in problem. Make the students read the passage and discuss the message it conveys. Then, help them to grasp the above idea.

Next, make the students to divide the question of activity 1 among themselves and seek answers in groups. Then, let discussion to be held on the group activities reflected, and ensure that they have grasped appropriate understanding.

It should be emphasized that citizens are responsible to give solution for developmental affairs of their locality.

Regarding question 1 of activity 2, the active participation of people can be manifested in terms of:

Active Community Participation

- Money
- Labor
- Knowledge and opinion.

Regarding question 2 of activity 2 activities that would ensure community participation include

- Change in the environmental hygiene
- Forestation/reforestation of the locality
- Strengthening of harmful traditional practices etc.

Elaborate the lesson by linking it with the lesson on “responsibility” as which they have learned before.

10.1.2 Building Democratic System

Introduction

Brainstorming questions

- What do you understand from the above pictures?
- How could it be known whether an election is based on democratic procedures or not?

Motivate the students for the lesson by asking them about the message conveyed by pictures 10.2 and 10.3.

The picture shows citizens in social, economic and political participation.

Election is said to be done on the basis of democratic procedures when it is periodically conducted and when there is the control of the people on the process.

Task

The passage under the title “The Town of Muchale” shows that the active participation of citizens is determinant for development and building democratic system. Make the students read the passage and ask them different questions so as to evaluate their understanding and lead them to a common understanding.

Make the students do activity 3 in groups. Their answers may vary, but they have to be evaluated based on the evidence and argument they provide. However, you have to ensure whether they have understood that without active participation of citizens’ development and building democratic system can never be realized.

Explanation

The protection and participation of citizens is determinant for a certain democratic government to achieve its goals.

Citizens discharge their responsibility through their participation. In democratic systems, if citizens do not actively participate in their country’s affairs, they could be reversed to repressive governance. The participation of citizens enables the government to know the interest of the people more.

For additional information the book, “Community Centered Civics and Ethical Education” published by the center for expansion of human rights education (1993 E.C.) can be referred.

You can elaborate the lesson by linking it with the previous lesson, “Democratic system” and particularly with “Democratic and Human rights”.

Strengthening Democratic System

For democratic system to quickly get deep-rooted and for its values and institutions to be created and strengthened, the wide and direct participation of all people in the building process is mandatory. To create a common consensus on its basic principles, the strategies and institutions shall be used organized.

Besides, all the people shall participate in the democratic process directly utilize from its fruits. Directly participating in the process of building democratic system, the people shall learn from their own experience, fill their own limitations improve their achievements and directly utilize from the system.

For additional reading the book, “Issues of Building Democratic System in Ethiopia” (1994 E.C page 19) can be referred.

10.1.3 Supporting the Effort for Fast Development in Ethiopia with Community Participation

Introduction

Brainstorming question

- Explain the message conveyed by the picture briefly.

Though there is development in both pictures, the level of development differs. Explain the difference.

Make the students identify the differences and similarities between pictures 10.4 and 10.5. Both pictures convey change or development. Nonetheless, radical change to solve transportation problem is shown in picture 10.5.

You can motivate the students by making them forward their opinions on other posters that show

developmental changes brought through community participation.

Task

Make the students read the passage under the title “Awel’s Family” and evaluate whether they have understood its message by asking different questions.

Comparing the passage conveys the contribution of fast development get out of poverty. Awel’s family are under going slow change in that they are waiting for their son, to get them out of poverty after he is educated.

In the contrary Awel’s family the one, this got out of poverty faster.

Make the students reach at a consensus about the importance of fast development to get out of poverty in their discussion on activity 4.

Make the students discuss on the note given and lead them to the common understanding that fast development is mandatory for Ethiopia to quickly get out of poverty. And for this to happen, community participation is a prerequisite.

Supporting the effort for fast development in Ethiopia with community participation

Poverty and backwardness in our country is deep rooted. And, the causes for these are complex and even getting more complex. Therefore, to bring development in Ethiopia, there shall first be national consensus on the basic developmental affairs and objectives. Besides, all the people shall be motivated, highly participated and contribute their part to the developmental activities.

For detailed understanding, the book, “Issues of Building Democratic System in Ethiopia” (1994 E.C page 19) can be referred.

Summary

Finally, summarize the lesson by raising questions that would sum up the lesson and show the attainment of its objectives.

10.2 THE ROLE OF CIVIC SOCIETIES (2 PERIODS)

Instructional Media

- Pictures/posters that show the activities of civic societies.

10.2.1 The Importance of Civic Societies for Active Community Participation

Introduction

Brainstorming questions

- What functions does the Red Cross Society have?
- Mention the activities that the Red Cross Society would do by using active community participation?

You can start the lesson by asking the students about what the Red Cross Society is and what its functions are. You can motivate them for the lesson by letting them speak about the activities that the Red Cross club in the school conducts. Moreover, you can ask them about the activities that the “Red cross” does during emergencies by using the active participation of students.

Task

Make the students recall their grade 6 lesson about what civic societies are. Ensuring that there is common understanding, make them to read the passage in the text.

Make the student discuss on the functions of civic societies/clubs in the passage, and how they facilitate community participation.

Make them understand the role of civic societies for active community participation based on activity 6.

For question 1

- Youth association
- Mini media clubs
- Organization for social services against AIDS?

For the second question, the idea in paragraph 5 of the passage can be an answer.

Group activity

After the students have finished their discussion and debate on the topics given in the text, make them grasp common understanding that:

Civic societies benefit both the individual and the society. Moreover, since Democracy cannot be realized only by the activities in governmental institutions, every citizen shall contribute his/her part by participating civic societies.

The note given in the text is about the meaning of civic societies, their formation, structure, objectives and

Active Community Participation

functions. From this angle, make the students to grasp similar understanding.

For the questions in activity 7, the followings can be answers:

1. Its service for the people shall not be profit based
2. It shall involve the people in its activity
3. It shall have communication channel based on transparency and accountability
4. Since it has the objective of making the people solve their problems by themselves through active participation.

Civic society has great role for the creation and development of community participation.

The Function of Civic Societies

The explanation given is enough for the objectives of the lesson. So, elaborate the lesson by linking it with unit 1, “Democratic System” and particularly with “Democratic Rights” of the individual.

Additionally

1. The book “Issues of Building Democratic System in Ethiopia” (Ginbot 1994 E.C).
2. The book, “Community Centered Civics and Ethical Education” (1993) published by the society for expansion of human rights education can be referred.

Summary

Finally, summarize the lesson by briefly revising its main points.

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. False

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

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

III. Choose the correct answer for the following questions

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

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

1. civic societies
2. the government

V. Give short answers for the following questions

1. A. That perform successful activities.
B. That people respect time and discipline when they work together.
C. That people perform collectively than individually and achieve the desired result.
2. Active participation in the developmental activities the society.
 Timely and appropriately doing assigned tasks.
 Emanating appropriate idea for the development of the locality.
 Protecting public property.

SAMPLE LESSON PLAN**10.1 Active Participation in Local Affairs**

Time	Teacher's Activity	Student's Activity
5'	Introduction <ul style="list-style-type: none"> • Motivates the students. • Make them to explain the message conveyed by picture 10.1. 	<ul style="list-style-type: none"> • Carefully look at the picture in the text and explain the message they convey.
30'	Presentation <ul style="list-style-type: none"> • Makes them to read the passage under the title "The visit to Mendera". • Organizes the students in to four groups. • Makes them to do activity 1 in group and reflect it to the class. • Given brief explanation on the note, "actively in local developmental activities". • Makes them to do activity 2 individually. • Gives corrections and concluding statements. 	<ul style="list-style-type: none"> • Read the passage. • Get organized in groups. • Activity participates in the group: reflecting the results to the class. • Give answers, ask questions, and take notes.
	Summary <ul style="list-style-type: none"> • Ask the students about the manifestations of active participation in local developmental campaign. • Forwards precise revision questions. 	<ul style="list-style-type: none"> • Give answer. • Listen take note.

UNIT 11 THE PURSUIT OF WISDOM

(8 Periods)

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

- know that knowledge is the basis for development, research and innovation.
- know the importance of information.
- identify the sources of information, and the methods of gathering and using information.

No.	Contents/Lessons	Specific Competencies Students will be able to:	Instructional Media
1.	Knowledge for Development Research and Innovation	<ul style="list-style-type: none"> • explain the advantages of empirical and scientific thinking. 	<ul style="list-style-type: none"> • Various books
2.	Sources of Information and their Utilization	<ul style="list-style-type: none"> • explain the importance of information. • improve their method of studying and reading skill. 	
3.	Backward Thinking and Boastful Sayings	<ul style="list-style-type: none"> • mention backward thinking and traditional sayings in their locality. 	
4.	Reading	<ul style="list-style-type: none"> • explain the advantages of reading different books. • design their own method of studying. 	

11.1 KNOWLEDGE (2 PERIODS)

Instructional Media

- Posters that show different scientific processes.
- Tales and proverbs that show backward thinking. For example:

Do these sayings limit the rights of women?

“The king cannot be accused as the sky cannot be ploughed” is a saying that contradicts the rule of law.

- Is there a saying that violates the rights of children?

11.1.1 The Importance of Scientific Knowledge

Introduction

Brainstorming questions

- What do you understand from the pictures?
- What does the picture in the laboratory imply about scientific thinking?

Make the students carefully look at pictures 11.1 and 11.2 and to explain the message they conveyed based on the questions below the pictures. Particularly, help the students to understand that picture 11.1 conveys that scientific knowledge is the knowledge which is based on empirical or laboratory test.

Task

- Before they read the passage under the title, “The Bat” make the students explain why the bat flies during the night.
- Then make them read the passage and compare their answers with the passage.
- The passage is based on and cannot be proved with evidence or empirical have a common understanding by making them do activity 1 individually in the class.

Task

- Before they read the passage under the title “The Camel”, make the students to explain what they know about the camel.

- Then make them read the passage and compare their answers with the passage.
- Finally, make them do activity 2 individually in the class. Then, tell them that they can prove the truthfulness of the passage about the camel by looking at people who lead their lives with the camel. And tell them that scientific knowledge includes the knowledge people impart to us by following up various issues/events.
- Activity 3 is given in order to let the student distinguish scientific knowledge from non-scientific ones. Make the students do the activity individually in the class. Making them reflect their answers in the form of question and answer motivate them to give reasons for their answers. Accordingly, the answer for
 - Question 1 is scientific.
 - Question 2 is non-scientific.
 - Question 3 is non-scientific.
 - Question 4 is scientific.
 - Question 5 is non-scientific.

The Importance of Scientific Knowledge

The note given in the text is about the significance of scientific knowledge. So, make the students discuss on the note. And, help them to arrive at a common understanding that scientific knowledge is important to make appropriate decision, to develop the skill of creativity, to fasten development and to be self-reliant. You can do so, by using various examples. Some of the advantages of scientific knowledge among others include:

- It helps to make appropriate decision.
- It helps to improve creativity and to realize development.
- It helps to fasten development and to be self-reliant etc.

11.2 THE SOURCES OF INFORMATION AND THEIR UTILIZATION (2 PERIODS)

Instructional Media

- Books, newspapers and magazines etc., that serve as sources of information

11.2.1 From where can Information be Obtained?

Introduction

Brainstorming question

- What clues do pictures 11.6, 11.7 and 11.8 give you about information?

Photos on pictures 11.6, 11.7 and 11.8 are sources of information. The importance of the sources of information may vary with conditions and the type of the user. Motivate the students by making them explain the message conveyed by the pictures. You can use other posters to motivate the students if there are any. The note in the text is about the sources of information, from where information can be obtained. Make the students read the note and discuss on it. Then, evaluate whether they can explain from where and how they obtain information.

Task

Motivate the students share their experience on how they gather and use information. Write their answers on the blackboard and let them compare it with the note given so as to arrive at appropriate understanding.

Make the students do activity 4 individually in the class. Evaluate whether they have explained that information can be obtained from library, laboratory, experience, discussion, mass media (such as radio, television, newspaper and magazines), and internet. Moreover, make the students bear in mind that information shall be kept in document. Besides obtaining information from the appropriate source, appropriately keeping it is important.

Moreover, information is essential for modern life particularly in this era of globalization.

The Sources of Information and their use

The explanation given is enough for the objectives of the lesson. So explain the points in the note in detail.

Summary

Finally, summarize the lesson by raising questions which would sum up the lesson and show the attainment of its objectives.

11.3 BACKWARD THINKING AND BOASTFUL SAYINGS (2 PERIODS)

Instructional Media

- Boastful Saying

11.3.1 Backward and Boastful Sayings in the Locality

Brainstorming questions

- What do we mean when we say that someone has backward thinking?
- Are there people who have backward thinking in your locality?
- In what ways are these backward thinking manifested?

Motivate the students to mention backward thinking from their experience with reasons and make them discuss.

Task

Make the students read the passage by taking the role of male and female character. The passage shows the backward thinking against farmers and traders in the past. Making the students and discuss on the passage, let them conclude by themselves that the issues in the passage are backward thinking.

Next, make them do activity 5 individually in the class.

Give them corrections in the form of question and answer.

Regarding question 2, the statement which asserts that it is preferable for their daughter to remain unmarried for life than to be coupled with someone who “doesn’t fit their race” violates the rights of the women. Now make the students grasp a common understanding by letting them forward their opinions and rectifying wrongs if there are any.

Let the students conduct constructive discussion by making them read the note about backward and boastful saying and to explain such sayings in their locality.

Backward and Boastful Sayings in our Locality

Backward sayings and thinking endanger peaceful relation of the people. Besides they limit growth and development, and community participation.

Because, they are from non-scientific sources, they are highly based on emotions and they don’t consider consequences from different angles.

Since one of the sources for backward thinking is illiteracy, illiteracy often hinders modern knowledge thinking and modern procedures.

Boastful sayings are thinking’s that make some groups inferior and others superior beginning from a certain historical incident. These sayings and thinking that represent the interest of a specific group may be interests accepted as correct through time.

People have to free themselves from backward and boastful thinking by improving reliable and scientific thinking and by developing rational empirically tested and proved knowledge.

Summary

Summarize the lesson by justifying wrong thoughts if there are any through discussion and by creating a common understanding as well as by emphasizing on the main points.

11.4 READING (2 PERIODS)

Instructional Media

- Posters/pictures that show students reading different books.

11.4.1 Developing Reading Habit

Brainstorming question

- What is reading?

Motivate the students to memorize what they have learned about reading in their grade 6 language lesson.

Task

Make the students discuss on the note about reading. This enables them to understand that reading is important to develop their knowledge.

It is preferable to give them activity 7 as homework. He makes the students share the information they have read from different sources from one another. This enables them to understand that reading is a way to get knowledge.

11.4.2 Setting Strategies Study Lesson

Brainstorming question

- How do you study your lesson?

Make every student speak the strategies he/she uses to study lesson. Then motivate the class by making them criticize the good and weak sides of the strategy used by their friends.

Task

Make the students read the passage under the title “Nuramo’s Strategy of Studying” and discuss on it. Make them forward their opinions about the strong and weak sides of their studying strategy.

Next, make them do activity 8 individually. Here make them bear in mind that the best strategy for studying a lesson is preparing schedule. Schedule is a method to do any activity in the allotted time and place with no distortion in the procedures.

The points stated from number 1–4 in the student textbook are strategies to effectively study lesson. Evaluate whether the students have common understanding on the note.

The points stated from number 5 (a)–5 (d) in the student textbook indicate the steps to be followed during study so as to get important knowledge by reading books.

Let the students have common understanding by asking them what they would do at each step when they study their lesson.

Finally, let the students have common understanding about the strategies of studying lessons by making them do activity 9 at home.

Reading Different Books

The explanations given are enough for the objectives of the lesson. So, present them in detail.

Summary

Give chance for the students to briefly revise the main points of the lesson. Finally ask them questions that would show the attainment of the lesson objective.

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 | 5. True | |

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

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

III. Choose the correct answer for the following questions

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

IV. Give short answers for the following questions

1. It has great role: to make appropriate decision, to develop creativity, to fasten development and to be self-reliant.
2. Backward thinking hinders national development and peace in that it creates disagreement and hatred among people by making one superior over the other and by tackling tolerance and mutual respect.
3. It helps us to continue our study until we answer the question we raised (until we get answer).
4. The youth can play great role in: distinguishing backward thinking, not using them, fighting against them and making them not to pass from generation to generation. Moreover, they have role in developing scientific thinking.

SAMPLE LESSON PLAN

11.1 Knowledge

Time	Teacher’s Activity	Student’s Activity
10’	<p>Introduction</p> <ul style="list-style-type: none"> Makes the students explain the message conveyed by the photos in pictures 11.1, 11.2 and 11.3 turn by turn. 	<ul style="list-style-type: none"> Give opinions by carefully looking at the pictures.
25’	<p>Presentation</p> <ul style="list-style-type: none"> Asks the students why the bat flies during the night. Before the passage is read. Makes a student read the passage. Makes the students compare their responses with the passage. Makes them do activity 1 individually and reflect orally. 	<ul style="list-style-type: none"> Speak what they know. Participate in the reading. Listen.
	<ul style="list-style-type: none"> Gives correction to the answers. Makes them to read the passage under the title “The Camel”. Makes them do question 1 of activity 2 individually and question 2 of activity 2 in group. Makes them compare the passages about the bat and the camel from the angle of scientific knowledge. Gives feedback on the reflected group activity. 	
5’	<p>Summary</p> <ul style="list-style-type: none"> Ask about the importance of scientific knowledge. Summarize the day’s lesson by giving explanation about scientific knowledge. 	<ul style="list-style-type: none"> Give answers. Ask questions. Take notes.

UNIT 1: DEMOCRATIC SYSTEM

General Objectives: At the end of this unit, students will be able to:

- know the function of federal and regional governments
- know the principles of democratic system
- understand the organization of the branches of government
- understand the importance of living in tolerance within diversity.

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
<ul style="list-style-type: none"> • Explain the fundamental principles of democratic system 	<p>1.1 Principles of democratic system</p> <p>1.1.1 Free competition for political power</p> <p>1.1.2 The rule of law</p> <p>1.1.3 Transparency, accountability and majority rule</p>	2	Asking students if they know the fundamental democratic principles. If they don't know let them discuss on each of the principles given in the content and give additional details about the lesson.	Federal and regional constitution	Assessing class discussion
<ul style="list-style-type: none"> • List individual and group human and democratic rights 	<p>1.2 Human and democratic rights</p> <p>1.2.1 Individual democratic rights</p> <ul style="list-style-type: none"> - The right to hold any view freedom of expression - The right to assembly, demonstration and petition. - The right for association and freedom to movement <p>1.2.2. Group democratic rights</p> <ul style="list-style-type: none"> - Popular sovereignty 	3	Organizing two groups, one preparing a list of democratic rights in the federal constitution and the other preparing a list of human rights in the constitution. Making the group to present their list for class discussion. Leading the class discussion in the direction that enables students to identify individual and group rights from the list. Particularly, with regard to group rights, it is known that the right for self-governance of the Ethiopian nations, nationalities	Federal and regional constitution	Follow up and assessment of group and class discussions.

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
	<ul style="list-style-type: none"> - The right for self-administration of nations, nationalities and peoples <p>1.2.3 Individual human rights</p> <ul style="list-style-type: none"> - The right to life - The right for protection from physical harm - The due process of law <p>1.2.4 Group human rights</p> <ul style="list-style-type: none"> - The right to equality - The right to belief and religion 		and peoples is constitutionally recognized. Hence, make the class to discuss the importance of recognizing such a group right and make them to report.		
<ul style="list-style-type: none"> • Explain the importance of tolerance in diversity 	<p>1.3 Tolerance to diversity</p> <p>1.3.1 The importance of tolerance of diversities</p> <ul style="list-style-type: none"> - for co-existence - for the individual - for the family - for the community 	2	It is known that life is full of diversity. There are diversities even in the class. So, make the students to explain the differences they see in the class. Make them to explain differences they see in the family and community respectively. Make the class to discuss in groups about how to live peacefully with our diversities and the importance of peaceful co-existence.	A picture showing the Ethiopian nation, nationalities and peoples.	Follow up and assessment of class discussion.
<ul style="list-style-type: none"> • Explain the functions of federal and regional governments 	<p>1.4 Functions of government</p> <p>1.4.1 Functions of federal government</p> <p>1.4.2 Functions of regional government</p>	2	Organize the class into two groups. Make one of the groups to identify the functions of the regional government as stated in the regional and federal constitutions.	Federal and regional constitutions	Following up and assessing class discussion.

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
	1.4.3 City councils and their accountability		Make the second group to identify the functions of the federal government as stated in the federal constitution. Finally, make the groups to report and let the students to make their own conclusion.		
<ul style="list-style-type: none"> Explain the contribution of Ethiopia for African countries 	<p>1.5 Ethiopians foreign relation</p> <p>1.5.1 Ethiopians contribution for African countries</p> <ul style="list-style-type: none"> Supporting African struggle for independence Peace making 	2	<p>Ethiopia is uncolonized African country. Besides it contributed a lot for the independence of African countries, which had been suffering under the yoke of colonialism. Moreover, the Ethiopian army has been playing great peace keeping roles in African countries. Understanding these contributions students will be made to arrive at their own conclusions about the importance of this foreign policy orientation of Ethiopia to African countries.</p>	<p>Pictures showing Ethiopian peace keeping missions in Congo, Liberia etc.</p>	<p>Following and assessing class discussion giving unit summary and exam.</p>

UNIT 2: THE RULE OF LAW

General Objectives: At the end of this unit, students will be able to:

- differentiate constitution from other laws
- know the manifestations of legal protection and its importance
- understand that the power of elected and appointed officials is limited by law.

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
	<p>2.1 The constitution</p> <p>2.1.1 The federal constitution</p> <p>2.1.2 The importance of federal constitution</p> <p>2.1.3 The importance of legal protection for citizens</p>	2	<p>Students are expected to have basic concept of the constitution at this level. What is needed here is that to know the federal constitution and its importance in the context of Ethiopia. For example, the federal constitution is above all laws in the land. It also enables the prevalence of federal system in the country. The constitution is important in that it recognized the Ethiopian nations, nationalities and peoples and enabled them to administer their respective regions. Moreover, it is important because it enables them to form the state and peacefully live together at their free will make the students to discuss in details about this issue and arrive at their conclusion.</p>	Federal and regional constitutions	Following up and assessing class discussion
<ul style="list-style-type: none"> • Explain the ethical conduct expected of them as members of the society 	<p>2.2 Ethics</p> <p>2.2.1 Ethical conducts which society expects from students</p>	2	<p>First make the students to memorize their lesson on ethics. Then organize them in the groups to discuss on what is expected of them as members of</p>	Pictures showing citizens involved in	Following up and assessing group

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
<ul style="list-style-type: none"> Get acquainted with moral principles accepted in the society 	<ul style="list-style-type: none"> Respecting members of the society Respecting the value of the society Doing what they can to solve societal problems 		the society. Elaborate the group discussion with whole class discussion and let them to discuss how they can develop good ethical conduct.	voluntary service	and class discussions.,
<ul style="list-style-type: none"> Explain the importance of limiting power. 	<p>2.3 The limit to power</p> <p>2.3.1 The importance of limiting the power of government officials.</p>	2	Not limiting the power of officials makes them to abase their power and intentionally or unintentionally harm the people. Make students to discuss and agree the importance of limiting power by themselves.	Federal and regional constitution	Follow up and assessment of class discussion.
<ul style="list-style-type: none"> Describe family secret Discuss the disadvantages of not keeping family secrets 	<p>2.4 Secret</p> <p>2.4.1 Family secret</p> <p>2.4.2 The disadvantages of not keeping family secrets.</p>	2	Family secret is one of the types of secret, not keeping family secrets may result many problems to the family. Make the students to identify some secrets, which they consider as family secrets. Make them to discuss the disadvantages of not keeping family secrets and to conclude the appropriateness of keeping family secrets by themselves.	A picture showing family members in discussion.	Follow up and assessment of show up and class discussion.
	<p>2.5 Corruption</p> <p>2.5.1 Corruption local governmental and non-governmental institutions.</p>	2	Letting students to describe how they understand corruption, make them to revise its disadvantages. Let them discuss and have a common understanding on how corruption takes place in governmental and non governmental institutions.		Follow up and assessment of group and class discussions giving unit review exam.

UNIT 3: EQUALITY

General Objectives: At the end of this unit, students will be able to:

- know the right to equality and equity of the Ethiopian nations, nationalities and peoples
- understand the equality of women with men in all aspects
- understand the right to equity of physically impaired people.

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
<ul style="list-style-type: none"> • List the mechanisms to ensure the right to equality and equity of the Ethiopian nations, nationalities and peoples. 	<p>3.1 The right to equality and equity</p> <p>3.1.1 Practical manifestations for the right to word equality and equity of the FDRE constitution</p>	2	<p>The rights to equality and equity of the Ethiopian nations, nationalities and peoples are enshrined in the constitution. The exercise of the height for self-administration is one of the manifestations for this. Organize the students in groups and make them to discuss the manifestations for the right to equality and equity of the Ethiopian nations, nationalities and peoples by comparing and contrasting the federal and regional constitutions.</p>	Federal and regional constitutions	Listening to reports of group and class discussion.
<ul style="list-style-type: none"> • Discuss the importance of respecting the equality of languages, regions and other cultural manifestations of nations, nationalities and peoples. 	<p>3.2 The importance of respecting languages, religions and other cultural manifestations</p> <p>3.2.1 For sustainable peace</p> <p>3.2.2 For fast development</p>	2	<p>First, make students to arrive at a common understanding that Ethiopia is a country of diversified nations, nationalities and peoples. Thus, not respecting their rights resolution and instability. In contrast respecting their rights results in fast development. Secondly, organize the students into groups to discuss the possible disadvantages of not repeating the rights of nations, nationalities and peoples and the advantages of respecting their rights.</p>	Pictures showing women engaged in different areas of work.	Follow up and assessment of group and class discussions.

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
<ul style="list-style-type: none"> Explain women's right for equality in their marriage and family. Respect the women's right for equality in their families and localities. 	<p>3.3 Gender equality</p> <p>3.3.1 Women's right for equality</p> <p>3.3.2 Women's right for equality in their marriage and family</p>	1		A poster or photograph showing physically impaired people	Follow up and assessment of group and class discussions.
<ul style="list-style-type: none"> Identify the disadvantages of not respecting the rights of physically impaired people. 	<p>3.4 The rights of physically impaired people</p> <p>3.4.1 The disadvantages of not respecting the rights of physically impaired people</p>	2	<p>Finally, make the students to report the results of their group discussion.</p> <p>To begin the lesson, make every student to think and express women's right for equality. Then, organize the students into groups to discuss and conclude by themselves on how women have to choose their sex mates. Besides, make them to discuss the rights that women share with their husbands in the post marriage period.</p> <p>The contribution of every citizen is must for the fast development and prosperity of Ethiopia. Among the citizens of Ethiopia there are also physically impaired people. Physically impaired people have practically proved that they can do successful and useful works for their country if they are supported and their rights are respected. Thus, organize the students into groups to discuss and hold common understanding on the disadvantages of not respecting the rights of physically impaired people.</p>	People performing different activities.	

UNIT 4: JUSTICE

General Objectives: At the end of this unit, students will be able to:

- know that their should be just and non-discriminatory service among citizens
- understand the procedures of judicial institutions
- understand the meaning of fair distribution of social services.

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
<ul style="list-style-type: none"> • Explain the meaning of justice. • Identify the contributions of justice for development and peace. 	<p>4.1 The practice of justice</p> <p>4.1.1 The contribution of justice for building democratic system</p> <p>4.1.2 Its contribution for fast development</p>	2	<p>Make students to forward their opinion on what justice is.</p> <p>After common understanding is hold on the meaning of justice, organize the students into two groups. Make one of the groups to discuss the contributions of justice for building democratic system. Make the second group to discuss its contribution for development.</p>	<p>Pictures, photographs showing just social service and justly procedures.</p>	<p>Assessment and evaluation of group and class discussions.</p>

UNIT 5: PATRIOTISM

General Objectives: At the end of this unit, students will be able to:

- develop modern patriotism by understanding the culture and history of the country and its people
- struggle against harmful practices that may harm public well-being.

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
<ul style="list-style-type: none"> • List the manifestations of modern patriotism. • Explain the meaning of true history of a country and its people. • Perform activities in the school and their locality that become exemplary to one another. 	<p>5.1 Patriotism</p> <p>5.1.1 Manifestations of modern patriotism</p> <ul style="list-style-type: none"> • Obedience follow <ul style="list-style-type: none"> – Respecting others right – Effectively discharging responsibility – Performing exemplary activities to the society – Studying true history of the country and its people – The importance of correcting biased history in our country of nations, nationalities and peoples shall be written without any bias <p>In order to make the lesson easy, make students to understand that true history</p>	3	It is not enough to say “I love my country” so, organize the students into groups to discuss on how they express their love to their country and report the results of their discussion to the class. On the other hand, for the prevalence of patriotic feeling, the history of the country should be studied.	Posters, photographs etc., showing the nations, nationalities and peoples of Ethiopia.	Assessment of group and class discussions.

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
	is the one based on tangible evidence and which is unbiased. And let them to arrive at their own conclusion.				
<ul style="list-style-type: none"> Struggle against harmful and destructive practices in their localities. Carefully handle resources in their school and locality. 	<p>5.2 Harmful and destructive practices</p> <p>5.2.1 Harmful and destructive practices in our locality</p> <ul style="list-style-type: none"> Mishandling of public resources <p>5.2.2 The problems of mishandling public resources in our locality</p>	2	There are many harmful and destructive practices in our locality, such as being idle. So make the students to discuss about harmful and destructive practices in groups and to arrive at their own conclusion. In their discussion they have to focus on how destructive activities in their village endanger peace and public welfare. Moreover, they have to discuss the problems of mishandling public properties such as sewage and common toilet.	A poster, photograph etc., showing public properties (resources)	Assessment of group and class discussions.
<ul style="list-style-type: none"> Explain the role of development policies and strategies in combating poverty. 	<p>5.3 Development policies and strategies</p> <p>5.3.1 The role of Ethiopia's development policies and strategies in combating poverty</p> <p>5.3.2 The role of voluntary service in solving public problems</p>	2	Ethiopia has designed and implemented different development policies and strategies, which are becoming successful. Inform the students that Agricultural development industrialization is one of the economic policy strategies. In this way make the students to know and discuss other policy strategies. Finally, let them to arrive at their own conclusion.	Figures showing developmental success achieved in Ethiopia.	Assessment of group and class discussion.

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
<ul style="list-style-type: none"> • Discuss the rights and duties of citizens. • List the rights and duties they have in their levels. 	5.4 Citizenship 5.4.1 Rights and duties of citizens	2	Start the lesson by requesting students to list their rights and duties as Ethiopian citizens. Then, make them to identify their rights and duties from the regional and federal constitutions in groups and to present a report for class discussion. Finally, let them to conclude by themselves.	Federal and regional constitutions	Assessment of group and class discussion giving unit review exam.

UNIT 6: RESPONSIBILITY

General Objectives: At the end of this unit, students will be able to:

- know the different types and levels of responsibility
- understand the responsibility for the protection of natural resources and historical heritages
- know how they can protect themselves from HIV/AIDS.

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
<ul style="list-style-type: none"> • Identify the types and levels of responsibility 	<p>6.1 Discharging responsibility</p> <p>6.1.1 Types and levels of responsibility</p>	2	<p>Responsibility is not always general. Rather, it has different levels and types. For example, the responsibility of students, teachers, directors the responsibility of the prime minister etc. The levels of responsibility also differ in its degree. For example, though all students are responsible the class monitor has more responsibility. Accordingly, though all citizens are responsible to their country. The responsibility of the prime minister is peculiar, because of the power he holds. Thus, give different topics to be discussed in groups and to be presented to the class.</p>	<p>Pictures showing citizens responsibly performing different activities.</p>	<p>Assessment of group and class discussion.</p>
<ul style="list-style-type: none"> • Keep the promises they make at the school and in their localities. • Properly discharge their responsibilities. 	<p>6.2 Promise</p> <p>6.2.1 Keeping promises made at the school and in the locality</p> <p>6.2.2 Loyally and honestly discharging responsibilities</p>	2	<p>Make the students to identify the promises they may make at the school and in their localities in group. Make them to discuss what is expected of them to keep promises such as promises to clean and decorate their school. It is also unquestionable that discharging responsibilities earnestly, honestly and loyally is essential. So, make the students to discuss about this issue and hold common understanding.</p>	<p>Posters, photographs, films showing citizens in hygienation campaign.</p>	<p>Assessment of group and class discussion.</p>

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
<ul style="list-style-type: none"> Explain the reasons for the waste of natural resources and historical heritages. Protect natural resources and historical heritages. 	<p>6.3 Natural resources and historical heritages</p> <p>6.3.1 Reasons for the waste of natural resources and historical heritages</p> <p>6.3.2 The responsibility to protect and develop natural resources and historical heritages</p>	2	Refreshing their memories requests students to identify natural resources and historical heritages in their localities. Make each student to explain the historical, social and economic benefits of these resources. Then, make them discuss the reasons for the waste and destruction of natural resources and historical heritages and the protection that they have to make for these resources in their levels. Moreover, make them to visit historical sites as far as the school's capacity allows.	Poster, photographs etc., showing natural resources and historical heritages	Assessment of group and class discussions.
<ul style="list-style-type: none"> Explain the problems of waste of governmental and public properties Struggle against the waste of governmental and public properties in their capacity. 	<p>6.4 Governmental and public properties</p> <p>6.4.1 Problems of waste of governmental and public properties</p>	2		<ul style="list-style-type: none"> Figures showing the waste of governmental and public properties 	Follow up and assessment of class discussion.
<ul style="list-style-type: none"> Identify the problems of HIV/AIDS on the society Protect themselves from the ways of HIV/AIDS transmission 	<p>6.5 HIV/AIDS</p> <p>6.5.1 Its problems on the society</p> <p>6.5.2 Ways of protection against HIV/AIDS</p> <p>Then make them discuss in groups and present to the class on how the society has to fight against HIV/AIDS. In this way, let them arrive at a common understanding.</p>	2	Make each student to forward his/her opinion on the danger of HIV/AIDS. Encourage them to support their opinion with local example such as the problems of children orphaned due to HIV/AIDS	<ul style="list-style-type: none"> A poster, photograph etc., showing people with HIV/AIDS 	Assessment of group and class discussions giving unit review exam.

UNIT 7: INDUSTRIOUSNESS

General Objectives: At the end of this unit, students will be able to:

- understand that they need not undermine any field of work
- understand the values of work and time
- know that developing professional skill is the basis for development.

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
<ul style="list-style-type: none"> • Practically show the value of work • Explain the relation between work, time and development • Perform their activities timely and efficiently 	<p>7.1 Developing the culture of work</p> <p>7.1.1 The equality of fields of work</p> <p>7.1.2 The relation between time, work and development</p> <p>7.1.3 Doing individual and group tasks timely and efficiently</p>	3	<p>Provide different areas of work as examples and make the students to debate on “which area of work is better”</p> <p>The debate may take any form, but it should be concluded that any work is valuable and useful for self and national development.</p> <p>The other issue that students have to discuss and arrive at a common understanding is that a work has to be done within time limit. A work done beyond time limit and inefficiently is a work not done. So, make the students to discuss and arrive at a common understanding that doing work timely and efficiently is the way for fast development.</p>	<p>Figures showing citizens engaged in different areas of work.</p>	<p>Assessment of class discussion and debate.</p>
<ul style="list-style-type: none"> • Explain the problems of livingness. • List the economic objectives of country stated in the constitution 	<p>7.2 Idleness</p> <p>7.2.1 The being anti-development of idleness</p> <p>7.2.2 Economic objectives stated in the FDRE constitution</p>	2	<p>Make the students to explain what they understand about living without work. For example, in their level, living without work can be explained in terms of not properly attending their education and not being engaged income generating activities to endlessly depend on parents.</p>	<p>Pictures showing citizens who are able to work, but live without work</p>	<p>Assessment of class discussion</p>

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
			<p>This is very much immoral act and its final result weakens national development. Therefore, make students to discuss and arrive at a common understanding regarding the problems of living without work for the individual and the nation. Besides, make them to understand the stated economic objectives in the federal and regional constitutions.</p>		
<ul style="list-style-type: none"> Explain the relation between developing professional skill and professional ethics, and productivity. 	<p>7.3 Professional skill and professional ethics</p> <p>7.3.1 The relation between productivity and developing professional skill and ethics</p>	2	<p>Make students to understand that profession is the skill or ability acquired by nature or through training in order to perform a certain task. Besides, make them know that professional ethics is what the profession needs from the professional. In this regard there is professional ethics expected of: teachers, physician etc. If profession and professional ethics are incompatible, no work can be successful.</p>	<p>Figures showing citizens performing different works</p>	<p>Follow up and assessment of class discussion giving unit review exam.</p>

UNIT 8: SELF-RELIANCE

General Objectives: At the end of this unit, students will be able to:

- understand the problems of dependency
- develop awareness about themselves (their abilities)
- understand the importance giving value for successfulness and learning from others for self-confidence.

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
<ul style="list-style-type: none"> • Explain the problems of dependency • Make efforts to alleviate dependency. • Make efforts to control contraband trade 	<p>8.1 Developing the culture of self-reliance</p> <p>8.1.1 Alleviating dependency, the contributions of dependency for lack of self-direction, self-reliance and self-confidence</p> <p>8.1.2 Dependency and contraband trade laws made to control contraband trade and their results</p>	3	With the purpose of revising the lesson, make students to explain the meaning of “self-reliance” and its difference from dependency. Then, encourage them to explain the manifestations of dependency. For example, in their level dependency can be explained in terms of not properly attending their education and not being engaged in income generating activities so as to endlessly depend on parents. This attitude in turn blackness their hope of what to be after education and kills their self-confidence and self-reliance.	Pictures, posters etc., showing citizens, who are begging, while they are able to work.	Assessment of class discussion.
<ul style="list-style-type: none"> • Explain with examples what is meant by giving value for successful work. 	<p>8.2 Giving value for successful work</p> <p>8.2.1 The meaning of giving value for successful work</p>	2	Make students to explain who they recognize (give value) for successful work. For example, it is appropriate to appreciate the efforts of clever students in their class. Because, appreciation	Figures showing people, who contributed different inventions to the world.	Assessment of class discussion.

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
<ul style="list-style-type: none"> Discuss the importance of giving value for successful work. Make the necessary effort to achieve success. 	<p>8.2.2 What are the manifestations of giving value for successful work?</p>		<p>encourages for a better work. Often, we undermine the works of other people. But this is a great mistake and traditional practice.</p> <p>Make the students to understand the meaning of successful work by taking the great works of different scientists, writers, philosophers, explores, leaders, teachers etc.</p> <p>The successful works of the above people contributed a lot in changing our world. It is necessary to give recognition (value) to the works of the above people.</p> <p>But, to recognize their works, we have to properly understand the results of the works.</p> <p>So, enable the students to arrive at their own conclusions by letting them to discuss the works of the above great men and explain how they recognize the men.</p>		
<ul style="list-style-type: none"> Discuss the role of self-confidence for successful work. 	<p>8.3 Self-confidence</p> <p>8.3.1 Its determinate role for successful work</p>	2		<p>A picture showing a self-confident studying or attending his/her lesson.</p>	<p>Assessment of class discussion.</p> <p>Giving unit review exam.</p>

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
<ul style="list-style-type: none"> Explain the appropriateness of holding their own views and opinions without undermining those of others. 	<p>8.3.2 Its determinate role for successful work</p> <p>8.3.3 Readiness to properly listen to others views and opinions reasonably depending on one's views</p>		<p>For example, they may explain their self-confidence saying that they will become scientists after finishing their education.</p> <p>Self-confidence has a great role for one's successfulness. Give different case studies to the students to let them discuss the role of self-confidence for successfulness and arrive at their own conclusion. On the other hand, it is not difficult for a self-confident person to listen to the views of others and accept them if they are correct.</p> <p>He or she also holds and reasonably depends on his/her views if others are incorrect. Make students to discuss and have a common understanding on these issues.</p>		

UNIT 9: SAVING

General Objectives: At the end of this unit, students will be able to:

- know the different methods of saving
- understand that every person has to lead himself and his family only within his capacity
- understand the importance of planned life to develop the culture of saving.

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
<ul style="list-style-type: none"> • Identify the types of saving • Use their study time properly 	<p>9.1 The types of saving</p> <p>9.1.1 Saving in kind</p> <p>9.1.2 Saving in cash</p> <p>9.1.3 Saving time</p>	2	<p>Make students to discuss the importance of saving in groups. In a way that helps for revision. After agreement is reached on its importance make them to identify the forms of saving. For example, saving time is still now not well understood in our society. Of course saving time is not something to be put into the sack or treasury like other things. So give clues for discussions and let the students to arrive at their own conclusion.</p>	Figures showing bank, insurance company etc.	Follow up and evaluation of group and class discussion.
<ul style="list-style-type: none"> • Explain the contributions of the absence of saving for the expansion of poverty 	<p>9.2 The culture of saving</p> <p>9.2.1 The contribution of absence of saving for the expansion of poverty</p>	2	<p>It is known that working hard is the way to fight against poverty. But, poverty cannot be avoided if there is no wise use of income and resources. Therefore, make the students to discuss in groups and arrive at their own conclusion on how the absence of saving endangers the effort to alleviate poverty.</p>		

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
<ul style="list-style-type: none"> List the problems of unplanned life Make and use a weekly schedule. 	<p>9.3 Planned life</p> <p>9.3.1 Problems of the absence of planned life</p>	2	<p>Make students to describe what is meant by planned life in groups in the way of revision. Let them to describe it in relation to themselves. For example, in relation to themselves, they can describe planned life in terms of: making and implementing weekly schedule for study and other tasks.</p> <p>Making schedule helps for appropriate use of time and to timely perform a certain task. Not making schedule on the other hand results great loss. So, make the students to discuss in groups and report to the class about the problems of unplanned life. And let them to arrive at their own conclusion.</p>		

UNIT 10: ACTIVE COMMUNITY PARTICIPATION

General Objectives: At the end of this unit, students will be able to:

- understand the necessity of taking part in local and national affairs
- know the roles of civic societies
- understand the advantages of participating in civic society.

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
<ul style="list-style-type: none"> • Actively participate in local developmental campaigns. 	<p>10.1 Active participation in local affairs</p> <p>10.1.1 Active participation in local developmental campaigns</p> <p>10.1.2 Strengthening the democratic system</p> <p>10.1.3 Supporting the effort for fast development with public participation in Ethiopia</p>	2	<p>Make each student to explain their local affairs, which need attention. Such as environmental hygiene. After the local affairs are identified, make the students to discuss in group on who shall give solution to the identified problems and what the role has to be. And let them to report the results to the class and arrive at their own conclusions.</p>	<p>Posters, photographs etc., showing activities of keeping local hygiene or other developmental effort.</p>	<p>Follow up and assessment of group and class discussion.</p>
<ul style="list-style-type: none"> • Explain the conditions of institutions that help for community participation • Describe the organization and objectives of civic societies • List the functions of civic societies 	<p>10.2 Functions of civic societies</p> <p>10.2.1 Advantages of strong civic societies for the development of active community participation</p> <p>The public – for common awareness</p>	2	<p>Make students to explain what they know about civic societies including their importance. After consensus is arrived on the importance of civic societies, make students to discuss about the advantages of strong civic societies for community participation. Particularly, from the angle of functions that civic societies perform in their localities.</p>	<p>Pictures, posters etc., showing different participations of citizens.</p>	<p>Follow up and assessment of group and class discussion.</p>

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
<ul style="list-style-type: none"> Explain the contributions of active community participation for the strength of civic societies. 			<p>Then let them to report the results of the discussion to the class, and arrive at a common understanding.</p>		

UNIT 11: THE PURSUIT OF WISDOM

General Objectives: At the end of this unit, students will be able to:

- improve their inclination towards education by understanding the importance of knowledge for development, research and innovation
- know the importance and necessity of information
- know the sources of information and ways of handling information and using information.

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
<ul style="list-style-type: none"> • Explain the importance of tangible and scientific thoughts. 	<p>11.1 Knowledge</p> <p>11.1.1 The importance of scientific knowledge</p> <ul style="list-style-type: none"> • To correct decisions <ul style="list-style-type: none"> – To develop innovation – For fast development – For self-reliance 	2	<p>To start the lesson request students to discuss and arrive at consensus on what type of knowledge are scientific. Basically scientific knowledge is the one obtained from researches and whose evidences are reliable. For example, “Student center” approach is decisive teaching method for the success of learners. Raise different scientific knowledge like the above for the students to discuss and arrive at a common conclusion.</p>	<p>Pictures showing students learning in the class or lifting books</p>	<p>Assessment of class discussion.</p>
<ul style="list-style-type: none"> • Explain the importance of information. • Develop method of study and reaching skill 	<p>11.2 The importance of information</p> <p>11.2.1 How to get information</p> <p>11.2.2 How can information be applied</p>	2	<p>Make students to explain the importance of information. After understanding is achieved on its importance, make students to discuss how information can be obtained. For example, regarding whether condition, information can be obtained from the radio. Information is not seek for its being information. Rather for</p>	<p>Books, Radio, TV</p>	<p>Assessment of class discussion.</p>

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
			applying it in our tasks. For example, a farmer ploughs, sows, and harvest based on metrological information obtained from the radio. Depending on the suggestions of students on how to get information, make them to discuss on how they use the information. In this way, let them to arrive at their own conclusion.		
<ul style="list-style-type: none"> List some traditional and arrogant sayings in their locality 	<p>11.3 Traditional and arrogant sayings</p> <p>11.3.1 Traditional and arrogant sayings in our locality.</p>	2	Make students to gather traditional and arrogant sayings in their localities in groups and report to the class. Then in the class discussion, let them to conclude by themselves how far the sayings are harmful.	Traditional and arrogant sayings gathered from different localities	Assessment of group and class discussions.
<ul style="list-style-type: none"> Discuss the advantages of reading different books Design a method of study for themselves 	<p>11.4 Reading different books</p> <p>11.4.1 Developing reading skill</p> <p>11.4.2 Designing methods of studying lesson</p>	2	Man can develop knowledge by reading different books. Stopping reading means stopping acquisition of knowledge. Therefore, make students to explain the advantages of reading books. To properly study our lesson, we have to design method of study. In this regard, make students to discuss in groups and arrive at their own conclusion about the study methods, which they designed for themselves based on their past experience.	Posters, Photographs etc., showing students reading different books	Assessment of group and class discussion Giving unit review exam.