

Federal Democratic Republic of Ethiopia  
Ministry of Education

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CIVICS AND ETHICAL EDUCATION

Teacher Guide

Grade 8

FDRE  
MoE

# CIVICS AND ETHICAL EDUCATION

## Teacher Guide



Federal Democratic Republic of Ethiopia  
Ministry of Education



Grade 8

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የዜግነት ክብር በኢትዮጵያችን ፀንቶ፤

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ኢትዮጵያችን ኑሪ እኛም ባንቺ እንኩራ።

## Flags of Member States of the Federal Democratic Republic of Ethiopia



The Flag of the State of Tigray



The Flag of the State of Afar



The Flag of the State of Amhara



The Flag of the State of Oromia



The Flag of the State of Somale



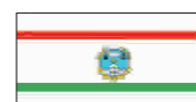
The Flag of the State of Benshangul/Gumuz



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



The Flag of the State of the Gambela Peoples



The Flag of the State of the Harari People

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

# CIVICS AND ETHICAL EDUCATION

## Teacher Guide Grade 8

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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 Teacher Guide for Civics and Ethical Education, Grade 8 contains supplementary resources that can foster effective and efficient teaching and learning process of the subject matter. The guide, as much as possible, is intended to assist in the successful accomplishment of the subject objectives through elaborating and developing concepts and skills encompassed in the 11 values of Civics and Ethical Education that are presented in the student textbook, and by clearly defining the Teachers' and Students' activities in each lesson of the subject matter.

Furthermore, the guide also includes directions and important guidelines for teachers as to how to manage brainstorming pre-lesson questions, activities and group tasks and how to define the role of the teachers and the students during these activities.

It is obvious that the Teacher guide can play a significant role in the accomplishment of subject objectives and to attain the desired results. In this regard, the teachers are highly encouraged to make use of the approaches and techniques of lesson delivery presented in the guide taking into account the local context and the background of the students so as to make their respective lessons interactive and interesting. Likewise, the role of the teachers in any teaching and learning endeavour is of paramount importance. Thus, the choice of teachers in the implementation, practice, Explanation and correction of the brainstorming questions and activities is maintained in the process. The ideas, guidelines and directions presented in this guide are only to assist and widen the perspective of the teachers, so it need not be taken as the only material source in the teaching and learning of the subject. It is very important to consider the following points in order to make the best out of the guide:

## HOW TO USE THE TEACHER GUIDE

### 1. Brainstorming Activities

The importance of brainstorming questions is to enable learners activate their prior knowledge about the topic of the lesson presented and to make their background knowledge in the understanding of the present lesson. The brainstorming questions are also used to allow students to express their opinions about the given lesson, to motivate classroom participation and encourage student's attention towards the lesson. Thus, teachers should spend no more than 10 minutes to complete and

summarize these tasks and should go directly to the main content of the lesson right away.

Explanation to all the brainstorming questions may not be completely presented in the guide. Even the explanations presented for the brainstorming activities should not be taken as the only options. The issues presented in the explanations can be considered to give explanation and correction to student's responses for the brainstorming questions. Teachers should take serious care to control the time and the explanation content presented during the brainstorming explanation sessions. When the explanation ideas and discussions presented in the guide are not sufficient to correct student's responses, teachers are free to use their own knowledge, experience and expertise to address the responses of the students.

### 2. Activities

In most cases, the explanations for all the activities in the text are presented. For almost all individual responses are presented. However, for some general activity questions, some general descriptions are presented. Some additional sources for some activities are also mentioned in the guide.

### 3. Topics and Class Time Allotment

The time allotted for some topics in the text may not be sufficient to present the topic and to complete the activities presented. In such cases, the teachers are highly advised to choose the most relevant concepts and activities and present the lesson in the given class time taking in to consideration the overall context of the students, the school, the surrounding environment.

### 4. Group Tasks

As it can be observed from the *Teacher Guide*, in addition to group tasks to be completed by all the students in the class, some group tasks to be completed by some particular groups are also encompassed in the text. This seems to alienate some students in the lesson, but the main objective of such group tasks is to provide opportunities for all the students to partake in to different group tasks at different times and to cover all the group tasks presented in the text. This helps all students to benefit from the knowledge and skills obtained from group tasks. Teachers should assign different tasks for the students who don't take in such group tasks.

# UNIT 1 DEMOCRATIC SYSTEM

**(12 Periods)**

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

- identify the meaning of building a democratic system.
- understand human and democratic rights of citizens.
- realize the necessity of democratic institutions.
- recognize the significance of unity in diversity.
- identify the similarity and difference between federal and regional states.

No.	Contents/Lessons	Specific Competencies Students will be able to:	Important Resources
1.	Building a Democratic System	<ul style="list-style-type: none"> <li>• identify the meaning of building a democratic system.</li> <li>• list the basics of democratic systems.</li> </ul>	<ul style="list-style-type: none"> <li>• Federal and regional constitutions.</li> <li>• Posters, films and photographs displaying public participation.</li> </ul>
2.	The Necessity for Building Democratic Institutions to Promote Human and Democratic Rights	<ul style="list-style-type: none"> <li>• list institutions that promote human and democratic rights.</li> <li>• describe the importance of the institutions.</li> </ul>	<ul style="list-style-type: none"> <li>• A chart displaying lists of the different institutions that promote human and democratic rights.</li> </ul>
3.	Peaceful Settlement of Disputes	<ul style="list-style-type: none"> <li>• list the different mechanisms settlement of disputes.</li> <li>• resolve conflicts with their friends.</li> </ul>	<ul style="list-style-type: none"> <li>• Picture displaying people discussing together.</li> </ul>
4.	Federal and Regional States	<ul style="list-style-type: none"> <li>• recognize the power of federal and regional governments.</li> <li>• identify the concurrent powers of the federal and regional governments.</li> <li>• list the major function of city administrations.</li> </ul>	<ul style="list-style-type: none"> <li>• Pictorial representations displaying governmental structures.</li> </ul>
5.	International Relations of Ethiopia	<ul style="list-style-type: none"> <li>• describe the advantages of Ethiopia's peaceful relation with other countries.</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures illustrating Ethiopia's peaceful relations with other countries.</li> </ul>

## 1.1 BUILDING A DEMOCRATIC SYSTEM (3 PERIODS)

### Classroom Preparation: Instructional Media

- Federal and regional constitutions.
- Posters, films and photographs displaying public participation.

### 1.1.1 The Meaning of Building a Democratic System

#### Introduction

##### Picture 1.1 and Brainstorming question

- Based on the above picture what do you understand by building democratic systems means?
- Tell students to answer the brainstorming question presented above after they have closely examined picture 1.1 in pairs or in groups.

#### Explanation

- Based on the note presented on the student textbook below picture 1.1 and the brainstorming questions, explain them what building democratic systems means.

#### Activity (Class work in group)

- Ask students to discuss and answer questions 1–3 from activity 1 in groups. Follow the discussion carefully and provide support when necessary. Let groups present the report of their discussions to the whole class when they finish.

#### Activity (Group work)

- Ask students to work on the three questions under activity 1 in groups. The groups can be formed based on the students' interests. Give them enough time to complete the assignment. When the students submit their assignments, correct them accordingly and give explanation. Choose the best assignment and read it to the whole class.

### 1.1.2 Bases for Building a Democratic System

#### Introduction

##### Picture 1.2 and Brainstorming questions

- What do you understand from the diagram in the text?

- Identify the bases or cornerstones for building a democratic system.
- Tell students to discuss and answer the brainstorming questions presented above after they have closely examined picture 1.2 in pairs or in groups.

#### Explanation

- Explain the bases for building a democratic system from (A-G) presented on the student textbook.

#### Activity (Class work in groups)

- Ask students to discuss the two questions under activity 2 in groups. Follow the discussion carefully and provide support when necessary. Let groups present their answers to the whole class when they finish.

#### Activity (Group work)

- Ask students to evaluate the extent of the implementation of these bases of building a democratic system in our country and present their findings to the class. The groups can be formed based on the students' interests. Give them enough time to effectively complete the assignment. When the students submit their assignments, correct them accordingly and give explanation. Choose the best assignment and let it be presented to the whole class.

## 1.2 THE NECESSITY FOR BUILDING DEMOCRATIC INSTITUTIONS TO PROMOTE HUMAN AND DEMOCRATIC RIGHTS (2 PERIODS)

### Classroom Preparation: Instructional Media

- A chart displaying lists of the different institutions that promote human and democratic rights.

#### Introduction

##### Picture 1.3 and Brainstorming question

- Based on the diagram in the text explain the importance of democratic institutions to promote human and democratic rights.

#### Explanation

- Explain the description presented on the topic from the student textbook (page 3–4) in detail.

### Summary

- Finally, to check on students' understanding, ask the students to summarize orally the content of the day's lesson in brief.

### Activity (Class work in groups)

- Ask students to discuss the two questions under activity 3 in groups. Follow the discussion carefully and provide support when necessary. Let groups present their answers to the whole class when they finish.

### Activity (Group work)

- Ask students to form seven groups in order to complete the task next to activity 3. Write the name of the seven democratic institutions and prepare a lottery. Ask students to draw the lottery through their representative. Tell students to comprehensively outline the function of the institutions they choose from the seven democratic institutions. Tell the students to physically visit or refer from different sources about the institutions they choose in order to present their evaluations. Give them enough time to effectively complete the assignment. When the students submit their assignments, correct them accordingly and give explanation. Choose the best assignment and let it be presented to the whole class.

## 1.3 PEACEFUL SETTLEMENT OF DISPUTES (3 PERIODS)

### Classroom Preparation: Instructional Media

- Picture displaying people discussing together.

### Introduction

#### Picture 1.4 and Brainstorming questions

- Consider the picture above, what do you think the students are doing?
- If there are conflicts (disputes) with your friends how do you settle such differences?

### Explanation

- Tell students to closely examine picture 1.4 and orally answer the brainstorming questions.

### Activity (Class work in groups)

- Ask students to read the short description entitled "The Three Friends" and answer the two

questions under activity 4 in groups. Ask students to answer each question saying "If I were in their place, I would do this; I would prepare that". Let the students in each group choose the best answers for each questions. Follow the discussion carefully and provide support when necessary. Let groups present their answers to the whole class when they finish.

### Explanation

- Describe in detail the issues on peaceful settlement of disputes presented below activity 4 highlighting the fact that discussion, listening to one another and tolerance are the most important things in peaceful dispute settlement.

### Activity (Class work in groups)

- Ask students to discuss the two questions under activity 5 in groups. Follow the discussion carefully and provide support when necessary. Let groups present their answers to the whole class when they finish.

## 1.4 FEDERAL AND REGIONAL STATES (2 PERIODS)

### Classroom Preparation: Instructional Media

- Pictorial representations displaying federal and regional governmental structures.
- Federal and regional constitutions.

### 1.4.1 Similarities and Differences

#### Introduction

#### Brainstorming question

- Explain issues which shows the similarities of federal and regional states.

Ask students to discuss and answer the brainstorming questions in pairs or in groups.

#### Explanation

Explain the description about the similarities and differences between federal and regional states presented below the brainstorming question in the student textbook.

### Activity (Class work in groups)

Ask students to answer the two questions under activity 6 in their note books. Correct their exercise book when they finish.



## 1.4.2 Concurrent Powers

### Introduction

#### Brainstorming question

- Mention what the concurrent powers of the regional and federal states of Ethiopia are.

Ask students to discuss and answer the brainstorming questions in pairs or in small groups.

#### Explanation

Explain the description about the concurrent powers of the regional and federal states of Ethiopia presented below the brainstorming question in the student textbook.

#### Activity (Class work in groups)

Ask students to discuss the two questions under activity 7 in groups. Follow the discussion carefully and provide support when necessary. Let groups present their answers to the whole class when they finish.

## 1.4.3 Major Functions of City Administrations

### Introduction

#### Brainstorming question

- What are the two city-administrations in Ethiopia which are answerable to the Federal Government?

Ask students to answer the brainstorming questions individually orally.

#### Explanation

- Explain the description about the major functions of city administrations presented below the brainstorming question in the student textbook.

#### Activity (Class work in groups)

- Ask students to discuss the two questions under activity 8 in groups. Follow the discussion carefully and provide support when necessary. Let groups present their answers to the whole class in turns when they finish.

## 1.5 INTERNATIONAL RELATIONS OF ETHIOPIA (2 PERIODS)

### Classroom Preparation: Instructional Media

- Pictures illustrating Ethiopia's peaceful relations with other countries.

## 1.5.1 Ethiopian Relations with other Countries

### Introduction

#### Picture 1.5 and Brainstorming question

- Based on the picture 1.5, on what issue does Ethiopia makes relationships with other countries.
- Ask students to discuss the brainstorming questions above in groups. Let groups present their answers to the whole class in turns when they finish.

#### Explanation

- Explain the note about the international relations of Ethiopia presented below the brainstorming question in the student textbook.

#### Activity (Class work in groups)

- Ask students to discuss the two questions under activity 9 in groups. Follow the discussion carefully and provide support when necessary. Let groups present their answers to the whole class in turns when they finish.

## 1.5.2 Advantages of International Relations to Ethiopia

### Introduction

#### Brainstorming question

- What kind of advantages will or do have for making international relations?
- Ask students to discuss the brainstorming questions above in groups. Let groups present their answers to the whole class in turns when they finish.

#### Explanation

- Explain the note about the advantages of international relations to Ethiopia presented below the brainstorming question in the student textbook.

#### Activity (Class work in groups)

- Ask students to discuss the two questions under activity 10 in groups. Follow the discussion carefully and provide support when necessary. Let groups present their answers to the whole class in turns when they finish.

**UNIT SUMMARY**

A democratic system is one in which human and democratic rights and equality of Nations, Nationalities and Peoples are respected. Building a democratic system refers to the implementation of the democratic system through the creation of democratic citizens and a democratic culture. Building a democratic system, in general, refers to the creation of democratic citizens and cultures which are bases to create convenient administration for people and for the country in general.

There are major bases for building a democratic system. Among them are promoting the rule of law, co-existence, respecting human and democratic rights of citizens and freedom of speech. Furthermore, equality, using his/her language and the right to elect and to be elected are major factors of democracy.

The existence of governmental and non-governmental democratic institutions is important to promote human and democratic rights. The courts, police, the Ombudsperson, Human Rights' Commission, Anti-Corruption organization and Mass Media under government control are among governmental institutions. However, international and local civic organizations and privately held Mass Media are non-governmental democratic institutions established to promote human and democratic rights.

Discussion, listening to one another and tolerance are some peaceful ways of settling disputes. One of the major attributes of the federal and regional states is having common structures in the Federal Democratic Republic of Ethiopia. Furthermore, at both levels, there are executive, legislative and judiciary bodies. Both are also authorized to safeguard the Constitution of the country. The differences are mainly that the Federal Government handles international issues (such as currency, national defense, and foreign relations); while regional states are enhancing self-governance. City-administrations have functions to impose and collect taxes on profits, administer land and natural resources, establish police forces, and formulate rules and regulations in their own scope and sign agreements with equivalent cities abroad on technical, economic and cultural protocols.

Ethiopia has strong relations with other countries. The aim of such relations is to succeed in development endeavors by creating market opportunities, supporting development activities, getting loans, grants and technical

support to create administrative institutions for the promotion of a democratic system. In general, the foreign relations of Ethiopia are furthering the development endeavours of the country.

**KEY WORDS**

**Protocol agreements:** An agreements among or between countries on education, culture and economy.

**Political party:** An association of different communities to get power through free election to ensure social and economic rights.

**Royalty payment:** A sum of money that is paid to somebody who has written a book produced a piece of music or art etc., each time it has been sold or performed.

**ANSWERS TO THE UNIT REVIEW EXERCISES****I. Write "True" if the statement is correct and write "False" if the statement is incorrect**

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

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

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

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

- Civic societies
- ombudsperson
- discussion, listening to one another and tolerance.

**IV. Choose the correct answer for the following questions**

- |        |        |        |
|--------|--------|--------|
| 1. (d) | 2. (d) | 3. (d) |
|--------|--------|--------|

**V. Give short answer for the following questions**

- Prepare a correction points based on the teachers understanding, the student textbook and other sources because many possible answers may be given for the questions.



**SAMPLE LESSON PLAN****I.1.1 The Meaning of Building a Democratic System**

Time	Teacher's Activity	Student's Activity
10'	<b>Introduction</b> <ul style="list-style-type: none"> <li>To start the lesson, ask students to carefully look at picture 1.1, discuss and answer the brainstorming questions.</li> <li>Describe the meaning of building a democratic system.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the questions based on the picture in groups.</li> <li>Prepare responses and present them to the class.</li> </ul>
10'	<b>Presentation</b> <ul style="list-style-type: none"> <li>Explain the meaning of building a democratic system.</li> <li>Give students to ask for points they don't understand.</li> <li>Respond to students' questions.</li> </ul>	<ul style="list-style-type: none"> <li>Listen attentively to the explanation.</li> <li>Ask for clarification.</li> <li>Listen carefully to the responses.</li> </ul>
15'	<b>Practice (Group task)</b> <ul style="list-style-type: none"> <li>Ask students to discuss and answer questions 1-3 from activity 1 in groups.</li> <li>Follow the discussion carefully.</li> <li>Provide support when necessary.</li> <li>Let groups present the report of their discussions to the whole class when they finish.</li> </ul>	<ul style="list-style-type: none"> <li>Work on questions from activity 1 in group discussions.</li> <li>Present their responses to the class.</li> </ul>
5'	<b>Evaluation</b> <ul style="list-style-type: none"> <li>Give Students group assignment.</li> <li>Correct the writing assignment.</li> <li>Choose the best writing and present it to the whole class.</li> </ul>	<ul style="list-style-type: none"> <li>Submit the group assignment in due time.</li> <li>Present the best assignment to the class.</li> </ul>

## UNIT 2 THE RULE OF LAW

**(10 Periods)**

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

- identify the differences and similarities of federal and regional constitutions.
- understand the necessity of limited power.
- realize expected ethical standards.
- recognize corruption and its effects.

No.	Contents/Lessons	Specific Competencies Students will be able to:	Important Resources
1.	Constitution	<ul style="list-style-type: none"> <li>● analyze the similarities and differences between federal and regional constitutions.</li> </ul>	<ul style="list-style-type: none"> <li>● Federal and regional constitutional documents.</li> </ul>
2.	Ethics	<ul style="list-style-type: none"> <li>● list the ethical standards expected from students at country level.</li> </ul>	
3.	Limited Power	<ul style="list-style-type: none"> <li>● identify the effects of unlimited power.</li> </ul>	
4.	Confidential (Secret)	<ul style="list-style-type: none"> <li>● identify the effects of non-confidentiality at country level.</li> </ul>	
5.	Ways of Combating Corruption	<ul style="list-style-type: none"> <li>● describe the necessity of democratic institutions for combating corruptions.</li> <li>● illustrate the roles of judicial bodies and the society to combat corruption.</li> <li>● combat corruption in their level.</li> </ul>	

### 2.1 CONSTITUTION (2 PERIODS)

#### Classroom Preparation: Instructional Media

- Ethiopian FDRE Constitution
- Regional governments constitutions
- Political map of Ethiopia.

#### 2.1.1 The Similarities and Differences of FDRE and Regional Constitutions

##### Introduction

##### Picture 2.1 and Brainstorming question

- What do you think are the similarities and differences of constitutions across Ethiopia as illustrated in the picture above?
- Dear Teacher! To motivate and focus the students in the lesson, ask students to carefully look through

the map and discuss their interpretations. Give them the opportunity to present their responses (pair work is advisable for this activity). If they are not able to generate responses, give them other follow up questions to bring them to the point.

- Why is the book in the centre bigger than the others? What does it represent?
- What do the rays represent? Asking questions like the above, drag the attention of the students to the topic. Write the response of the students on the blackboard. After carefully listening to few responses, give them a brief description before going to the actual lesson.

##### Explanation

- Tell students that the big book represents the Ethiopian constitution. It is situated in the centre

to show that it is the base for regional constitution. Tell also students that the rays show that the regional constitutions are the reflections of the Ethiopian constitution.

### Activity (Class work in groups)

- Dear Teacher, ask students to discuss the ideas based on the sections of the preamble of both the federal and regional constitution and answer the four questions under activity 1 in groups as a class work.
- Dear Teacher, ask students to work on the three questions under activity 2 based on their understanding of the comparisons of the two preamble of the constitutions presented in the student textbook. Give quick oral explanation and summarize the lesson accordingly.

### The Similarities and Differences of FDRE and Regional Constitutions

- Both are formulated by public representatives and are supreme laws in their respective scope.
- The Federal constitution is supreme at federal level while regional constitution is supreme at regional level.
- The Federal constitution is applied throughout the whole country, but the regional constitution is applicable to the region only.

### Summary

After checking whether the lesson objectives are attained or not, summarize the daily lesson asking quick oral questions to the students.

## 2.2 ETHICS (2 PERIODS)

### Classroom Preparation: Instructional Media

- Poster displaying young children doing constructive community works.

### 2.2.1 Ethical Standards Expected from Students at Country Level

#### Introduction

#### Brainstorming question

- What kind of advantages would be attained if workers knew such principles?

- Dear Teacher! Before you present the brainstorming questions to the students, please show them a flip chart that displays the twelve major ethical principles of government institutions and give them a brief description about them.
- Ask students to discuss and answer the brainstorming questions in pairs or in groups.

### Ethical Standards Expected from Students at Country Level

Ethics is the description of good or evil words and actions. It also describes right or wrong behaviour. It is a measure used to determine whether an idea or action is good or evil, right or wrong, valuable or invaluable and fair or unfair. Ethics is a social tool that can help to identify the right idea and action from the wrong and to shape the personality of human beings. It is a psychological tool that prevents humans not to easily be overwhelmed by its wrong ambitions. Ethics is also a life compass that guides people to realize their needs in the right manner; differentiating them from animals.

The act of inducing ethical principles to government employees has a profound importance in a variety of ways. For one thing, knowing the ethical standards help employees to perform their tasks in a responsible way. Secondly, the ethical standards can gear employees towards helping in the successful accomplishment of the visions, goals and aims of their respective institutions. Moreover, the ethical; standards can act as frames of reference for any form of ambiguities and misunderstandings in an institutional capacity. The same thing holds true for schools. The society also expects these ethical standards from the students. Some of these ethical standards are:

- Respecting rule of the law
- Respecting others' rights
- Practising the principle of tolerance
- Actively participate in local and national practices
- Show patriotic feeling
- Show honesty
- Respect and love for profession and so on.

### Activity (Class work in groups)

Dear Teacher, ask students to read the short description entitled "I must be born" individually. Then read the

description to the class loudly. Ask students to work on questions from activity 3 in pairs. Then tell them to reflect on their answers orally. Quickly summarize the activity. The following concepts can be included in the summary.

- The need for the students to have the ethical standards such as generosity, truthfulness, honesty, politeness, decency, humanity, industriousness, responsiveness, being exemplary is to be able to lead a very peaceful life with others. For the second question, opposites of the concepts presented above can be considered.
- Dear Teacher, ask students to work on the questions under activity 4 individually in order to check for their understanding of the lesson. Then ask them to forward their responses orally and summarize their answers accordingly.

### Summary

After checking whether the lesson objectives are attained or not, summarize the daily lesson asking quick oral questions to the students.

## 2.3 LIMITED POWER (2 PERIODS)

### Classroom Preparation: Instructional Media

- Organizational chart of the school
- FDRE constitution.

### 2.3.1 Effects of Unlimited Power

#### Introduction

##### Brainstorming question

- What would happen if an official of a given institution used that given authority in other institutions?

Dear Teacher! Ask students to respond to the brainstorming question. Listen to some responses from the students and make your own brief explanation on the topic.

- If an official uses his unlimited authority, he/she can impose her interest on others; employees can lose their job security; there will be no rule of law, thus corruption, illegality, irresponsibility will intensify. Since employees don't feel belongingness in the institution, they may lack

motivation and industriousness. It may finally lead to the failure of the organization.

### Activity (Class work in groups)

- Dear Teacher, ask students to read the short description entitled "It is Evil" individually. Then tell them to work on the group discussion question based on the text in groups. Then tell them to reflect on their answers orally. Give a short and quickly summary on the activity.
- Dear Teacher, ask students to read the note on the effects of unlimited power individually. Then tell them to work on the questions from activity 5 in groups. Then tell them to reflect on their answers orally. Give a short and quickly summary on the activity.

### Effects of Unlimited Power

Limited power is a legal framework that binds the functions and roles of authority of an official. Thus, if the power of an official is unlimited, it will give the official an opportunity to abuse others and force them to serve his/her own will. This will create a conducive atmosphere for corruption, violation of rights and may lead simply to dissatisfaction and frustrations.

### Summary

Summarize the main points of the lesson and make quick oral question and answer session to check on students' understanding.

## 2.4 CONFIDENTIAL (SECRET) (2 PERIODS)

### Classroom Preparation: Instructional Media

- Illustrations of confidentiality.

### 2.4.1 Care to be Taken for Confidentiality

#### Introduction

##### Brainstorming questions

- Are there (tales) sayings on encouraging confidentiality in your society?
- What are the cares to be taken for confidentiality?

Dear Teacher! Ask students to respond to the brainstorming question. Listen to some responses from the students and provide your own examples. Proceed to the main body of the lesson quickly.

**Activity (Class work in groups)**

Dear Teacher, ask students to read the short description entitled “Kataro” individually. Then tell them to prepare a written response on the questions under activity 6. Give a short and quickly summary on the activity.

**Explanation**

- People whose work requires confidentiality must take serious care and should be wise and alert all the time. Carelessness can easily damage their well being or others’ safety as well. You can also give the students a brief summary on cares to be taken for confidentiality. Tell students to work on activity 7 based on the note presented under this section.

**Cares to be Taken for Confidentiality**

The following cares can be taken for confidentiality:

- Identify confidential information first
- Encourage people to develop positive personalities
- Avoid carelessness and other bad behaviour.

**2.4.2 Effects of Non-confidentiality****Introduction****Brainstorming question**

- What are effects of non-confidentiality?

Dear Teacher, ask students to respond to the brainstorming question. Listen to some responses from the students and provide your own examples. Proceed to the main body of the lesson quickly.

**Activity (Class work in groups)**

Dear Teacher, ask students to read the brief note presented under this section and work on questions under activity 8 individually. Let the students present their responses orally. When they finish, provide appropriate explanation.

Tell the students to perform on the group work as well outside the classroom. Then, you can give them a quick explanation on the topic.

**Effects of Non-confidentiality**

- The country can end up in the hands of enemies.

- The country’s natural resources can be exploited and abused by irresponsible people.
- The society will lose faith in their government and this may affect patriotism.

**Summary**

- Summarize the main points of the lesson and make quick oral question and answer session to check on students understanding.

**2.5 WAYS OF COMBATING CORRUPTION (2 PERIODS)****Classroom Preparation: Instructional Media**

- Different postures about corruption.

**2.5.1 The Necessity of Democratic Institutions for Combating Corruption****Introduction****Brainstorming questions**

- What do a trap and a cat represent in the above picture?
- What role does the picture has to help combat corruption?

Dear Teacher, ask students to carefully examine picture 2.2 and respond to the brainstorming questions in pairs. Listen to some responses from the students and provide your own examples. Proceed to the main body of the lesson quickly.

**Explanation**

- The trap and cat in the picture represent the different ways of combating corruption. The trap likewise represents working systems that help combat corruption while the cat represents the democratic institutions that help combat corruption. It also highlights ways to avoid systems that hacked a doorway for corruption for different institutions. As corruption is so complex by nature, it needs a separate institution to help combat it.

**Activity (Class work in groups)**

- Dear Teacher, ask students to read the short description entitled “Who is Correct?” individually, when you finish the above



explanation. Then tell them to work on the questions under activity 9 in groups. Tell them to present their reflections to the whole class. Give a short and quickly summary on the importance of democratic institutions for combating corruption.

### **The Necessity of Democratic Institutions for Combating Corruption**

Democratic institutions for combating corruption are very important:

- to save the resource that can easily be corrupted by individuals and malpractices in institutions and reinvest it in a constructive effort to help the country.
- to save the energy and resource invested in bringing the corrupt people to justice and regain possession of the corrupted resource once it happened.
- to apply the saying ‘prevention is better than cure’.
- to bring about attitudinal change and help the responsible citizens from bankruptcy etc.

### **2.5.2 Roles of Judicial Bodies to Combat Corruption**

#### **Introduction**

#### **Brainstorming questions**

- What is the message in each picture?
- What roles do these pictures have regarding roles of judicial bodies in combating corruption?

Dear Teacher, ask students to carefully examine picture 2.3 and respond to the brainstorming questions in pairs. Listen to some responses from the students and provide your own examples. Proceed to the main body of the lesson quickly.

#### **Explanation**

- All the photos in picture 2.3 illustrate the legal steps criminals take when they do evil things.
- The cat represents the different judicial bodies and the rat represents corrupted criminals and the trap represents the presence of a legal framework that helps bring corrupt individuals to justice.

Finally, the corrupt individuals will receive fair punishment for their actions.

- In combating corruption, the role of judicial bodies work in protecting rule of law, enforcing the rule of law for each and every citizen equally and etc. The picture also illustrates all the processes involved in justice.

#### **Activity (Class work in groups)**

- Dear Teacher, ask students to read the brief note under this section from their textbook and work on activity 11 individually. The students can make the reflection a quick succession of question and answer.

### **2.5.3 Roles of Society in Combating Corruption**

#### **Introduction**

#### **Brainstorming questions**

- Do you think it is possible to have success in combating corruption without community participation?
- How can a community participate in anti-corruption activities?

Dear Teacher, ask students to carefully examine the picture in this section and respond to the brainstorming questions in pairs. Listen to some responses from the students and provide your own examples. Direct their responses and use it to motivate and make the students ready for the lesson. Proceed to the main body of the lesson quickly.

#### **Explanation**

- The first picture shows the fact that corruption is an evil practice and should be despised by any means possible. It also shows that people should avoid doing such things and should also avoid partaking in such wrong dwellings. The second picture shows number 988, a free hotline for calls to report corruption and malpractices in the country.

#### **Activity (Class work in groups)**

Dear Teacher, ask students to read the story entitled “Milosa” and work on the questions in groups. When they finish ask them to present their answers through their group representatives. Finally, tell them to read the brief

note on the role of the society in combating corruption and work on questions under activity 12 individually. Let students reflect their answers orally. Present general points and wrap up the lesson.

### Roles of Society in Combating Corruption

The role of the society in combating corruption is of paramount importance. The following can be few of them:

The society should avoid the wrong feeling of ‘it doesn’t concern me much’ when they observe corrupt behaviours in government institutions.

- The society should organize itself to protect its right guaranteed by the law.
- The society should know the different ways corruption could be conducted.
- The society should avoid dubious ways of progressing or should totally despise such acts.
- The society should immediately uncover act of any corruption to the concerned bodies.
- As the success of any anti-corruption activity without the participation of the community is meaningless, the community should have the opportunity to partake in the activities as much as possible.

### Summary

- Summarize the main points of the lesson and make quick oral question and answer session to check on students understanding.

### UNIT SUMMARY

Both federal and regional constitutions are formulated by the elected representatives of the people of Ethiopia. The Federal Constitution is formulated by representatives of people after a series of discussions at federal level, while regional constitutions are formulated by representatives of people at regional level.

Since good ethics is the basis for the rule of law, acceptable ethical standards are expected from students as a whole. Among them, open-mindedness, tolerance, peaceful settlement of disputes and patriotism are the major factors.

As the limit of power has a great role for the prevalence of rule of law, unlimited power is associated with the absence of the rule of law.

The absence of rule of law encourages the absence of accountability and transparency which leads to leaders acting arbitrarily and violating the rights of citizens.

Non-confidentiality has a number of effects on a country. Identifying issues which are secret from non-secret and loyalty are among the careful steps needed to keep secrets.

Corruption is the antithesis for rule of law. It is important to prevent corruption and also important to create judicial and anti-corruption institutions. The institutions are not enough to combat corruption, however. Hence, society has a responsibility to uncover corrupt people and criticize rather than appreciate them.

### ANSWERS TO THE UNIT REVIEW EXERCISES

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

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

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

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

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

1. regional
2. Courts
3. Federal anticorruption commission
4. rule of law
5. Corruption

#### IV. Choose the correct answer for the following questions

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

#### V. Give short answer for the following questions

1. When there is no limit in power, there is no rule of law. Thus, the system will allow individuals to do whatever they like to do and there is no legal framework to question their deeds. So it will become very difficult to ensure accountability and transparency.

2. Some of malpractices leading to corruption can be lack of legal working documents, absence of accountability and transparency and ill attitudes about corruption.
3. If a person is not crucially told what he holds is confidential and should not reach others in

any form, he cannot be taken accountable for the damages the confidential information may cause having been handed to others. Thus, it is very important to make clear the confidentiality of the information possessed and its values for the institution or the country.

## SAMPLE LESSON PLAN

### 2.1.1 The Similarities and Differences of FDRE and Regional Constitutions

Time	Teacher’s Activity	Student’s Activity
10’	<b>Introduction</b> <ul style="list-style-type: none"> <li>• To start the lesson, ask students to carefully look at picture 2.1, discuss and answer the brainstorming questions.</li> <li>• Introduce the objective of the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the questions based on the picture in groups.</li> <li>• Prepare responses and present them to the class.</li> </ul>
15’	<b>Presentation</b> <ul style="list-style-type: none"> <li>• Give clear instruction on the activities in this lesson.</li> <li>• Explain the similarities and differences of regional and FDRE constitution.</li> <li>• Give Explanation to activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen attentively to the explanation.</li> <li>• Ask for clarification.</li> <li>• Listen carefully to the responses.</li> </ul>
15’	<b>Practice (Group task)</b> <ul style="list-style-type: none"> <li>• Ask students to discuss and answer some activities.</li> <li>• Follow the activities carefully.</li> <li>• Provide support when necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Work on activities.</li> <li>• Present their responses to the class.</li> </ul>
5’	<b>Evaluation</b> <ul style="list-style-type: none"> <li>• Revise the lesson.</li> <li>• Ask oral questions to check on students understanding.</li> <li>• Give Students group assignment.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to summary.</li> <li>• Respond to questions.</li> </ul>



# UNIT 3 EQUALITY

**(11 Periods)**

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

- understand rights stated in the Constitution of the Federal Democratic Republic of Ethiopia.
- realize the effects of non-respecting rights of Nations, Nationalities and Peoples.
- recognize gender equality.
- recognize the necessity of respecting the rights of physically disabled persons.

No.	Contents/Lessons	Specific Competencies Students will be able to:	Important Resources
1.	The Right of Self-administration of Nations, Nationalities and Peoples	<ul style="list-style-type: none"> <li>● explain the importance of the right self-administration and of equality of opportunity for Nations, Nationalities and Peoples in the development of their community.</li> </ul>	<ul style="list-style-type: none"> <li>● A picture displaying Nations, Nationalities and Peoples in Ethiopia.</li> <li>● A film displaying equality of opportunity for Nations, Nationalities and Peoples in every aspect.</li> </ul>
2.	Consequences of the Absence of Equality of Opportunity	<ul style="list-style-type: none"> <li>● describe the consequences of the absence of equality of opportunity.</li> </ul>	<ul style="list-style-type: none"> <li>● Federal and Regional Constitutions.</li> </ul>
3.	Equality of Nations, Nationalities and Peoples	<ul style="list-style-type: none"> <li>● list the advantages of equality of Nations, Nationalities and Peoples.</li> </ul>	<ul style="list-style-type: none"> <li>● Federal and Regional Constitutions.</li> </ul>
4.	Gender Equality	<ul style="list-style-type: none"> <li>● describe the advantages of gender equality.</li> </ul>	<ul style="list-style-type: none"> <li>● Federal and Regional Constitutions.</li> <li>● A picture displaying females working equally with men.</li> </ul>
5.	Physical Disability	<ul style="list-style-type: none"> <li>● recognize the advantages of promoting the rights of physically disabled people.</li> <li>● respect the rights of physically disabled people.</li> </ul>	<ul style="list-style-type: none"> <li>● A picture featuring physically disabled people in action.</li> </ul>
6.	Consequences of not Respecting Religious Equality	<ul style="list-style-type: none"> <li>● describe the consequences of not respecting religious equality.</li> </ul>	<ul style="list-style-type: none"> <li>● A picture showing chaos and conflict.</li> </ul>

### **3.1 THE RIGHT OF SELF-ADMINISTRATION OF NATIONS, NATIONALITIES AND PEOPLES (2 PERIODS)**

#### **Classroom Preparation: Instructional Media**

- A picture displaying Nations, Nationalities and Peoples in Ethiopia

- A film displaying equality of opportunity for Nations, Nationalities and Peoples in every aspect.

#### **Introduction**

#### **Brainstorming question**

- What are the significances of promoting the rights of self-administration?

Equality

- Dear Teacher, ask students to discuss and answer the brainstorming question presented above in small groups or pairs.

### Explanation

- Reading from the note presented on the student textbook, explain the significance of the rights of self-administration for Nations, Nationalities and Peoples to the students.

### Activity (Class work in group)

- Ask students to discuss and answer the two questions from activity 1 in groups. Let groups present the report of their discussions to the whole class after the discussion.

### 3.1.1 The Necessity of Equality of Opportunities for Nations, Nationalities and Peoples in the Development of their Community

#### Introduction

##### Picture 3.1 and Brainstorming questions

- What do the pictures show?
- List the development institution in your community.
- How do people use those development institutions?

Dear Teacher, ask students to discuss and answer the brainstorming question presented above in small groups or pairs.

### Activity (Class work in group)

Ask students to read the short description entitled “Kebele Residents Request on Development Activities” and answer the four questions under activity 2 in groups. Follow the discussion carefully and provide support when necessary. Let groups present their answers to the whole class when they finish.

### Explanation

Reading from the note presented on the student textbook under section 3.1.1, explain the necessity of equality of opportunity for Nations, Nationalities and Peoples in the development of their community for the students.

Dear Teacher, please stress the following points:

The equality of opportunity for Nations, Nationalities and Peoples in the development of their community has very important advantages for the following reasons:

- It fosters the building of the Democratic System and strengthens the Democratic System
- It ensures equality of people
- It helps regions to equally benefit from national development
- It also helps in securing peace and facilitating development.

### Activity (Home work in groups)

Ask students to work on the three questions under activity 3 in groups. The groups can be formed based on the students’ interests. Give them enough time to complete the assignment. When the students submit their assignments, correct them accordingly and give explanation. Choose the best assignment and read it to the whole class.

### 3.2 CONSEQUENCES OF THE ABSENCE OF EQUALITY OF OPPORTUNITY (2 PERIODS)

#### Classroom Preparation: Instructional Media

- Federal and regional constitutions

#### Introduction

##### Brainstorming question

- What would happen if there was an absence of equality of opportunity?
- Dear Teacher, ask students to discuss and answer the brainstorming question presented above in small groups or pairs.

### Explanation

- Reading from the note presented on the student textbook, explain the consequences of absence of equality of opportunity for the students.

### Activity (Class work in group)

- As students to discuss and answer the four questions from activity 4 in groups. Let groups present the report of their discussions to the whole class after the discussion.

### 3.3 EQUALITY OF NATIONS, NATIONALITIES AND PEOPLES (2 PERIODS)

#### Classroom Preparation: Instructional Media

- A film, poster and photo displaying Equality of opportunity for Nations, Nationalities and Peoples in every aspect

### 3.3.1 The Significance of Respecting Language and other Cultural Attributes of Nations, Nationalities and Peoples of Ethiopia

#### Introduction

##### Picture 3.2 and Brainstorming question

- Explain what you have understood by the picture to your classmates.
- Dear Teacher, ask students to discuss and answer the brainstorming question after they have closely examined picture 3.2 in pairs.

##### Activity (Class work in group)

- Ask students to discuss the articles of the federal and regional constitutions that guarantee equality of Nations, Nationalities and Peoples. Tell them to discuss the values of respecting such rights comprehensively and report their responses in groups. Follow the discussion carefully and provide support when necessary. Let groups present their answers to the whole class when they finish.

##### Explanation

- Considering the description presented below picture 3.2 on the student textbook, explain the significance of respecting language and other cultural attributes of Nations, Nationalities and People of Ethiopia for the students in detail.

##### Activity (Class work in group)

- Ask students to discuss and answer the three questions from activity 5 in groups. Let groups present the report of their discussions to the whole class after the discussion.

### 3.4 GENDER EQUALITY (2 PERIODS)

#### Classroom Preparation: Instructional Media

- Federal and Regional Constitutions
- A picture displaying females working equally with men

#### 3.4.1 The Significance of Gender Equality

##### Introduction

##### Brainstorming question

- What is the significance of promoting gender equality?

- Dear teacher, ask students to discuss and answer the brainstorming question in small groups or pairs.

##### Activity (Class work in groups)

- Ask students to read the short description about “The Draft Family Law” and work on activity 6; ask them also to read the section of the constitution (Article 35, Sub-Article 7) and answer the four questions under activity 7 in groups. Follow the discussion carefully and provide support when necessary. Let groups present their answers to the whole class when they finish.

##### Explanation

- Considering the description presented below the brainstorming question in the student textbook, explain the significance of gender equality for the students in a comprehensive manner. Give them examples when necessary.

##### Activity (Class work in group)

- Ask students to discuss and answer the four questions from activity 7 in groups. Let groups present the report of their discussions to the whole class after the discussion.

### 3.5 PHYSICAL DISABILITY (2 PERIODS)

#### Classroom Preparation: Instructional Media

- A picture featuring physically disabled people in action.

#### 3.5.1 The Significance of Protecting the Rights of Physically Disabled Peoples

##### Introduction

##### Picture 3.3 and Brainstorming questions

- Tell your classmate what you have observed from the picture.
- Do you think that physically disabled people can carry out activities equally with able people?

Dear Teacher, ask students to discuss and answer the brainstorming question in small groups or pairs.

##### Activity (Role Playing–Group Discussion)

- Ask students to read “The Conversation between student Bilal and Ato Zekarias” once.

## Equality

Tell them to make pairs and act as Bilal and Ato Zekarias. Tell them to practice the role playing in pairs. Choose three groups and ask them to present their role playing in front of the whole class. Ask other students to carefully follow the role playing. Then, ask students to work on activity 8 in small groups. Follow the discussion carefully and provide support when necessary. Let groups present their answers to the whole class when they finish.

### Explanation

- Based on the note below activity 8 in the student textbook, explain the significance of protecting the rights of physically disabled people in a detailed manner. Give them examples when necessary.

### Activity (Class work in group)

Ask students to discuss and answer the three questions from activity 9 in groups. Let groups present the report of their discussions to the whole class after the discussion.

## 3.6 CONSEQUENCES OF NOT RESPECTING RELIGIOUS EQUALITY (1 PERIOD)

### Classroom Preparation: Instructional Media

- A Picture displaying chaos and conflicts
- A picture featuring a house caught by fire.

### Introduction

#### Brainstorming question

- What do you think is the impact of absence of respect for religious equality?

Dear Teacher, ask students to discuss and answer the brainstorming question in small groups or pairs.

### Explanation

- Based on the note below the brainstorming question in the student textbook, explain the consequences of not respecting religious equality in brief. You can refer to the instructional media to illustrate the consequences.

### Activity (Class work in group)

- Ask students to discuss and answer the two questions from activity 10 in groups. Let groups present the report of their discussions to the whole class after the discussion.

## UNIT SUMMARY

Giving due respect and recognition for the rights of equality is a key issue to strengthen the democratic system. Respect for the rights of nations, nationalities and peoples of our country are important to ensure the right of equality. The importance of tolerance, on the basis of coexistence, ensures the right of equality and this is rooted in the FDRE Constitution. In addition to its significance in handling conflict in a peaceful way, the right of equality creates conducive conditions to encourage community development activities.

In past regimes, it was common to see language, religions and other cultural attributes of some nations, nationalities and peoples as superior and others as inferior. However, on the basis of the current trend of building a democracy, all the cultural attributes of peoples have constitutional recognition. Every citizen of our country can use his/her language and can hold his/her religion. While doing this, every citizen has the responsibility to respect the languages, religions and other cultural attributes of others. In doing so, the development and prosperity of the people will increase.

In the past political system of our country, females were considered to be inferior while males were found to be superior. However, this was undemocratic and oppressive so there are changes currently. This is due to the existence and implementation of a constitution in our country which endorses rights and recognition for all society groups. Therefore, we are understanding that females have equal rights and share the same dignity as males. However, to fully realize the rights of equality of females, their contribution in the community and the government has to increase.

Physically disabled people should have all the rights and freedoms enjoyed by other human beings. If their human rights and freedoms are respected, they can work and change their lives and can contribute their country's development. Therefore, supporting the rights of physically disabled people is the duty of every citizen.

**KEY WORDS**

**Administration:** The governing body of a given area.

**Role:** Contribution, function.

**Needy:** Expecting support and being dependent.

**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. C            2. B            3. A

**SAMPLE LESSON PLAN****3.1 The Right of Self-administration of Nations, Nationalities and Peoples**

Time	Teacher’s Activity	Student’s Activity
10’	<b>Introduction</b> <ul style="list-style-type: none"> <li>To start the lesson, ask students to discuss and answer the brainstorming questions.</li> <li>Describe the significance of rights of self-administration of Nations, Nationalities and peoples.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the brainstorming questions in small groups and pairs.</li> <li>Prepare responses and present them to the class.</li> </ul>
10’	<b>Presentation</b> <ul style="list-style-type: none"> <li>Explain the significance of rights of self-administration of Nations, Nationalities and peoples.</li> <li>Give students to ask for points they don’t understand.</li> <li>Respond to students’ questions.</li> </ul>	<ul style="list-style-type: none"> <li>Listen attentively to the explanation.</li> <li>Ask for clarification.</li> <li>Listen carefully to the responses.</li> </ul>
15’	<b>Practice (Group task)</b> <ul style="list-style-type: none"> <li>Ask students to discuss and answer questions from activity 1 in groups.</li> <li>Follow the discussion carefully.</li> <li>Provide support when necessary.</li> <li>Let groups present the report of their discussions to the whole class when they finish.</li> </ul>	<ul style="list-style-type: none"> <li>Work on questions from activity 1 in group discussions.</li> <li>Present their responses to the class.</li> </ul>
5’	<b>Summary</b> <ul style="list-style-type: none"> <li>Give students the chance to summarize the lesson orally.</li> <li>Give quick summary on the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>Participate in class summary.</li> <li>Respond to quick oral questions.</li> <li>Follow teachers summary.</li> <li>Take note.</li> </ul>

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

1. 9            2. more than 80

**IV. Choose the correct answer for the following questions**

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

**V. Give short answer for the following questions**

- Tell students to answer this question based on the Ethiopian Constitution article 39.
- Tell students to answer this question based on the Ethiopian Constitution article 35.
- Respecting the rights of the physically disabled people, Providing all the necessary support, devising additional laws that can promote the rights of the physically disabled people.



# UNIT 4 JUSTICE

(10 Periods)

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

- understand the necessity to avoid unfair practices.
- recognize the effects of unfair practices.
- realize the practices of judicial bodies.
- understand the necessity of fair distribution of social services.
- remember the significance of tax at a national level.

No.	Contents/ Lessons	Specific Competencies Students will be able to:	Important Resources
1.	Partisanship	<ul style="list-style-type: none"> <li>• explain and examine the ways of avoiding partisanship practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Photographs and posters from different organizations displaying partisanship practices.</li> </ul>
2.	Injustice	<ul style="list-style-type: none"> <li>• describe the effects of injustice on building a democratic system and development.</li> </ul>	<ul style="list-style-type: none"> <li>• Posters, films and photographs displaying injustice.</li> </ul>
3.	Judicial Bodies	<ul style="list-style-type: none"> <li>• explain that judicial institutions should be free from any interferences.</li> <li>• apply to a legal body where there is violation of rights.</li> <li>• explain that every citizen has the right to receive justice.</li> <li>• describe the need to challenge to get the right judicial decision.</li> </ul>	<ul style="list-style-type: none"> <li>• Judicial institutions, police, courts and other organizations working on justice posters and photographs.</li> </ul>
4.	Social Services	<ul style="list-style-type: none"> <li>• explain the significance of social service institution.</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures, photographs and films featuring social institutions.</li> </ul>
5.	Tax	<ul style="list-style-type: none"> <li>• describe significance of tax for fair development of regions.</li> <li>• explain the relationship between tax and investment.</li> <li>• list the types of income sources of the federal and regional government.</li> <li>• describe that paying tax loyally is citizens duty.</li> </ul>	<ul style="list-style-type: none"> <li>• Federal and Regional Constitutions.</li> <li>• A picture displaying females working equally with men.</li> </ul>

## 4.1 PARTISANSHIP (2 PERIODS)

### Classroom Preparation: Instructional Media

- Different articles, photographs, posters published in different offices and organizations displaying partisanship.

### 4.1.1 Ways to Avoid Partisan Practices

#### Introduction

#### Brainstorming questions

- How can we avoid unfair practices done in different areas?

- Dear Teacher, list down all the unfair practices that students have mentioned being practiced in their localities on the chalkboard.
- Tell students to identify which of the practices listed on the chalkboard are unfair and which are not.
- Give them a chance to tell how to avoid-unfair practices.
- Finally organize the ideas in a way that leads to the actual lesson.

### Activity

Make students to read the article entitled “Shole Meda for whom?” And do activity 1 and use the following idea to correct their answers.

Give correction by justifying whose way is appropriate to avoid the unfair practice Ato Tegicho’s, Ato Bunkura’s, W/ro Alena’s or Ato Dorsiso’s and whose idea is inappropriate. Together with this use the options forwarded by W/ro Alena and Ato Dorsiso to show their contribution for peace, justice and prosperity by avoiding unfair practices. The main purpose of the article is to aware students to oppose unfair practices committed against them or others and have the courage to resist and correct them legally and peacefully. Therefore, it is very important to make students support W/ro Alena’s and Ato Dorsiso’s ideas.

### Activity

- Ask students to complete activity 2 by discussing with their parents. Use the following alternative ideas to correct their answers.

Look attentively the points rose before the activity and the answers given by the students along with the ideas presented on the students texts. For example, it is possible to mention points like loyalty, punctuality and proper usage of public and government resources.

It is important to clearly show if the given points are real problems caused by unfair practices or not. This is because sometimes due to personal outlooks and lack of awareness, some fair practices might be categorized as unfair. Thus, let students identify unfair and fair practices based on the ideas given for question no. 1 and the teacher’s self-explanation. The teacher can also use the following and other similar examples to clearly show the idea. For example, it is not fair to claim a certain Kebele administration for not issuing an ID card for someone due to individual’s failure to fulfill the requirements.

### Ways to Avoid Partisan Practices

This unit is designed to inform students about the different ways of challenging partisan practices committed across different organizational levels. It is important to challenge partisan practices through different ways. We can use the alternatives that rang from peaceful dialogues to any other legal procedures. However, it is not advisable to try to avoid the problem through aggression and violence and by corrupting authorities. Because this may by itself lead to other partisan activity.

### Summary

It is important for the teacher to check the students’ understandings of the following ideas by asking different students who have different knowledge and understanding levels. In this regard, the students need to grasp the following issues from the unit

- Check whether the students have understood the ways to avoid partisan practices or not.

## 4.2 INJUSTICE (2 PERIODS)

### 4.2.1 Effects of Injustice on Building Democratic System and Development

#### Classroom Preparation: Instructional Media

- It is possible to use local disputes created due to unjust decisions (if there are any) as examples.

### Introduction

#### Brainstorming question

- List down the effects of injustice at a national level.
- Dear teacher please make students list the possible effects of injustice in their exercise book.
- Give a chance to some students to explain their lists to the class.
- Categories the students lists as problems and not. Move to the actual lesson after explaining the effects of injustice with various examples.

### Activity

- Let the students do activity 3 based on the article ‘Shole Meda’ and let the teacher prepare a correction point for the students’ answers in the following way.

**Question 1:** Explain the problems listed in the article in terms of their economic, social and political effects. Besides if they personally think of a problem which is

Justice

possibly caused by injustice like *i.e.*, politically (to be caused on the government leaders and the state), economically (inflation, disproportional demand and supply of goods), social (rough social relations, unemployment, insecurity) let them share it.

**Question 2:** It is important to answer this question by explaining the activities that a democratic citizen is expected to develop to avoid such kinds of disputes. First, it is important to put unlimited effort to help raise the awareness of the higher officials. There needs to be strong social relation among individuals in the community. Besides it is of a paramount importance to inform the injustice to different Medias. Regarding the answer for the question about the possible reparation that might be caused due to the exacerbation of the points raised in question no. 1, the answers could be chose, anarchism, insecurity etc. (Please refer the points given below this activity in the student textbook).

### Activity

- The questions under activity 4 are designed to strengthen the main lesson. Hence, give the activity to students as a home work and let them do it by talking to their parents. Use the following idea as a direction to correct the students' answers.

**Question 1:** Give the necessary correction by displaying the relationships that exist among the ideas presented before the activity in the students' text and the main idea.

**Question 2:** Based on the explanation provided for activity 2 question number 2 give some evaluation points for the students to help them clearly know which of the activities they have mentioned are really injustices and which one are not. This will improve the students' critical thinking and evaluation abilities.

### Effects of Injustice on Building a Democratic System and Development

Injustice causes a number of problems on a particular community and a country in general. Injustice can be caused by many possible factors like parenting, nepotism, corruption etc. Though the depth and magnitude of the effects vary, it is obvious that injustice in general violates the rule of the law. Due to injustice activities, citizens may lose trust and confidence on the government. This in turn creates a gap between the government and the people. Therefore, the main purpose of this lesson is to enable students become aware of the value and importance of justice and motivate them challenge and struggle against any kind of injustice practices.

### Summary

It is important to check the students' understanding at this level by giving a class work activity that includes the main points of the lesson. Based on this, it is important to ensure whether the students have understood the negative impacts of injustice on building a democratic system or not.

### 4.3 JUDICIAL BODIES (2 PERIODS)

#### Classroom Preparation: Instructional Media

- Posters and photographs displaying courts and police stations.
- Let them observe situations that feature the activities of local justice institute if there are any.

#### 4.3.1 Practices of Judicial Bodies

##### Brainstorming question

- What are the practices of judicial bodies?
- Let students orally explain what the activities of justice bodies should be with respect to maintaining justice.
- The teacher shall refer to the points given in the student textbook under this topic to correct the students' responses and she/he can raise basic points that used to relate the idea to the main lesson. Use this as a gate way to the lesson.

##### Activity

- Ask students to evaluate the procedures of the two courts modeled under activity 5. When the teacher corrects the students' responses, she/he has to show that court A is a court where the rule of law and judicial freedoms are not maintained. In the contrary, court B is an exemplary court where democratic activities are prevailed and such courts are mile stones for the development of a nation. Therefore, the main goal of this lesson is to aware students support activities similar to court B.

#### Practices of Judicial Bodies

It is possible to understand about judicial bodies from the lessons presented in other grade levels (5–8) and the points rose under this topic. Courts, kebeles and police stations are among the main judicial bodies exist in our country. Judicial bodies are the main responsible



and authorized agents to control partnering. In order to provide fair and appropriate justice services to the public, these bodies should be free from any kind of interference from external bodies and work according to the proposed legal principles and procedures. Moreover, when skilled, competent and professional work forces are assigned in the area, the judgements will become more fair, balanced and justice. Generally, any kind of judicial body at any level of organization should fulfill the following code of principles fairness, loyalty, accountability, transparency etc.

### 4.3.2 The Right to Get Justice

#### Brainstorming question

- What kinds of roles should citizens play to make judicial decisions fair?
- Give opportunities to students to forward different ideas on the question posed.
- Modify the ideas reflected in a way they serve as a gate to the main lesson.

#### Activity

- Tell the students to do activity 6 as a home work by talking to their parents. This may be also used to aware parents.

The following points can be used as a guide to correct the students' responses.

**Question 1:** Let them know that the points presented above the activity in their textbook are ways to correct injustice activities. It is also important to aware them that it is an illegal way to try to correct any injustice activity through an act of violence, corruption, nepotism etc. (the summary given for 4.1 can be used to correct this activity).

**Question 2:** Being free from any kind of external influence and partisanship and working under legal principles and procedures are the major principles of judicial activities. Independent judiciary means no external body shall interferes on the decision passed by a judiciary body without the rule of the law. Therefore, courts and judges should be free from partnership and discrimination.

**Question 3:** Independent judiciary means the decisions passed by a judicial body at any level of court should be free from any kind of external influence and made only based on the rule of law.

### The Right to Get Justice

Citizens have the right and responsibilities to avoid partisanship. Therefore, they have to always exhibit the commitment and courage to resist any kind of unfair practices committed anywhere. In order to be able to do such things, first, citizens need to know about the rights, responsibilities and duties of judicial bodies. It is important to aware the new generation to struggle against unfair practices and claim for justice based on the rule of the law.

#### Summary

It is important to prepare and ask evaluation questions to check whether the lesson objectives are achieved by students or not. Therefore, invite the students to reflect on the following main point of the lesson.

- The need to make judiciary activities should be free from any kind of external interferences and partisanship.
- Ways to insure the right to justice and react against injustice activities.

### 4.4 SOCIAL SERVICES (2 PERIODS)

#### Classroom Preparation: Instructional Media

- Posters and photographs displaying different social services.
- Their schools, health posts etc.

#### 4.4.1 Social Services and Their Necessities

##### Brainstorming question

- What are the functions of social services to the society?
- Let the students remind and reflect on what they have learned in the previous classes about social services and their functions.
- The teacher can use the ideas presented under activity 7 below to provide corrections to the students' ideas and find an introduction to the main lesson.

#### Activity

Make the students do activity 7 in the classroom based on the article "Wanza Society and Social Services" and the explanation given after the activity.

The teacher should use the following points to correct the students' responses:

Social services are vitals for the development of a country and nation. War, partisanship, economic instabilities, law public participations, are among the obstacles on the expansion of social services. Besides, unconstructive and backward thoughts like considering the government as the only responsible body for the establishment of social services (like the Wanza society) are also the other obstacles for social services expansions.

### Social Services and Their Necessities

We think that enough information is given about this idea on the students textbook and under the explanations given about the activities. Hence, we do not found it important to give additional explanations about the point.

#### 4.4.2 The Significance of Non-Partisan Access of Social Services

##### Introduction

##### Brainstorming question

- Are the services given by social institutions free from partisanship in your community?
- Before the actual discussion point let them reflect on the status and services of the social institutions in their community.
- The points given by students may or might not be partisanship activities. So make students provide appropriate reasons to justify why they have said the activities are partisanship or not. Give appropriate corrections and start the actual lesson.

##### Activity

- Let students do activity 8 in small groups. Use the following points to correct their responses.
- For question number 1, it is possible to prepare answers from the explanation given before the activity. Look the points given under same point in grades 6 and 7 student textbook for questions numbers 2 and 3. Non-partisan social and judicial services promote sense of equity among citizens, accelerates the countries development and develops democratic state etc.

### The Significance of Non-Partisan Access of Social Services

The main objective of this lesson is to help students recognize the importance of social service activities and aware them that social service activity should be free from partisanship. It is significant to inform students that non-partisanship activity ensures equal utilization of resources among citizens; enables citizens have fair and equal accesses to social services. Generally it is a vital component in the development of democratic state.

#### 4.4.3 The Role of Government and Society in Expanding Social Institutions

##### Introduction

##### Brainstorming question

- What do you think are the role of the government and society in expanding social services?
- Let the students list community participatory activities based on what they heard from different media.
- Give corrections in a way that help students look at exemplary activities done by the collaborative efforts of the community and the government and begin the lesson. Refer to the points given in unit 10.

##### Activity

Let students complete activity 9 as a home work based on the article "Unity is Strength" by discussing it with their parents. Use the following point to correct their responses.

**Question 1:** Let them look the second idea from the point of view of collaborative work of the community and government. Based on this make them support the second idea.

**Question 2:** The significance of community participation in social service development can be described in many different ways. For example, it enables to develop the sense of ownership, expand social service activities, to promote access to education, provide better health care and support for women and children etc.

##### Group work

- Based on the instruction on the student textbook, form two groups with 4–5 students and make

them do the activity and bring a group report within three days.

### **The Role of Government and Society in Expanding Social Institutions**

One of the causes of partisanship is the scarcity of social services institutions in all parts of the country. Therefore, to find a long lasting solution for the problem, citizens have to actively participate in social service expansion activities. It is not logical to think a government as the only responsible body for the expansion of social service activities. Hence, it is very important to aware citizens that community participation plays a key role in the development agenda of the country.

#### **Summary**

It is important to have reflection on the main ideas of the lesson and check students' understanding. It is also possible to check whether the students have understood the following points of the lesson.

- The significance of social services
- The importance of non-partisanship social services
- The significances of collaborative effects of the community and the government in expanding social services activities.

## **4.5 TAX (2 PERIODS)**

### **Classroom Preparation: Instructional Media**

- Posters featuring tax collector offices
- Magazines prepared by tax collector offices.

### **Brainstorming question**

- What is the significance of tax in country's economic development?
- Give an opportunity to students to remind what they have learned in the previous classes.
- Let them express their ideas on the importance of tax on country's economic development and go to the actual lesson.

### **Activity**

- Make students do activity 10 individually and use the following points to give them appropriate corrections.
- It is possible to prepare points for correction based on the ideas given in the student textbook before

and after the activity about the relationship of investment and agricultural development.

### **Group work**

- Form small groups with 4–5 members each and let them do the activity and bring a group report within three days. The teacher can use the following ideas to correct their works.

Since tax is a one of the basic ways of promoting fair development among nations, it is important to encourage students support the idea that fosters this. Aware the students to promote the idea in their community by organizing different awareness raising programs like panel discussions, trainings etc., and make the community recognize that many of the development activities in their localities are carried out with the money collected through tax.

### **Group work**

- This group work activity is the last group work activity of his unit. Organize small groups with 4–5 members each and let them bring a group report based on the given instruction.

### **Tax**

Tax is one of the major income sources of a government. It is significant to inform the students that many of the developmental activities being carried out by the government are done with the income collected through tax. In this regard the money collected through tax is fairly distributed among regions to ensure different fair developmental activities. Therefore, the students have to encourage their parents to pay taxes appropriately and they themselves have to develop a sense and willingness of paying taxes voluntarily in the future. Paying taxes voluntarily is one of the qualities of a responsible citizen.

### **Summary**

It is important to check students' understanding by giving different questions that could be appropriate to this level of students. The main points of the lesson are:

- Fair distributions of income collected from taxes, the relationship between agriculture and investment, types of income of the regional and federal government, the role of tax on fair development of regions, taxpaying is a duty of

citizens. Hence, it is important to check whether the students have understood these ideas or not.

### UNIT SUMMARY

Partisanship has adverse effects in a community and country. It creates a number of problems. For example, it hinders the building of the democratic system. It also hinders the involvement of citizens to carry out their responsibilities. Therefore, it is important to resist unfair practice anywhere. For public officials or ordinary citizens to resist partisanship, they have to base their struggles on the rule of law, respecting and following the law, treating customers equally and carrying out their work loyally and honestly. Among the institutions to promote justice, courts are the primary ones. They have to be free from the interference of any external body. Furthermore, decisions by judicial bodies have to be based on law and free from partisanship and discrimination. To avoid partisanship, citizens also have responsibilities. Citizens obviously have to understand that first they should try to get justice with their individual involvement and, if they fail in such a way, they have to follow the legal procedures only.

Institutions of social services are important in order for citizens to have a better life. For this, non-partisan service has to be given. It is not just the duty of government. Citizens have to give further support in the attempt to fairly distribute social services. Tax has a great contribution in making the expansion of investment faster and promoting fair development among regions. Therefore, in a federal system it is important to have a procedure that promotes fair distribution of tax incomes among regions. The collection and sharing of tax incomes among regions is not carried out arbitrarily. Rather, it is based on laws and the constitution of a country. Citizens have to understand the significance of tax, pay it on time and be cooperative with tax collectors on collection.

### KEY WORDS

**Tax:** Any kind of income collected for a government.

**Sales tax:** A 15% fee from certain commercial activities.

**Custom duties:** Income collected for a state from daily trade exchanges.

**Value:** Standards of right and work behaviours.

**Principle:** Procedure of work.

### ANSWERS TO THE UNIT REVIEW EXERCISES

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

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

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

1. B
2. D
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. the regional and federal government
2. Fairness, honesty and non-partisanship
3. appeal

#### IV. Choose the correct answer for the following questions

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

#### V. Give short answer for the following questions

- Prepare a correction points based on the teachers understanding, the student textbook and other sources because many possible answers may be given for this question.

**SAMPLE LESSON PLAN****4.3 Judicial Bodies**

<b>Time</b>	<b>Teacher's Activity</b>	<b>Student's Activity</b>
10'	<b>Introduction</b> <ul style="list-style-type: none"> <li>Introduce the lesson.</li> <li>To start the lesson, ask students to discuss and answer the brainstorming questions.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the brainstorming questions in small groups or pairs.</li> <li>Prepare responses and present them to the class.</li> </ul>
20'	<b>Presentation</b> <ul style="list-style-type: none"> <li>Explain the objective of the lesson.</li> <li>Involve students in the discussion.</li> <li>Let them do activity 5 in the classroom.</li> <li>Ask them to read and come the next point at home.</li> </ul>	<ul style="list-style-type: none"> <li>Read the explanation individually.</li> <li>Listen attentively to the explanation.</li> <li>Do activity 5 in the classroom.</li> <li>Reflect their ideas on the point.</li> </ul>
5'	<b>Stabilization</b> <ul style="list-style-type: none"> <li>Remind students that judicial bodies should be fair and they have to follow legal procedures and the right to justice and ways of acquiring justice.</li> </ul>	<ul style="list-style-type: none"> <li>Listen attentively.</li> <li>Provide additional explanations.</li> <li>Ask for clarifications.</li> </ul>
5'	<b>Summary</b> <ul style="list-style-type: none"> <li>Checking out whether the lesson objective are achieved or not through questions and answers, discussions etc.</li> <li>Give highlight about the coming lesson.</li> </ul>	<ul style="list-style-type: none"> <li>Listen for the summary shortly explain the main points of the lesson.</li> </ul>



## UNIT 5 PATRIOTISM

**(11 Periods)**

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

- understand the importance of knowing the history of nations, nationalities and peoples.
- realize the significance of proper handling of common instruments.
- recognize the necessity of combating backwardness and poverty.
- understand the significance of respecting rights of citizens for enhancement of patriotism.
- recognize the contribution of the flag and national anthems for enhancement of patriotic sentiment.

No.	Contents/ Lessons	Specific Competencies Students will be able to:	Important Resources
1.	The Significance of Knowing Genuine History and Culture of Nations, Nationalities and Peoples for Building of Patriotic Sentiment	<ul style="list-style-type: none"> <li>• explain the significance of knowing the country, nations, nationalities and peoples history for the development of the new patriotic sentiment.</li> </ul>	<ul style="list-style-type: none"> <li>• Posters, films and photographs displaying patriotic sentiments.</li> </ul>
2.	The Contribution of Respecting the Rights of Equality of Nations, Nationalities and peoples for Building a Patriotic Sentiment	<ul style="list-style-type: none"> <li>• explain how respecting the rights of nations, nationalities and peoples develops patriotic sentiment.</li> <li>• respect the rights of nations, nationalities and people in their schools as well as their localities.</li> </ul>	<ul style="list-style-type: none"> <li>• Posters, films and photographs displaying respecting the rights of nations, nationalities and people.</li> </ul>
3.	The Effects of Improper Handling of Common Properties	<ul style="list-style-type: none"> <li>• list down the effects caused by improper handling of common instruments.</li> <li>• list down effects caused by proper handling of common instruments.</li> </ul>	<ul style="list-style-type: none"> <li>• Posters, films and photographs displaying good practices.</li> </ul>
4.	Anti-public Peace and Anti-security Practices	<ul style="list-style-type: none"> <li>• identify negative practices that affect peace and security of the people.</li> <li>• Resist for negative practices that affect peace and security of the people.</li> </ul>	<ul style="list-style-type: none"> <li>• Different development strategic documents.</li> <li>• Local development activities.</li> </ul>
5.	Combating Poverty and Backwardness	<ul style="list-style-type: none"> <li>• explain the importance of voluntary service activities.</li> <li>• describe the significance of fighting against poverty and backwardness.</li> </ul>	<ul style="list-style-type: none"> <li>• Posters, films and photographs displaying poverty and backwardness.</li> </ul>



		<ul style="list-style-type: none"> <li>explain the policies and strategies designed to eliminate poverty and backwardness.</li> <li>describe the responsibilities of citizens to implement the policies and strategies designed to eliminate poverty and backwardness.</li> </ul>	
6.	Citizenship	<ul style="list-style-type: none"> <li>explain the significance of respecting the right of citizens for the development of patriotic sentiments.</li> <li>list their rights of citizenship.</li> </ul>	<ul style="list-style-type: none"> <li>The FDRE Constitution.</li> </ul>
7.	National Flag	<ul style="list-style-type: none"> <li>describe the meanings of the national flag.</li> <li>explain the meaning and significance of the national anthem.</li> </ul>	<ul style="list-style-type: none"> <li>The FDRE and regional flags.</li> <li>National anthem.</li> </ul>

### 5.1 THE SIGNIFICANCE OF KNOWING GENUINE HISTORY AND CULTURE OF NATIONS, NATIONALITIES AND PEOPLES FOR BUILDING OF PATRIOTIC SENTIMENT (2 PERIODS)

#### Classroom Preparation: Instructional Media

- Posters, films and photographs displaying different nations, nationalities and peoples.
- Different cloths and instruments of different nations, nationalities and peoples.

#### Introduction

##### Brainstorming question

- What is the significance of knowing the history and culture of nations, nationalities and peoples?
- Give them an opportunity to express their idea on the question based on their knowledge of the previous grades and experience.
- Dear Teacher, please describe the objectives of the lesson by explaining the importance of knowing the history of nations, nationalities and peoples and relating the given ideas from the point of view of patriotic sentiment and citizenship development.

#### Activity

Tell students to do activity 1 individually after reading the article “Youngsters of Dorka’s Community”. Use the following points to correct their responses.

**Question 1:** The students may raise different ideas but try to develop their awareness from the point of view

of patriotic sentiment. The core point is to help students know and love the history and culture of their country and people and have the motivation to express it to others.

**Question 2:** Give correction for this question based on the point of view of patriotic sentiment, public affection and knowing the history and culture of the people and country.

**Question 3:** Tell the students for which nation and nationalities the cultural materials they have listed belong to. All students can tell which culture the materials do represent.

#### Activity

Tell students to do activity 2 as homework by talking to their parents.

**Question 1:** Give them a direction to answer the question from radio, newspaper, television, their school, the society etc., based on the example given in their textbook. Finally give them corrections.

**Questions 2–4:** The students may raise different points but the main idea is to enable them have adequate awareness on respecting the right of nations, nationalities and peoples and enabling them know the duties and responsibilities of citizens especially the younger generation in respecting and preserving the culture and history of nations, nationalities and people. It is possible to refer to the article “Youngsters of Dorka’s Community.” Therefore, aware students that it is not acceptable disrespecting others history and culture and they have to fight against such kinds of thoughts.

### **The Contribution of Knowing Genuine History and Culture of Nations, Nationalities and Peoples for Building of Patriotic Sentiment**

Knowing the history, culture and heritages of nations, nationalities and peoples help to develop a patriotic sentiment as equally as knowing the people in person. It facilitates their relationship; promotes sense of respect and equity etc.

#### **Summary**

It is important to check the students understanding of the following basic points by posing the question to different students having various understanding levels.

- Checking whether the students have understood the significance of knowing the history and culture of nations, nationalities and peoples in developing patriotic sentiment.

### **5.2 THE CONTRIBUTION OF RESPECTING THE RIGHTS OF EQUALITY OF NATIONS, NATIONALITIES AND PEOPLES FOR BUILDING A PATRIOTIC SENTIMENT (2 PERIODS)**

#### **Classroom Preparation: Instructional Media**

- Articles, photographs and posters published by different organizations and offices

#### **Introduction**

#### **Brainstorming question**

- What do you understand from the picture?
  - Make them explain in turns about what they have understood from picture 5.1.
  - The teacher has to modify the ideas in a way they lead to start the lesson.

The picture, presented after the explanation illustrates the Hamar society's (found in the southern nations, nationalities and peoples region of Ethiopia) cultural dressing and dancing styles. Tell the students that there are almost 50 different nations, nationalities and peoples live in the southern region.

#### **Activity**

- Ask the students do activity 3 in group based on the article "Exemplary people-to-people relation" and use the following points to correct their responses.

**Question 1:** Identify the ideas given as points of resemblances in the article and give them correction based on this point.

**Question 3:** It highlights the significance of discussing common national issues. It is vital to inform them that discussion is the way of creating relationship among citizens and a way of knowing and understanding each other. It is possible to use the points given in grades 6 and 7 about the development of democratic state as a reference for this. The question is to enable students know about the ways of strengthen citizens relationship, expanding social services, strengthen media and the role of infrastructures development in creating smooth relationship among citizens and developing patriotic sentiment.

#### **Activity**

- Ask students to discuss on activity 4 in group or individually and try to give them correction in the following way.

**Question 1:** Respecting and guarantying the right of people is one of the basic factors of developing patriotic sentiment.

It is totally impossible to develop genuine patriotism without respecting the rights of equality of nations, nationalities and peoples. Everyone develops a patriotic sentiment when his/her human and democratic rights are fully respected.

**Question 2:** It is possible to use the ideas presented under unit three of the student textbook and other grade levels to consolidate the point.

### **The Contribution of Respecting the Right of Equality of Nations, Nationalities and Peoples for Building a Patriotic Sentiment**

Respecting the rights of equality of nations, nationalities and peoples has many advantages. For example, it has an important role in developing a patriotic sentiment, it ensures the right of equality of people, and serves as a mile stone for the development of democratic state by avoiding conflicts and ensuring peace and security.

#### **Summary**

It is important to check the students understanding of the following basic points by asking different questions to students with varied levels of understanding:

- able to explain how equally respect the rights of nations, nationalities and peoples contributes for the development of a patriotic sentiment.

- develop the culture of respecting the rights of nations, nationalities and peoples around their schools and localities.

### 5.3 THE EFFECT OF IMPROPER HANDLING OF COMMON PROPERTIES (1 PERIOD)

#### Classroom Preparation: Instructional Media

- Articles, photographs and posters published by different organizations and offices.

#### Introduction

#### Brainstorming questions

- What do you understand from the picture?
- What is the solution to the problem shown in the picture?
- Ask them to explain their understanding of picture.
- The teacher has to modify the ideas in a way they lead to start the lesson.

#### Activity

- Ask students to do activity 5 in groups after reading the article “Fire and water”. The given answers should reflect the need to develop the culture and commitment of citizens in using common instruments properly. It is possible to reach at a consensus on this idea through discussion. We may foster such a thought that we can identify and take corrective measures on individuals who are responsible for destroying ours or the public common properties without our knowledge if we develop the culture of discussion.

#### Activity

- Ask students to do activity 6 by talking to their parents. The following points will help to correct their answers.
- It is important to refer to the explanation given before the activity. Common instruments are set up and established to provide common services for a given community. Hence, they are considered as public properties. Therefore, every member of the community has the responsibility to care and protect them from any kind of damage and misusages. It is a traditional outlook to expect the governments as the only responsible body to look after and care for the properties. Based on

this it is significant to ask students list the kind of care and support their local community should give for common properties and give correction.

### The Effect of Improper Handling of Common Properties

Not caring for common properties has a number of adverse effects on a given country. It highly affects the economy of the country. A huge amount of money will be allotted to repair and maintain the properties which have been damaged because of carelessness and improper handlings. The introductory picture shows materials damaged in a certain classroom due to improper handling. Therefore, it is crucial to remind every student to take care of common properties in their schools and localities and develop the culture of protecting them since it is one of the qualities of good citizens.

#### Summary

It is important to check the students understanding of the following basic points by asking different students having various understanding levels.

- Knowing the effects of not caring for common properties
- Recognizing the significance of caring for common properties.

### 5.4 ANTI-PUBLIC PEACE AND ANTI-SECURITY PRACTICES (2 PERIODS)

#### Classroom Preparation: Instructional Media

- Articles, photographs and posters published by different organizations and offices.

#### 5.4.1 Measures to be Taken to Avoid Anti-public Peace and Security Practices

#### Introduction

#### Brainstorming question

- What is expected from you to avoid anti-public and anti-security practices?
- Give them an opportunity to list those acceptable social activities that they should perform in their family, school and society at their level and those they should not perform.
- Ask them to explain their roles in fighting against anti-social practices committed by others.

**Activity**

Ask students to do activity 7 at home after reading the article “Safeguarding Common Security”. The main concern of the questions is to help students know that citizens should not follow ways which affect public common interests to fulfill their needs, interests and ideas. Trying to impose one's interest and idea in a violent manner and illegal way may result in anti-public practice that affects the interest of the community. They should also know that such kinds of activities are punishable by the rule of the law. Therefore, they have to know that every citizen has the responsibility to resist and struggle against any kind of anti-public activities.

**Activity**

Let them do activity 8 by talking to their parents. Though the students cannot list all the activities that affect the interest of the public and the state, you should emphasize on those which have a serious effect on country's development of peace, security and democratic system by giving examples. Further revise the points raised under activities 5, 6 and 7 about the role of citizens in fighting against anti-public activities. Beside get students know their roles and responsibilities in fighting against anti-public activities. In addition remind them that it is illegal to ignore anti-public practices thus they should always try to report to any legal body when they observe any attempt of anti-public activities. It is the qualities of a civilized and responsible citizen to forward the interest of the public all the time.

**Measures to be Taken to Avoid Anti-public Peace and Security Practices**

It is important to take different measures to avoid anti-social and insecure practices. In order to do this first the cause must be identified. Anti-social activities are committed both knowingly as well as unknowingly. The following are some of the fundamental solutions to avoid anti-social and insecure practices.

- Enriching the knowledge and awareness of the public through education and training.
- Abolishing the public from traditional ways of thinking.
- Facilitating different discussion forums on the issue.
- Taking proper corrective legal actions against those who are responsible for creating the problem.

**Summary**

It is important to check their understanding by raising the main points of the lesson. Evaluate their understanding of the following main points of the lesson. If they are unable to explain them briefly please revise the lesson once again.

- Checking if they have fully understood anti-public and insecure activities
- Checking if they are willing to fight against anti-public and insecure activities

**5.5 COMBATING POVERTY AND BACKWARDNESS (2 PERIODS)****5.5.1 Responsibilities of Citizens and Government to Implement Development Policies and Strategies****Classroom Preparation: Instructional Media**

- Rural development policies and strategies
- Education policy
- Constitution

**Introduction****Brainstorming question**

- Mention the main policies and strategies designed by a government for our country's development.
- The teacher should first explain the concepts of strategy and policy in a simple and clear way since the students may get the question ambiguous.

It is possible to start the lesson by telling the students that there are many policies designed in our country *e.g.*, education, health, foreign relation etc. and there are also different strategies designed to implement the policies. Please display the strategies documents to the students if possible.

**Policy:** It is a comprehensive document displaying the direction to future carriers and desired outcomes of a country or an organization.

**Strategy:** It is a document displaying the implementation procedures of the policy to arrive at the desired outcome.

**Activity**

- Ask them do activity 9 in the classroom or at home after reading the article “when the development strategy is practically proved.”



The teacher should modify the students responses by telling the students about the changes observed in the lives of the farmers. If there are possible challenges emerge from the students about the changes, the teacher should persuade them that it is impossible to bring a dramatic change overnight on the lives of all the farmers since the problem is deep rooted. However, the problem could be mitigated by implementing modern agricultural methods by applying agricultural extension package etc., which is one of the main components of the agricultural policy and strategy. The discussion would be more interesting and motivating if you could use those students as live examples whose parents' lives are changed due to the application of modern agricultural methods.

### Activity

- Ask them to do activity 10 by talking to their parents. Use the following compressive explanation as a guide.

A number of factors have contributed for the poverty and backwardness of our county. Civil war, drought, monarchic and military regimes, literacy, and traditional ways of thinking and harmful traditional practices are among the most prevailing ones. Though it is not possible to combat these problems over night, we can gradually avoid them. It is important to cite the development indicated in the agricultural, infrastructure, education sectors as examples. By strengthening and diversifying the public involvement, by insuring good governance, by raising the public awareness, by sustaining equal and fair division of resources and strengthen the development of a democratic system we can find long lasting solution for the problem. Tell students that this could not be realized without active participation of the society and themselves. Hence, remind them that they have a national responsibility in supporting the policies and strategies designed by the government and implementing them as well.

### Responsibilities of Citizens and Government to Implement Development Policies and Strategies

You can enrich the students understanding by referring to the above discussion given for activity 10 about the responsibilities of citizens and government to implement policies and strategies to avoid poverty and backwardness.

## 5.5.2 The Necessity to Participate in Community Humanitarian Services to Combat Poverty and Backwardness

### Introduction

#### Brainstorming question

- What do you understand from the picture?
- Let the students see the question in picture 5.3 from the point of view of agricultural policy and strategy.
  - Modify their ideas in the way they lead to the actual lesson
- The picture is designed to show developmental changes. So let the ideas given by the students revolve around this.

### Activity

- Ask them to do activity 11 in their home based on the article “ Life long supporter of the needy” and use the following points to correct their answers.

**Question 1:** Tell the students to develop voluntary services by knowing that humanitarian activities are usually begin in childhood ages. Tell them by doing so they can contribute for the implementation of the country's development policies and strategies and improve their patriotic sentiments. Moreover, remind them that by developing a humanitarian sprit they can rescue the lives of others cover the needy areas which could not be reached by the government and accelerate the development of the country.

**Question 2:** It is to help students know the humanitarian activities can be done by them and also remind them to think of what they shall do for the future.

### Group work

- Organize the students in small groups and give them different questions from activity 12 to discuss. Ask them to bring a group report. It is important to refer to unit 10 which is about Civic Participation to correct their responses.

### The Necessity to Participate in Community Humanitarian Services to Combat Poverty and Backwardness

Public participation in democratic system can be prevailed in many different ways. Public participation can be

Patriotism

expressed through voluntary humanitarian services. The service can be in terms of money, material or labour. Such kinds of humanitarian activities play a very decisive role in combating poverty and backwardness. The activity may help to cover service areas which are left uncovered by the government and provide fast and facilitated services for the public. It is believed that humanitarian activities were the mile stones for the development of the current developed nations of the world. Apart from this voluntary humanitarian activity is taken as a sign of fulfilling citizenship responsibilities.

### Summary

It is important to check their understanding by raising the main points of the lesson. Evaluate their understanding of the following main points of the lesson. If they are unable to explain the points briefly, please revise the lesson once again.

- Checking if they have fully understood the need to fight against poverty and backwardness anti-public and anti-security activities.
- Checking if they have recognized the responsibilities of citizens and the government to implement development policies and strategies to avoid poverty and backwardness.
- Checking if they have understood the need to participate in humanitarian activities to combat poverty and backwardness.

## 5.6 CITIZENSHIP (1 PERIOD)

### Classroom Preparation: Instructional Media

- Articles, posters and photographs published by different offices and organizations

### 5.6.1 The Significance of Respecting Citizens Rights

#### Introduction

#### Brainstorming question

- What is the importance of respecting citizenship rights for the enhancement of patriotism?
- Let the students forward their ideas about respecting the rights of citizenships based on their prior knowledge.
- Go to the actual lesson after giving corrections to the students' responses.

### Activity

- Ask them to do activity 13 after reading the article "Discharging citizenship duties". Use the following points to correct their answers.

**Question 1:** Prepare correction points based on the article.

**Questions 2 and 3:** Check if the answers are related to the points discussed in "Developing a Democratic Systems and the Chapters of Equity." Highlight that respecting citizenship rights develops senses of pride and concern as being citizens and develop a sense of patriotic sentiment. Based on this a citizen whose rights are fully respected activity participates in public affairs and show concern for country's property and respect the rights of others and work for the development and prosperity of the country.

### Activity

- Ask students to do activity 14 in groups. Use the following points to correct their answers.
- A citizen whose rights are not respected will commit activities opposite from those given in activity 13. Explain them that a citizen without a patriotic sentiment is likely not to take active participation in public affairs and discussions and is known for his/her illegal actions, become a rebel and being involved in violent movements against the government and people.

### The Significance of Respecting Citizens Rights

It is possible to show the effects of respecting or not respecting the rights of citizens on patriotism besides the explanation given for activity 13 tell students to refer to the first three units about rights from the texts of all grade level.

### Summary

It is important to check their understanding by raising the main points of the lesson. Evaluate their understanding of the following main points of the lesson.

- Checking if they have understood the significance of respecting the rights of citizens for enhancing patriotism.

## 5.7 NATIONAL FLAG (1 PERIOD)

### Classroom Preparation: Instructional Media

- Articles, posters and photographs published by different offices and organizations



### 5.7.1 The Contribution of the National Flag and Anthem for the Development of Patriotic Sentiment

#### Introduction

##### Brainstorming question

- What do you understand from picture 5.4?
- Let students forward their ideas based on picture 5.4.
- Lead their ideas towards the meanings of national flag as to help to start the lesson.

##### Activity

- Ask the students to do activity 15 in group based on the poem “National Anthem of Ethiopia”. Give corrections based on their outlooks.

**Question 1:** The answers may vary. The strength of the message is different when verses stand together and separately.

**Question 2:** Use the explanation given for activity 1 in this unit to correct their answers.

##### Activity

- Activity 16 will help to summarize the ideas of the unit. So ask them to do it by talking to their parents. Use the following points to correct their answers.

**Question 1:** Let them know that national flags and anthems are country’s symbols of identity beside their geographical identification. We give attention to national flag and national anthems because they are our common symbols of identities. Good citizens express their love and respect to their people and country through their love and respect they have to their flag and anthem.

**Question 2:** One way of displaying patriotism is the love and respect one has to his national flag and anthem. Our national flag is not only the symbol of our country but it also symbolizes and represents each of our identity. Therefore, every good citizen loves and respects his/her national flag and anthem and tries to know their meanings.

#### The Contribution of the National Flag and Anthem for the Development of Patriotic Sentiment

You can remind the students that a national flag is the symbol of our citizenship and identity. It is waved during different occasion like festivals, time of sorrow etc. You

can help them develop their love of their national flag and anthem by presenting what they have heard about their flag and anthem.

#### Summary

It is important to check their understanding by raising the main points of the lesson. Evaluate their understanding of the following main points of the lesson

- Checking if they have understood the role of national flag and anthem for the development of patriotic sentiments.

#### UNIT SUMMARY

Inculcation of modern patriotism in individuals is possible when the history and culture of nations, nationalities and peoples are respected. A person, who is unaware of his/her country’s culture and history, probably has less patriotic sentiment.

Knowing the history and culture of nations, nationalities and peoples is not enough by itself. When human and democratic rights are respected and citizens participate in their country’s issues equally, the country’s development becomes real. If a marginalized person is forced to love his/her country, it has no meaning to him/her.

If citizens’ rights are practically respected, a national consensus is created with concern for common properties, bought through limited national resources. Modern patriots abstain from anti-peace and security practices. They combat such practices and, if and when they face them, they take the case to the court without compromise.

A patriotic person usually has national pride and respect and loves the national flag and anthem. Everyone can ensure his/her country’s honoured history is remembered under the umbrella of the national flag.

In order to alleviate poverty and backwardness, everyone has to discharge his/her responsibilities in effectively implementing development policies and strategies designed by the state. If those policies and strategies are not supported by the humanitarian services of citizens, the lonely effort of government cannot be sufficient.

It is the duty of every citizen to overthrow poverty, to make it past history, and to have sustainable development.

**KEY WORDS**

**Sovereign country:** An independent country free from conquest by any external power.

**Advantages of democracy:** The merits of democracy.

**Good governance:** Fair and non-partisan administration.

**Anti-peace practices:** Destructive practices against the security of state and people.

**Capital:** Movable and non-movable resources.

**ANSWERS TO THE UNIT REVIEW EXERCISES****I. Write “True” if the statement is correct and write “False” if the statement is incorrect**

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

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

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

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

1. common properties
2. volunteer humanitarian service

**IV. Choose the correct answer for the following questions**

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

**V. Give short answer for the following questions**

- Prepare a correction points based on the teachers understanding, the student textbook and other sources because many possible answers may be given for the questions.

**SAMPLE LESSON PLAN****5.5 Combating Poverty and Backwardness**

Time	Teacher’s Activity	Student’s Activity
10’	<b>Introduction</b> <ul style="list-style-type: none"> <li>• Introduce the lesson.</li> <li>• To start the lesson, ask students to discuss and answer the brainstorming questions.</li> <li>• Modify the responses in the way they enable to start the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the brainstorming questions in small groups or pairs.</li> <li>• Prepare responses and present them to the class.</li> </ul>
20’	<b>Presentation</b> <ul style="list-style-type: none"> <li>• Explain the objective of the lesson.</li> <li>• Involve students in the discussion.</li> <li>• Let them do activity 9 in the classroom.</li> <li>• Give activity 10 as homework.</li> </ul>	<ul style="list-style-type: none"> <li>• Read the explanation individually.</li> <li>• Listen attentively to the explanation.</li> <li>• Do activity 9 in the classroom.</li> <li>• Reflect their ideas on the point.</li> </ul>
5’	<b>Stabilization</b> <ul style="list-style-type: none"> <li>• Remind the importance of humanitarian services in combating poverty and backwardness.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen attentively.</li> <li>• Provide additional explanations.</li> <li>• Ask for clarifications.</li> </ul>
5’	<b>Summary</b> <ul style="list-style-type: none"> <li>• Checking out whether the lesson objective are achieved or not through questions and answers, discussions etc.</li> <li>• Give highlight about the coming lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen for the summary shortly explain the main points of the lesson.</li> </ul>

# UNIT 6 RESPONSIBILITY

(8 Periods)

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

- understand the necessity of keeping promise.
- admit the necessity of discharging citizenship responsibilities.
- realize the importance of taking care of national resources and historical heritages.
- recognize the effects of HIV/AIDS on economic and social issues of a country.

No.	Contents/Lessons	Specific Competencies Students will be able to:	Important Resources
1.	Discharging Responsibility	<ul style="list-style-type: none"> <li>• explain the significance of discharging responsibilities for the development of a country.</li> <li>• explain the effects of not discharging national responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Posters, films and photographs displaying individuals carrying out different activities.</li> </ul>
2.	Keeping the Promise	<ul style="list-style-type: none"> <li>• explain that every citizen and organization has a responsibility of keeping promises.</li> <li>• explain that every citizen or organization has the duty of taking a responsibility for any kind of activity they carryout.</li> </ul>	<ul style="list-style-type: none"> <li>• Posters, films and photographs displaying people doing responsible activities.</li> </ul>
3.	Natural Resources and Historical Heritages	<ul style="list-style-type: none"> <li>• list down the effects of not protecting natural resources and historical heritages.</li> <li>• protect natural resources and historical heritages.</li> </ul>	<ul style="list-style-type: none"> <li>• Posters, films and photographs published by heritage protection and preservation offices.</li> <li>• Different historical heritages, museums.</li> </ul>
4.	HIV/AIDS	<ul style="list-style-type: none"> <li>• identify the economic and social effects caused by HIV/AIDS.</li> <li>• protect themselves from HIV/AIDS.</li> </ul>	<ul style="list-style-type: none"> <li>• Posters, articles published on the issue of HIV/AIDS.</li> </ul>

## 6.1 DISCHARGING RESPONSIBILITY (2 PERIODS)

### Classroom Preparation: Instructional Media

- School rules and regulations regarding students.
- Schools teachers' discipline.

### 6.1.1 The Significance of Discharging Responsibilities

#### Brainstorming questions

- Why are the workers of the fire brigade committed to their work with such dedication?

- If people in the picture failed to extinguish that fire, what kind of problem could have occurred.
- Ask the students to describe their idea based on picture 6.1.
- The teacher can use the following points as a summary for the brainstorming questions before starting the lesson.
- From the picture, one can learn that the workers in the fire brigade are discharging their responsibilities efficiently. The responsibility of

## Responsibility

the fire brigade is to control fire accidents and rescue the life and property of the society. This can be a role model for discharging responsibility in an efficient manner.

### Activity (Class work in groups)

- Ask students to read the short description entitled “Sacrifice” and answer the three questions under activity 1 in small groups. Follow the discussion carefully and provide support when necessary. Let groups present their answers to the whole class when they finish.

### Explanation

The following few points can be used as an input when you give explanation to the activity.

**Question 1:** Making a sacrifice is role modeling. Doing good to others is an act of committing oneself for the good of others.

**Question 2:** The actions of Ato Tamene also show making sacrifice and role modeling.

**Question 3:** All human beings don’t have the same personality and characteristics. Some are irresponsible and don’t understand the consequences of their deeds and actions; even when they do, they don’t care much. Thus, they commit things that can hurt others. Some, on the contrary, feel a great sense of responsibility, respect others’ privacy and give in their self interest for others. In this regard, Kacha’s condition can be a very good example for people who are irresponsible. The description under 6.2 entitled “The Broken Promise” can also be referred as a case for irresponsible actions. However, there are also people who do great things in the community making sacrifices for the good of others. Ato Tamene’s actions can be very good examples in this regard. Based on this, students can conceptualize the significance of good deeds for the betterment of others.

### Activity (Home work)

- Ask students to complete activity 2 as a home task.

### Explanation

The teacher can use the following few points as an input to give explanation to the activity.

**Question 1:** Look at the brainstorming activities presented in the student textbook.

**Question 2:** In addition to the information presented in the student textbook, it is very important to explain the importance of good deeds to a better life, to be loved, trusted and respected by everyone in the community in a family and individual level; to make a successful contribution in a country level and etc.

### The Significance of Discharging Responsibilities Effectively

The concepts and ideas presented here in this section and elsewhere in the unit can be used to explain the significance of discharging responsibility effectively and thus should be considered in this accord.

#### 6.1.2 Consequences of not Discharging Responsibilities Effectively

##### Brainstorming questions

- What kind of effects are there due to not discharging responsibilities effectively?

Ask students to list down the consequences of not discharging responsibilities effectively in reference to their life, education and so on.

By forwarding additional points on the ideas presented from the students responses, proceed to the main lesson.

When parents don’t properly discharge their responsibilities in feeding, educating and shaping their children, they create problems in building responsible citizens. On the contrary, when students don’t show responsibility for their learning efficiently, they will face problems in their future learning. All the same, explain what consequences will be there in general when teachers, farmers, doctors, soldiers etc don’t discharge their responsibilities effectively.

### Activity (Home task)

Ask students to work on activity 3 with the help of their parents.

### Explanation

The teacher can use the following few points as an input to give explanation to the activity.

- Dependency, lack of confidence, lack of trust from the community, loss of love and respect, poverty, dependency and etc can be presented as bad examples.

## Consequences of not Discharging Responsibilities Effectively

The main purpose of this lesson is to help students understand and effectively discharge their responsibilities; to conceptualize the responsibilities expected of them in their community and to exert efforts to efficiently execute their responsibilities as citizens in every level. It is important for the students to understand the significance of discharging responsibilities at country and individual levels. It is also helpful to help students learn to do constructive things and develop positive behaviours that are helpful to themselves and their society. Thus, the teachers should explain in depth the consequences of not discharging responsibilities effectively using the summary notes presented in this chapter, the brainstorming questions and using contextual examples from their own personal experiences.

### Summary

It is very important to check on students understanding of the lesson using class work questions on the basic concepts and discussions presented in the lesson. The following points are the main focuses of the lesson:

- The significance of discharging responsibility effectively
- The consequences of not discharging responsibility effectively.

## 6.2 KEEPING THE PROMISE (2 PERIODS)

### Classroom Preparation: Instructional Media

- The meaning of promise engagement ring
- The medical oath (Socrates Oath)
- FDRE Presidential oath (from page 49 of the Constitution Federal Democratic Republic of Ethiopia).

### Brainstorming questions

- What is promise?
- What is the advantage of keeping a promise? Are the workers of the fire brigade committed to their work with such dedication?

Dear teacher, ask students to individually work on the two brainstorming questions and reflect their responses taking turns.

Use the information presented in the student textbook and some personal experience to give explanation to the

students' responses and proceed to the lesson. You can also use the discussion points related to promise from the ideas forwarded in activity 2 under discharging responsibility effectively as supplementary points.

### Activity (Individual work)

- Ask students to read the short description entitled "The Broken Promise" and answer the questions under activity 4 individually. Follow the discussion carefully and provide support when necessary. Let groups present their answers to the whole class when they finish.

### Explanation

The following few points can be used as an input when you give explanation to the activity.

**Question 1:** Ask students to list the concurrent problems of the children in the story. (Lack of support and care for their education, being expelled from school, unnecessary misunderstandings and conflicts, psychological problems on the children, breaking promise, lack of trust on humanitarian organizations and their beneficiaries and so on can be listed as points).

**Question 2:** The children could have a hopeful future, they could have been better citizens, they could have become good citizens and they could have achieved great things and so on. They could have developed good behaviours. The organization could also have been loved and respected by the community and couldn't have been a bad example under such conditions.

### Activity (Home task)

Ask students to work on activity 5 with the help of their parents. You can give explanation based on the information from the student textbook and from your personal experience.

### Explanation

Dear Teacher, you can also use the following few points as an input to give explanation to the activity.

- Keeping promise and taking responsibility has many values. You can use the explanation for activity 2 question 2. (It promotes character of helping each other. It gives mental satisfaction, and we will have someone to rely on in times of trouble and misfortune).



## Keeping a Promise

The main purpose of this lesson is to help students understand the concept of promise. It is evident that people and different organizations in the course of life make promises of different magnitude. It is very important to emphasize that making promise should be taken quite seriously. Before one even think about making or makes promises, he/she should first make sure whether he/she is capable of keeping the promise. As making promise is assuming great responsibilities, students should know the consequences of not keeping their promises.

### Summary

Dear Teacher, it is very important to check on students understanding of the lesson using quick oral questions on the basic concepts and discussions presented in the lesson. Based on this, the teacher should check the students' understanding and present enough explanations on the following points:

- Understand the importance of taking responsibility by any citizen or organizations for their actions and promises made.
- List the consequences of breaking promises at national level.

## 6.3 NATURAL RESOURCES AND HISTORICAL HERITAGES (2 PERIODS)

### Classroom Preparation: Instructional Media

- Pictures displaying different natural resources and historical heritages.
- Different tourist attractions in our country.

### 6.3.1 Effects of not Protecting Natural Resources and Historical Heritages

#### Brainstorming question

- What do you understand from the picture?

Dear teacher, ask students to look carefully at picture 6.2 and reflect their thoughts about the picture taking turns.

It is very important to highlight on the importance of trees for the survival and well-being of human beings at this point and it is very important to protect and preserve trees. In addition, students should avoid and condemn the act of deforesting trees in their communities. Dear teacher, you can direct the students' reflections about the picture towards the focus of this lesson.

### Activity (Home work)

- Ask students to read the short description entitled "The Concern of All Peoples" from their textbook and answer the questions under activity 6 based on the description and their social studies knowledge at home.

### Explanation

The following few points can be used as an input when you give explanation to the activity.

**Question 1:** Tell students that many researches are conducted on our natural resources. Based on the findings of these researches, our natural resources particularly trees are deteriorating from time to time. However now, there are some improvements in preserving trees. The tree plantation programs across the country can be used as examples.

**Question 2:** Explain to students that some of the effects of deforestation can be desertification, soil erosion, hunger and draught and etc.

**Question 3:** Tell students that natural resources and tourism are closely related. Protecting and caring for natural resources can create a comfortable and attractive environment for tourists, and hence paves ways for the development of tourism.

### Activity (Home task)

Based on the information presented below activity 6 in the student textbook, ask students to work on the two questions under activity 7 individually at their homes. In addition, for questions 2 and 3, you can use the discussion points forwarded in Grade 6 student textbook sections 6.1 and 6.2 under "Patriotism".

### Effects of not Protecting Natural Resources and Historical Heritages

Natural resources include mountains, rivers, forests, minerals and etc, while historical heritages refer to natural and man-made attractive places and sites. Responsible citizens have a duty and responsibility to protect, preserve and care for natural resources and historical heritages. In order to discharge these responsibilities, they need to know the natural resources and historical heritages of their country effectively. Knowing natural resources and historical heritages in our country entails critically examining, understanding, appreciating and giving fair attention to them. This habit develops through strong



awareness creation about natural resources and their use, and better understanding on the consequences of not protecting natural resources and historical heritages since childhood.

In addition to the information presented in the student textbook regarding the lesson, the teacher can also invite social science and history teachers from the school as guest speakers and let them provide an expert opinion about natural resources and historical heritages. The teacher can also take students for a visit in the nearby natural attraction sites and help students to develop their awareness about and sense of love and care for natural resources and historical heritages of their country.

### Summary

Dear Teacher, it is very important to check on students understanding of the lesson using a class work on the basic concepts and discussions presented in the lesson. The main focuses of the lesson are:

- Understand the effects of not protecting natural resources and historical heritages importance of taking responsibility by any citizen or organizations for their actions and promises made.

## 6.4 HIV/AIDS (2 PERIODS)

### Classroom Preparation: Instructional Media

- Different pictures, postures, leaflets, brochures and etc about HIV/AIDS.

### Brainstorming questions

- Mention the effects of HIV/AIDS when it attacks the productive section of citizens.
- Explain the reason for the fast expansion of the disease.

Dear teacher, ask students to list the effects of HIV/AIDS and the major ways of transmission of HIV/AIDS from one person to another. You should quickly reflect upon the students' responses and proceed to the lesson.

### Activity (Class work)

- Ask students to read the short description entitled "Knowing Oneself" from their textbook and answer the questions under activity 8 in small groups. Follow the discussion carefully and provide guidance when necessary.

### Explanation

The teacher can prepare explanation for the activity from the passage. In addition, the teacher can also use the information presented below the passage as references to the explanations for the activities.

### Activity (Home task)

As it is very helpful to check on the students' understanding of the concepts presented on this lesson, ask students to discuss the questions under activity 9 in class.

### Explanation

The information presented in the student textbook right before the activity can be used as a reference to the explanations for the activities. Thus, the teacher can present enough explanation from this information.

### HIV/AIDS

In this lesson, the teacher should help students raise their awareness about HIV/AIDS; the fact that the disease has no cure, its effect on the family and country, the different ways of transmission of the disease, caring for people living with the virus and so on in a comfortable manner. This would help students in their awareness about the disease. As there is enough information about the topic in the student textbook, it is also important to use ideas forwarded under activities and brainstorming questions.

### Summary

Dear Teacher, it is very important to check on students understanding of the lesson using quick oral questions on the basic concepts and discussions presented in the lesson. Based on this, the teacher should check the students' understanding and present enough explanations on the following points:

- The social and economical impacts of HIV/AIDS on the country.
- Collective efforts and measures to be taken to prevent the disease.

### UNIT SUMMARY

Jobs are the basis for progress and prosperity. When workers discharge their responsibilities in each sector it can be effective. Development and social change is dependent on hard workers who respect their promises and are effective in society. They are seen as loyal, honourable and exemplary individuals. On the other

## Responsibility

hand, individuals who are not responsible, endanger themselves and the community.

Every citizen is expected to discharge his/her responsibilities effectively and promise to protect and use natural resources and historical heritages properly. Unless those resources receive due care and protection from all, they will be destroyed. Those resources include historical expressions of our identity and natural resources which are the basis of survival, without which there could be total destruction.

To keep promises and to discharge responsibilities effectively it is important to be aware of problems such as HIV/AIDS. Avoiding this pandemic disease, which has no cure as yet, is one way of discharging responsibilities. Since, citizens are the major resource of a country combating HIV/AIDS is a major concern. Knowing the means of transmission, and taking care of oneself as well as making others aware, is what is expected from responsible citizens. We have to make a promise to discharge these responsibilities.

### KEY WORDS

**Fire accident:** Damage due to fire.

**Sacrifice:** Giving something or oneself for others.

**Conscience:** Mental reasoning or understanding.

**Offense:** Dissatisfaction.

**Disloyalty:** Not being loyal

**Pandemic:** Expanding at a vast rate.

**Rehabilitation:** Recovering the lost elements.

**Promise:** A word or words of something to be done.

**Burden:** A responsibility.

## 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. D
2. B
3. A
4. H
5. G
6. C
7. F

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

1. sacrifice
2. responsibility
3. Planting trees (Afforestation)
4. unsafe sexual intercourse, contaminated tools
5. heritages

### IV. Choose the correct answer for the following questions

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

### V. Give short answer for the following questions

- As there are many possible answers for the questions, the teacher should prepare correction points based on the teacher’s understanding, the student textbook and other sources.

**SAMPLE LESSON PLAN****6.1 Discharging Responsibility**

Time	Teacher's Activity	Student's Activity
10'	<b>Introduction</b> <ul style="list-style-type: none"> <li>Introduce the lesson.</li> <li>To start the lesson, ask students to discuss and answer the brainstorming questions.</li> <li>Modify the responses in a way to start the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the brainstorming questions in small groups or pairs.</li> <li>Prepare responses and present them to the class.</li> </ul>
20'	<b>Presentation</b> <ul style="list-style-type: none"> <li>Explain the objective of the lesson.</li> <li>Involve students in the discussion.</li> <li>Let students discuss and work on activity 1 based on the description entitled "Sacrifice".</li> <li>Discuss and give explanation on the activity.</li> <li>Ask students to read and come prepared to the lesson.</li> <li>Give activity 2 as a home work.</li> </ul>	<ul style="list-style-type: none"> <li>Read the explanation individually.</li> <li>Listen attentively to the explanation.</li> <li>Do activity 1 in the classroom.</li> <li>Reflect on the questions.</li> <li>Read the next lesson.</li> <li>Do home work.</li> </ul>
5'	<b>Stabilization</b> <ul style="list-style-type: none"> <li>Remind students the significance of discharging responsibility effectively and the consequences of not discharging responsibility effectively to the students.</li> </ul>	<ul style="list-style-type: none"> <li>Listen attentively.</li> <li>Provide additional explanations.</li> <li>Ask for clarifications.</li> </ul>
5'	<b>Summary</b> <ul style="list-style-type: none"> <li>Checking out whether the lesson objective are achieved or not through questions, answers and discussions etc.</li> <li>Give highlight about the coming lesson.</li> </ul>	<ul style="list-style-type: none"> <li>Listen for the summary.</li> <li>Shortly explain the main points of the lesson.</li> </ul>

# UNIT 7 INDUSTRIOUSNESS

**(9 Periods)**

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

- recognize the importance of work and time.
- recognize the necessity of planning.
- realize constitutional development and economic objectives.
- understand basic professional competence and professional ethics which are important for productivity.

No.	Contents/Lessons	Specific Competencies Students will be able to:	Important Resources
1.	Effective Work	<ul style="list-style-type: none"> <li>● explain what hard work means.</li> <li>● describe the significance of exemplary and gratified works for the progress of the country.</li> <li>● be exemplary in their practices.</li> </ul>	
2.	Planning Jobs	<ul style="list-style-type: none"> <li>● describe the need to prepare schedule for work and its importance.</li> <li>● prepare plans for their activities.</li> </ul>	
3.	Dependency and Disgusting Work	<ul style="list-style-type: none"> <li>● explain that all kinds of works are equally respected.</li> <li>● execute all kinds of works in their school and at their homes with regard.</li> </ul>	
4.	Development and Economic Objectives	<ul style="list-style-type: none"> <li>● list the development and economic objectives from the constitution of the Federal Democratic Republic of Ethiopia.</li> <li>● explain the importance of development and economic objectives from the constitution of the Federal Democratic Republic of Ethiopia.</li> </ul>	
5.	Culture of Hardworking	<ul style="list-style-type: none"> <li>● describe the necessities of building professional competence and ethics for a culture of hardworking.</li> </ul>	

## 7.1 EFFECTIVE WORK (2 PERIODS)

### Classroom Preparation: Instructional Media

- A picture displaying people participating in development activities

### 7.1.1 Hardworking with Proper Usage of Time

#### Introduction

#### Brainstorming question

- What is the significance of hardworking?

Dear Teacher, since the brainstorming activity is aimed at preparing the students for the lesson, ask them to close their textbook and work on the activity from their background knowledge. Give some students the chance to reflect their responses to the question and write some of the responses on the blackboard or ask students to make note of the answers.

#### Activity (Class work)

- Ask students to read the passage entitled “The then Gazeta Vender, the Current Author” from

their textbook. When they finish, read the passage once again and ask students to work on activity 1 individually. Tell students to answer the three questions under activity 1 based on the passage. If they are unable to locate the answers, please provide them the necessary guidance and support.

### Activity (Class work)

- After students completed activity 1, provide explanation quickly and proceed to the lesson. Tell students to read the information presented on the importance of hard work with proper usage of time from their text and work on activity 2 at their homes. The explanation can be quick oral question and answer.

### Hardworking with Proper usage of Time

Time is amongst the most important and precious natural resources. Time doesn't stand still. If we don't use our time properly, we can't do the things that we want to do. Using time properly and effectively brings prosperity and development; and helps to avoid regrets over things undone. Not spending time on productive activities, not giving attention to each and every second and not completing tasks efficiently is wasting our precious time.

Thus, to avoid regrets and to effectively and properly use our precious time, it is wise to know what to do and when to do it.

### 7.1.2 The Significance of Exemplary Works for Progress of a Country

#### Introduction

#### Brainstorming questions

- Explain what it meant by exemplary work.
- What gratitude do individuals get from people when they undertake honourable practice?

Dear Teacher, since the brainstorming activity is aimed at preparing the students for the lesson, ask them to work on the activity from their background knowledge. Give some students the chance to reflect their responses to the question and write some of the responses on the blackboard or ask students to make note of the answers.

### Activity (Class work)

- Ask students to read the passage entitled "On Most Maternity" from their textbook and work on activity 3 in groups. Follow the discussions carefully and provide necessary support and guidance.
- For example, regarding question 1, to put your country's benefit before your personal profit; disregarding comfortable life and committing oneself to achieve best for the development and nourishment of your country. As questions 2 and 3 can directly be answered, explanations may not be important.
- When the students finish their discussion, ask them to present their responses through their group representatives for the whole class. It is also important to build up on follow up questions and discussions with the students.

### Activity (Home task)

- Based on the information presented below activity 3 in the student textbook, ask students to work on the two questions under activity 4 individually at their homes. The explanation can be quick oral question and answer.

### Explanation

Dear Teacher, you can use the following points for illustrations for the questions:

**Question 1:** For a person to contribute something great for his/her country or surrounding, he/she first needs to believe in himself/herself and believe in the possibilities to do such great things. He/she also needs a greater sense of commitment.

**Question 2:** A work is said to be exemplary and gratified when the work brings not personal gains but benefits to a considerable generation. In addition to personal profits, it also benefits country and respective community.

### Summary

Finally, summarize the main points of the lesson and wrap up the lesson quickly.

## 7.2 PLANNING JOBS (2 PERIODS)

### Classroom Preparation: Instructional Media

- Different charts displaying plans of different activities to be performed outside school.



## 7.2.1 The Necessity of Preparing Time Schedule for Work

### Introduction

#### Brainstorming questions

- What is the significance of a time schedule?
- What is the significance of a time schedule for students?
- What does planning work mean?

Dear Teacher, there are three brainstorming questions in this section. It is good if you can rephrase the first question as “What is time schedule?” As the second question deals with the importance of time schedule, it will also help to avoid repetition. Then, present the questions to the students and use them to motivate the students for the lesson. Ask each question and elicit answers from the students. Write some of the responses on the blackboard or ask students to make note of the answers.

#### Activity (Class work)

- Dear Teacher, to help students to have better understanding on the brainstorming questions, ask students to read the passage entitled “Bazgina’s House” individually in the classroom. When you make sure they have finished reading, tell them to work on the two questions under activity 5. Follow the discussions carefully and provide necessary support and guidance. When all students have completed the task, give oral question and answer explanation.

#### Explanation

To create common understanding on the concepts of the lesson, give students general explanations. You can also use the following points for illustrations:

- Setting plans for the different works we do would help us to easily allocate and manage our human, material and time resources so as to produce the desired result. Activities are time bound, and effective activities are well-planned.

#### Activity (Home task)

- Dear Teacher, after you gave correction and explanation on activity 5, tell students to read the information presented below activity 5 in the student textbook and work on the two questions under activity 6 individually at their homes. The

explanation, next day, can be quick oral question and answer. You can give them the following summary:

- Gold and time are synonymous mainly because both are precious and; have value whenever wherever.
- The effectiveness of any unplanned work is always questioned; and even if it is successful, it may not be continuous. As it takes the human, material and time resources into consideration, a well planned work no doubt will accomplish the desired goals. However, the success of an unplanned work is always in doubt.

#### Explanation

Dear Teacher, as a comprehensive explanation is presented in the student textbook, try to emphasize the main points from the information and present it to the students.

#### Summary

Dear Teacher, it is very important to check on students understanding of the lesson using classwork questions on the basic concepts and discussions presented in the lesson. Summarize the lesson accordingly.

## 7.3 DEPENDENCY AND DISGUSTING WORK (2 PERIODS)

### Classroom Preparation: Instructional Media

- Pictorial representation of the difference between people who work and who don’t work.
- The constitution of the Federal Democratic Republic of Ethiopia.

### 7.3.1 The Effect of Dependency and Disgusting Work at Individual and Country Level

#### Introduction

#### Brainstorming questions

- What is the effect of dependency and having no regard for work?
- What is the impact of having no regard for work on personal and national development?

Dear Teacher, present the brainstorming questions and tell students to think about people who don’t work from their surroundings for a moment. Then, ask them how these kind of people lead their life. Direct students to the conclusion that such deeds of dependency while



one is healthy to work is an indigent act and should be discouraged by any means possible in the society.

### Activity (Class work)

- Dear Teacher, ask students to read the passage entitled “The Friends” individually in the classroom and tell them to work on the two questions under activity 7 as a class work. If students find some difficulties in practicing as a guest, you yourself could play the part of the guest and provide advice on how to correct dependency.

### Explanation

After the students have presented their responses, give students corrections and general explanations for the questions. You can also forward the following points for illustrations:

- Some sense of dependency on family observed in some youths can be attributed to lack of awareness on the difference between family’s and self-responsibility and wrong thinking of dependency. You can also cite other references here.
- To correct these acts of dependency, first we should exert efforts to bring about attitudinal change regarding the value of work and empower the youth with the skills so as to enable them to take on work of their convenience. You can also present examples of people who have shown great regard for despised works and changed their life for good here.

### Activity (Home task)

- Dear Teacher, tell students to read the explanation presented below activity 7 in the student textbook. When you make sure that the students have finished reading, please read it aloud for the class giving clarification anywhere necessary. Then ask students to work on the three questions under activity 8 as a group project. When students present their projects make sure that the following points are included:
- It is vital to design awareness creation programs on the long term effects of dependency and disregard for work in the community.
- Developing the skills of the youth to become creative and develop entrepreneurship thinking.

- The development of one’s country is the total sum of the progress of individuals and hence disregard for work and dependency are obstacles for the development of the country.
- As the golden saying “Don’t let someone who doesn’t work take his meal” goes someone who is dependent on others should be considered as a thief who snatches on others properties.

### Explanation

Dear Teacher, as a comprehensive explanation is presented in the student textbook, try to emphasize the main points from the information and present it to the students.

### Summary

Dear Teacher, summarize the main points of the lesson accordingly.

## 7.4 DEVELOPMENT AND ECONOMIC OBJECTIVES (I PERIOD)

### Classroom Preparation: Instructional Media

- The constitution of the Federal Democratic Republic of Ethiopia
- Rural and Industrial development Policies.

### 7.4.1 The Significance of Constitutionally Stated Development, Economic and Cultural Objectives

#### Introduction

#### Brainstorming questions

- What is the significance of development and economic objectives for a country’s development?
- What is the significance of stating development and economic objectives in the constitution?

Dear Teacher, since the brainstorming activity is aimed at preparing the students for the lesson, quickly present them to the students and proceed to the day’s lesson.

### Activity (Home task)

Dear Teacher, tell students to read the explanation presented under development and economic objectives. Then, read the explanation slowly and clarify the main points in the description. Give students the chance to ask for clarification if they have doubts in the explanation.

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Ask students to work on the questions under activity 9 in groups. When they finish, tell them to present their discussion through their representatives to the whole class. Then, ask students to forward questions on the points presented and let each group members explain the questions. Ask the students to work on group work on page 65 of student textbook as a group project. Give them a week to complete the project.

When they complete the project ask them to present in groups and modify some of the points to keep the overall discussion on track. Finally, give the students corrections and explanations. You can use the following few points to give explanation on the activities:

- To realize the development of one's country, it is very important to have citizens nurtured with strong culture of work and very vital to formulate policy directives which can demark the development, economic and social objectives for the society.
- Our country is under developed mainly because it cannot meet the development standards set forth.
- The development objectives set forth in the constitution can be achieved only when the government and the public work hand in hand together for the successful accomplishment of one common goal.

### Explanation

Dear Teacher, as a comprehensive explanation is presented in the student textbook, try to emphasize the main points from the information and present it to the students. You can also use other references.

### Summary

- Dear Teacher, summarize the main points of the lesson accordingly.

## 7.5 CULTURE OF HARDWORKING (2 PERIODS)

### Classroom Preparation: Instructional Media

- Picture displaying people who feels happy at their work.

## 7.5.1 The Necessity of Building Professional Competence and Ethics for a Culture of Hardworking

### Introduction

#### Brainstorming question

- Explain the contribution of professional competence and ethics for a culture of hard work.

Dear Teacher, present the brainstorming question to the students and use it to motivate and prepare the students for the lessons and proceed to the day's lesson quickly.

#### Activity (Class work)

- Dear Teacher, to help students have better understanding on the brainstorming questions, ask students to read the passage entitled "Mitishe's Culture of Hardworking" individually in the classroom. When you make sure they have finished reading, tell them to work on the three questions under activity 10 individually. When all students have completed the task, give oral question and answer explanation. Modify the students' response if their answers to the questions deviate from the topic.

#### Activity (Home work)

- Ask students to read the explanation presented under this section in the student textbook. Tell them to work on activity 11 as a home task. When students present their response, give oral question and answer explanation. Modify the students' response if their answers to the questions deviate from the topic.

### Explanation

You can also forward the following points for illustrations:

- Professional ethics means the standard behaviour an employee should show at work place. In other words, professional ethics is discharging responsibility that could meet the professional requirements of one's work.
- Culture of hardworking can easily be promoted when wrong and ill attitudes about the culture of work are altered.

Ethics can also be viewed from effective social interaction. Ethics can facilitate and make better interaction among individuals. To correct these acts of dependency, first we should exert efforts to bring about attitudinal change regarding the value of work and empower the youth with the skills so as to enable. With positive interaction, people can work peacefully together; when they work peacefully, they can easily bring about development and prosperity to their country.

- Development and prosperity in turn motivates best and also helps to develop the culture of hardworking.
- To promote professional ethics, people should work hard to meet their respective professional ethics and standards in their respect.

### 7.5.2 Learn and Appreciate Others Professional Achievements

#### Introduction

#### Brainstorming questions

- What do you understand from the picture?
- What is the significance of appreciating the professional efficiency of others?

Dear Teacher, ask the students to reflect what they understand from picture 7.2. Then present the brainstorming question to the students and encourage them to tell what they feel when others acknowledge and recognize their achievements.

#### Activity (Class work)

- Dear Teacher, to help students to have better understanding on the brainstorming questions, ask students to read the passage entitled “Teacher Okello and Teacher Roda” individually in the classroom. When you make sure they have finished reading, read the passage loudly and slowly to the whole class. Then tell them to work on the three questions under activity 12. When all students have completed the task, give oral question and answer explanation.

#### Activity (Home work)

- Ask students to read the explanation presented under this section in the student textbook. Tell them to work on activity 13 as a home task. When

they finish, tell them to present their discussion through their representatives to the whole class. Then, ask students to forward questions on the points presented and let each group members partake in explaining the questions. When students finish their presentations, provide a general summary point. Present their response, give oral question and answer explanation. Modify the students’ response if their answers to the questions deviate from the topic.

#### Explanation

You can include the following main points for the summary:

- One country can realize development, when different professionals work together for the development and prosperity of their country.
- An individual cannot master all the professions. Thus, the other professionals are mutually important. Hence, the development of other professions will indirectly benefit other people in other professions. Thus, since we all benefit from different professions, it is very wise to appreciate and acknowledge others profession.
- Appreciating and acknowledging others professions has many values. Someone whose profession is recognized and acknowledged by others can be motivated and try his level best for better achievements. This would eventually benefit oneself and his/her society. Acknowledging other professions will also provide with the opportunity to learn more about the professions, and hence helps to avoid undesirable effects. In this context, present general points and wrap up the lesson.

#### Summary

- Dear Teacher, it is very important to check on students understanding of the lesson using oral questions on the basic concepts and discussions presented in the lesson. Summarize the lesson accordingly.

#### UNIT SUMMARY

The culture of hardworking, professional competence and ethics is inseparable from a country’s progress. In order to have a well developed economy and to ensure a better life for a society, it is important to create the culture of hardworking and professional ethics. If a person works

### Industriousness

hard in his/her profession with due respect of time, his/her contribution should be significant. Another important thing to achieve success in a job is following a plan and completing a job ahead of the planned time if possible. The primary objective of constitutionally stated economic objectives in Ethiopia is to have hardworking people who will develop and empower themselves and their community and ensure that there is equal opportunity for the country's resources.

To build the culture of hardworking we need to discourage dependency and accept any work, regardless of its level. There is no superior or inferior work. This does not mean that all jobs need equal time and knowledge but that each job has a significant role for the people and the country at large. When people develop the culture of hardworking and improve the level of their profession, they reach a higher standard which results in gratitude from others and makes them exemplary. While it is important to encourage and appreciate such high achievers, readiness to learn from them is another aspect of developing the culture of hardworking. The achievements in human civilization are mainly the result of higher commitment of people. Therefore, by implementing the development and economic objectives stated in FDRE Constitution, every citizen should be industrious.

### KEY WORDS

**Idle:** Doing no work.

**Ups and downs:** Periods of opportunities, challenges and constraints.

**Significance:** Importance or advantage.

**Commitment:** Being dedicated to a task.

**Professional ethics:** Behaviour expected in relation to work.

**Punctuality:** Being on time.

**Schedule:** Plan showing the breakdown of time.

**Challenge:** constraint, hindrance

### 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

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

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

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

1. Ethics
2. plan

#### IV. Choose the correct answer for the following questions

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

#### V. Give short answer for the following questions

1. As the main goal of any work is to benefit the workers, it is meaningless to differentiate one work from the other or label one as greater than the other.
2. Some of the characteristics of dependency are to live by others hard work, disregarding work, become a dreamer, dream about benefits without exerting efforts like begging and etc.
3. Proper use of time means using our time for the desired objectives.

**SAMPLE LESSON PLAN****7.1 Effective Work**

Time	Teacher's Activity	Student's Activity
10'	<b>Introduction</b> <ul style="list-style-type: none"> <li>• Introduce the lesson.</li> <li>• To start the lesson, ask students to discuss and answer the brainstorming question, 'What is the significance of hard work with proper usage of time?'</li> <li>• Give explanation on students' responses.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the brainstorming questions in small groups or pairs.</li> <li>• Prepare responses and present them to the class.</li> </ul>
20'	<b>Presentation</b> <ul style="list-style-type: none"> <li>• Explain the objective of the lesson.</li> <li>• Give direction to the different activities.</li> <li>• Let students read the passage entitled "The then 'Gazeta' Vender, the Current Author".</li> <li>• Read it again when the students finish and tell students to work on the activities.</li> <li>• Ask students to present their answers.</li> <li>• Give explanation.</li> </ul>	<ul style="list-style-type: none"> <li>• Read the explanation individually.</li> <li>• Listen attentively to the explanation.</li> <li>• Do activity 1 in the classroom.</li> <li>• Reflect on the questions.</li> <li>• Read the next lesson.</li> </ul>
5'	<b>Stabilization</b> <ul style="list-style-type: none"> <li>• Remind students the significance of hard work and proper usage of time.</li> <li>• Ask them quick oral check up questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen attentively.</li> <li>• Provide additional explanations.</li> <li>• Ask for clarifications.</li> </ul>
5'	<b>Summary</b> <ul style="list-style-type: none"> <li>• Checking out whether the lesson objective are achieved or not through questions, answers, and discussions etc.</li> <li>• Give highlight about the coming lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen for the summary shortly explain the main points of the lesson.</li> </ul>



# UNIT 8 SELF-RELIANCE

**(6 Periods)**

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

- realize the significance of avoiding dependency and respecting him/her self.
- recognize the effects of contraband.
- understand the significance of self-confidence.

No.	Contents/Lessons	Specific Competencies Students will be able to:	Important Resources
1.	Avoiding Dependency	<ul style="list-style-type: none"> <li>● explain the different ways to avoid dependency.</li> <li>● describe the significance of self-reliance.</li> <li>● recognize the effects of Contraband trade.</li> <li>● list the different efforts to protect Contraband trade.</li> </ul>	
2.	Self-confidence	<ul style="list-style-type: none"> <li>● understand the significance of self-confidence.</li> <li>● develop self-confidence.</li> </ul>	

## 8.1 AVOIDING DEPENDENCY (3 PERIODS)

### Classroom Preparation: Instructional Media

- Picture or poster displaying people who work hard to improve their life.

### 8.1.2 Self-reliance and Avoiding Dependency

#### Introduction

#### Brainstorming questions

- What does avoiding dependency mean?
- What does self-reliance mean?

Dear Teacher, ask the students to work on the brainstorming questions comprehensively. Ask students to think for once what the destiny of the physically disabled person in the picture will be if he hadn't decided to respect himself and became self-reliant and answer the questions.

#### Activity (Class work)

- Dear Teacher, to help students to have better understanding on the brainstorming questions, ask students to read the passage entitled "Torba" and work on activity 3 in groups. Follow the discussion and give appropriate explanation.

#### Activity (Home work)

- Dear Teacher, tell students to read the note about self-reliance and avoiding dependency and complete activity 4 as a home work.

#### Explanation

- When one exhaustively uses his/her potential, show patience, and exploits all the opportunities in his/her life, he/she can become self-reliant, easily avoid dependency and achieve his/her goals. Self-reliance is the only way to avoid dependency and that what is expected from responsible citizens.

### 8.1.3 The Significance of Avoiding Dependency for Economic and Social Development and for Creating Good Citizen

#### Introduction

#### Brainstorming question

- How does a country's economic and social progress rely on avoiding dependency?

Dear Teacher, since the brainstorming activity is aimed at preparing the students for the lesson, quickly present them to the students and proceed to the day's lesson. However, don't forget to provide with the opportunity to ask questions.



**Activity (Class work)**

- Dear Teacher, ask students to read the passage entitled “How did German Manage to Revive from the Destruction?” and work on activity 5 in groups. Follow the discussion and give appropriate explanation. Tell them that the answers for the questions are located in the note presented under this section. For question one for example, the answer can be directly located in the description. Also for the second question, contextualizing the information to the Ethiopian context, the answer can easily be found.

**Explanation**

- Any country can witness development not because it is endowed with natural resources. The fact in reality sometimes is the contrary. Japan, for example is amongst the developed and fastest growing economies in the world, but it has limited natural resources. The development of any country can be realized through the attitudes and collective efforts of its citizens. Thus, to avoid dependency, it is very important to change the attitude of the citizens. Identifying the threats to national sovereignty, it is very wise to produce responsible and confident citizens who can despise dependency.

**8.1.4 Contraband and Dependency****Introduction****Brainstorming question**

- What is the effect of Contraband on country’s economic and social life?

Dear Teacher, since the brainstorming activity is aimed at preparing and motivating the students for the lesson, deal with the questions in this regard. Ask some students to reflect on the questions and write their answers on the blackboard to enable students compare their answers. Then, ask the students what they have understood from picture 8.2.

**Activity (Class work)**

- Dear Teacher, ask students to read the passage entitled “Contrabandist Kume” individually and

work on activity 6 in groups in the classroom. Follow the discussion and give appropriate explanation.

**Activity (Home work)**

- Dear Teacher, then, tell them to read the note presented about the effect of contraband on country’s economic and social life under this section and work on activity 7 in groups as a home work. Ask them to present their reflections and discuss in the classroom.

**Contraband and Dependency**

Finally, you can use the following points:

Contraband trade greatly affects the economical and social life of one’s country.

**Economic Effect:**

- It disturbs the legal economic system.
- It can also affect the instability of local market.
- It also expels traders who work under the legal framework of economic system.
- It also reduces the income of the government.

**Effects on Export Trade:**

- It encourages black market. It also affects the legal business causing shortage of foreign currency and disrupts trade in general. It also impedes the country from getting income and facilitate development.

**Effects on Social Life:**

- Since goods of contraband have poor quality, they affect the well-being of the society.
- It also affects the market share of people with small business and encourages unemployment.

**Summary**

- Dear Teacher, summarize the main points of the lesson accordingly.

**8.2 SELF-CONFIDENCE (3 PERIODS)****Classroom Preparation: Instructional Media**

- Picture showing people performing different works.

## 8.2.1 The Necessity of Building the Feeling of Self-confidence

### Introduction

#### Brainstorming questions

- What is the significance of self-confidence?
- What has to be done to develop the feeling of self-confidence?

Dear Teacher, ask the students what the significance of self-confidence is. Encourage them to forward appropriate responses. Tell them to write the responses on their exercise book.

#### Activity (Class work)

- Dear Teacher, ask students to read the passage entitled “Ayin Afar” individually. Then read the story loudly and slowly to the whole class and tell students to work activity 8 individually. Give quick Explanation in the form of questions and answers. You can use the following points for the explanation.
- In the poem, some of the characteristics of someone shy are fear, ashamed of self, fear of eye contact, being introvert, being muted, and lack of trust in oneself.
- Being shy makes someone to lose faith in oneself, makes one fall back behind others and make people mentally weak and creates a sense of dependency.

#### Activity (Class work)

Ask students to read the comprehensive notes presented under this section individually and work on activity 9 as homework. Make the correction a quick oral question and answer session. Based on the notes, give them explanations on the activity. As there is a comprehensive explanation in the notes, direct the students to the notes. Finally, you can leave the group activity as it is repeated if you have no time.

### The Necessity of Building the Feeling of Self-confidence

Confidence is very important in many aspects. There is no easy formula to develop self-confidence, but it is very important to take note of few ways. For one thing, to develop self-confidence one should know his/her

potential and should work to nurture it. Respecting others opinions and trying to learn from their experience also helps in building self-confidence. Accepting facts, planning every activity in life, evaluating work also assist in building self-confidence.

## 8.2.2 The Significance of Self-confidence for Ones Family and Country

### Introduction

#### Brainstorming question

- What is the significance of self-confidence for the development of oneself, one’s family and country?

Dear Teacher, ask the students to answer the brainstorming question. Give some students the chance to reflect their answers. Ask students to write the answers on their exercise book so as to compare their answers.

#### Activity (Class work)

- Dear Teacher, ask students to read the passage entitled “The Success of W/ro Zemzem” individually. Then read the story loudly and slowly to the whole class if necessary. Tell students to work activity 10 individually. Give quick explanation in the form of questions and answers. You can use the following points for the explanation.
- The following points from the passage can be evidences displaying self-confidence of W/ro Zemzem. W/ro Zemzem believes in decision through dialogue and always forwards important opinions. She works and decides through positive interaction. She is willing to learn from others and also shares her experience to others. W/ro Zemzem also dares to try, never hesitates to ask things she doesn’t know and always ready to correct not only her mistakes but also others. W/ro Zemzem is also successful in her work.
- For the second question, the answer can be located from the note under this section.

#### Activity (Class work)

Ask students to read the comprehensive notes presented under this section individually and work on activity 11 as homework. Make the correction a quick oral question and answer session.

### Explanation

Based on the notes, give them explanations on the activity. As there is a comprehensive explanation in the notes, emphasize the main points from the notes.

### Summary

- Dear Teacher, summarize the main points of the lesson accordingly.

### UNIT SUMMARY

Non-dependent persons are self-reliant in their economic activities at an individual and country level. In addition, they are socially and economically self-reliant. Fulfilling basic needs helps one to be proud of oneself. Self-reliance also contributes to the sovereignty of a country. Self-reliance develops through advice, experience, education and professionalism.

In order for our country to become self-reliant, there are a number of responsibilities and duties expected from citizens. For example, respecting rules and regulations of a country, not getting involving in contraband and illegal activities and informing concerned bodies of criminal encounters are the major ones. Furthermore, it is a duty of all citizens to promote the culture of work and protect the country's sovereignty by being productive and creative.

People have to be prepared to correct themselves. Learning comes not only from schools. Important knowledge is attained from friends, family, community, seniors etc. When society escapes from dependency, it can sustain itself and progress.

### KEY WORDS

**Sovereign:** Independent, free.

**Shy:** Being afraid to express what he/she knows to others.

**Honor:** Respect, dignity.

**Competence:** An ability, knowledge, capacity.

**Contraband:** Illegal trade.

**Drugs:** Materials which, when consumed, can lead to over stimulation or relaxation.

### ANSWERS TO THE UNIT REVIEW EXERCISES

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

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

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

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

#### III. Choose the correct answer for the following questions

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

#### IV. Give short answer for the following questions

1. The saying "A dependent person has no freedom" demystifies the fact that such individuals have no free will to hold their own opinion and their decisions are made based on the interests of the people they depend on. Thus, they have no freedom. It is the same in a country level as well. A dependent country can't make its own plan, development strategies and development plans. It will always consider the best interest of the institution and listen to the heart beats of the country it depends on. All its activities will be limited. Thus, such country has no freedom to pursue its own directions of development.
2. Self-respect entails respecting oneself in any condition. It also includes knowing one's limit.
3. Items exported in contraband trade are cattle, chat, coffee, historical heritages, gold, leather and so on.

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

1. prize
2. dependent
3. Self-respect

**SAMPLE LESSON PLAN****8.1 Avoiding Dependency**

Time	Teacher's Activity	Student's Activity
10'	<b>Introduction</b> <ul style="list-style-type: none"> <li>Introduce the lesson.</li> <li>Tell students to look at the picture under the section avoiding dependency and self-respect and reflect their opinions.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the brainstorming questions in small groups and pairs.</li> <li>Prepare responses and present them to the class.</li> </ul>
20'	<b>Presentation</b> <ul style="list-style-type: none"> <li>Explain the objective of the lesson.</li> <li>Involve students in the discussion.</li> <li>Write the reflections of the students on the picture in the blackboard.</li> <li>Let students discuss and work on activity 1 based on the passage in groups.</li> <li>Give explanation on the activity.</li> <li>Ask students to read the description about avoiding dependency and work on activity 2.</li> </ul>	<ul style="list-style-type: none"> <li>Read the explanation individually.</li> <li>Listen attentively to the explanation.</li> <li>Do activity 1 in the classroom.</li> <li>Reflect on the questions.</li> <li>Read the next lesson.</li> <li>Work on activity 2.</li> </ul>
5'	<b>Stabilization</b> <ul style="list-style-type: none"> <li>Remind students the significance of avoiding dependency and having self-respect.</li> </ul>	<ul style="list-style-type: none"> <li>Listen attentively.</li> <li>Provide additional explanations.</li> <li>Ask for clarifications.</li> </ul>
5'	<b>Summary</b> <ul style="list-style-type: none"> <li>Checking out whether the lesson objective are achieved or not through questions, answers, and discussions etc.</li> <li>Give highlight about the coming lesson.</li> </ul>	<ul style="list-style-type: none"> <li>Listen for the summary shortly explain the main points of the lesson.</li> </ul>

## UNIT 9 SAVING

### (4 Periods)

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

- realize the significance of the culture of saving.
- recognize the importance of planning and living on the basis of economic capacity.

No.	Contents/Lessons	Specific Competencies Students will be able to:	Important Resources
1.	Saving	<ul style="list-style-type: none"> <li>● describe the need to develop the culture of saving.</li> <li>● recognize the significance of saving culture for the development of the country.</li> <li>● apply the culture of saving in their context.</li> </ul>	<ul style="list-style-type: none"> <li>● Posters, films, photographs and picture displaying saving institutions, and people using saving institutions.</li> </ul>
2.	Being Based on Plan and Economic Capacity	<ul style="list-style-type: none"> <li>● recognize the importance of planning based on economic capacity.</li> <li>● conduct their activities based on their planning and economic capacity.</li> </ul>	<ul style="list-style-type: none"> <li>● A chart displaying lists of the different institutions that promote human and democratic rights.</li> </ul>

### 9.1 SAVING (2 PERIODS)

#### Classroom Preparation: Instructional Media

- Pictures, posters, films and photographs displaying saving institutions and the people they serve.

#### 9.1.1 The Necessity of Developing the Culture of Saving

##### Introduction

##### Brainstorming questions

- What do you think when we say the culture of saving is important?
- How significant is a culture of saving by individuals for the country?

Dear Teacher, ask the students to discuss on the brainstorming questions comprehensively. Ask students to present their response to the whole class.

##### Activity (Class work in groups)

- Ask students to read the short description entitled “Lij Yabokaw lerat Aybekam (What a child bakes doesn’t serve dinner)” and answer the question under activity 1 in the same groups. Let the

students in each group choose the best answers for each questions. Let groups present their answers to the whole class when they finish.

##### Explanation

- Based on the note about the need to develop the culture of saving below activity 1, give a short explanation on the topic.

##### Activity (Class work in groups)

- Ask students to discuss the two questions under activity 2 in groups. Follow the discussion carefully and provide support when necessary. Let groups present their answers to the whole class when they finish (if you have enough time). Otherwise, you can assign as an individual activity.

#### 9.1.2 The Significance of Saving for Progress

##### Introduction

##### Brainstorming question

- Explain how the culture of saving plays a role in a country’s progress

Dear Teacher, ask the students to discuss on the above question and forward their answers to the class.



Saving

### Activity (Class work in groups)

Ask students to read the short description entitled “The Share of Citizens in Development” and work on the two questions under activity 3 individually. Check their exercise book and the answers they provide for the questions. Ask the students with better answers present in front of the class.

### Explanation

- Explain in short the significance of the culture of saving for a country’s progress.

### Activity (Class work-Oral response)

Ask students to orally respond to the two questions under activity 4. Give students enough chance to take part in the activity.

## 9.1.3 Bankruptcy and Backward Traditions

### Introduction

#### Brainstorming question

- Discuss in groups the meaning of bankruptcy and backward traditions?

Dear Teacher, ask the students to orally reflect their opinions on the meaning of bankruptcy and backward traditions as a lesson starters.

### Explanation

- After you have exhaustively entertain the students’ responses, give a brief explanation about bankruptcy and backward tradition based on the notes on the students text and emphasize the fact that it is important to avoid bankruptcy and backward tradition. Make the explanation brief.

### Activity (Class work in groups)

- Ask students to form groups based on their interest and research those backward activities that can lead to poverty in their community. Ask them to present their findings.

## 9.2 BEING BASED ON PLAN AND ECONOMIC CAPACITY (2 PERIODS)

### Classroom Preparation: Instructional Media

- Charts displaying different plans of activities.

## 9.2.1 The Significance of Planning

### Introduction

#### Brainstorming questions (Music Lyrics)

“Akimin awko menor tiru new

Talak chilota new” (Literally means *knowing your potential Great wisdom of all*)

- Explain the message of the above poem?

Dear Teacher, ask the students to discuss on the meaning of the above poem taken from the song lyrics of the famous artist Mohamud Ahmed in pairs groups. Then, tell them to present their answers to the whole class.

Ask students to explain the importance of planning. Tell them to also explain the significance of planning based on one’s economic capacity.

### Activity (Class work in groups)

- Ask students to read the short description entitled “Either the borrower or lender may die” individually and answer the two questions under activity 5. Let students present their answers orally to the whole class.

### Activity (Class work in groups)

- Ask students to form groups and read the notes presented about planning and planning based on economic capacity in their textbooks and work on questions 1 and 2 under activity 6 in groups. Follow the group discussions carefully and give explanation when all the students complete the discussion.

### Activity (Home work)

- Ask students to work on activity 6 as a home work. Ask students to also attempt the questions under activity 7 individually.

### Activity (Class work in groups)

- Ask students to discuss on how an individual’s progress can be related to a country’s development in groups and present their answers orally to the whole class.

### Activity (Class work in groups)

- Ask students to read the short description entitled “Saving is not greedy” in groups



and work on activity 8. Follow the discussion carefully and provide guidance when necessary. Let the groups with best answers present their responses to the whole class.

### Activity (Home work)

- Ask students to work on activity 9 as a home work. Choose the students with best answers and let them present their responses to the class.

### UNIT SUMMARY

Encouraging a culture of saving is important for the development of individuals as well as collective life. At a country level, saving has importance such as for ensuring health and education services. Usage of natural resources is also related to saving. This means considering the future generations. Destroying forests, exposing land to erosion and the like result in poverty.

At a personal level, different ways of handling money and properties can guarantee resources for the future. The purposes of saving include self-reliance, investment, development and participation in social areas. There are principles for saving, for example, an expense should not exceed an income.

There are different methods of saving. These include limiting family numbers, respecting time and living on basis of one's income. There are also practices which hinder the culture of saving. They are harmful practices such as being bankrupt, unwise use of money and destruction natural resources. These problems are made worse by the absence of a readiness to accept modern living, not learning from others and low levels of understanding. These problems can be corrected by educating society.

It is important to plan to use the properties, money and natural resources we have. It is better to plan and to live on the basis of economic capacity which provides guarantees for citizens and the country.

### KEY WORDS

**Infrastructures:** These include telephone, electricity etc.

**Investment:** Using money for fixed assets and services.

**Material property:** Actual commodities such as a house, car, agricultural product, industry and factory.

**Spiritual property:** Something which cannot be seen but is expressed by the ethics or philosophy of a person.

**Knowledge:** This includes culture, music and religion.

**Vision:** Setting the future expectations on present objectives.

**Debt:** Material or money to be paid back in future.

### ANSWERS TO THE UNIT REVIEW EXERCISES

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

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

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

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

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

1. bankruptcy
2. planning, saving

#### IV. Choose the correct answer for the following questions

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

#### V. Give short answer for the following questions

- Tell students to answer these questions taking into account the culture and traditions in their surrounding.

**SAMPLE LESSON PLAN****9.1 Saving**

Time	Teacher's Activity	Student's Activity
10'	<b>Introduction</b> <ul style="list-style-type: none"> <li>• Introduce the lesson.</li> <li>• Ask students to work on the brainstorming questions.</li> <li>• What do you understand when we say the culture of saving is important?</li> <li>• How significant is a culture of saving by individuals for the country?</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the brainstorming questions in small groups and pairs.</li> <li>• Prepare responses and present them to the class.</li> </ul>
20'	<b>Presentation</b> <b>Activity (Group work)</b> <ul style="list-style-type: none"> <li>• Ask students to read the short description entitled "Lij Yabokaw lerat Aybekam (What a child bakes doesn't serve dinner)" and answer the two questions under activity 1 in the same groups.</li> <li>• Give explanation on the activity.</li> <li>• Explain the significance of the culture of saving.</li> </ul>	<ul style="list-style-type: none"> <li>• Read the explanation individually.</li> <li>• Listen attentively to the explanation.</li> <li>• Do activity 1 in the classroom.</li> <li>• Reflect on the questions.</li> <li>• Read the next lesson.</li> <li>• Work on activity 2.</li> </ul>
5'	<b>Stabilization</b> <ul style="list-style-type: none"> <li>• Remind the students about the significance of saving and its contribution to the development of one's country.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen attentively.</li> <li>• Provide additional explanations.</li> <li>• Ask for clarifications.</li> </ul>
5'	<b>Summary</b> <ul style="list-style-type: none"> <li>• Checking out whether the lesson objective are achieved or not through questions, answers, and discussions etc.</li> <li>• Give highlight about the coming lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen for the summary shortly.</li> <li>• Explain the main points of the lesson.</li> </ul>

# UNIT 10 ACTIVE COMMUNITY PARTICIPATION

**(5 Periods)**

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

- understand the significance of making active participation in community and national issues.
- realize the significance of organizing and strengthening different social bodies.

No.	Contents/Lessons	Specific Competencies Students will be able to:	Instructional Resources
1.	The Necessity of Citizens Participation	<ul style="list-style-type: none"> <li>• describe the significance of active community participation in democratic system.</li> <li>• take active participations in their schools and local development activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Photographs and pictures displaying students carrying out voluntary activities.</li> </ul>
2.	Civic Organizations	<ul style="list-style-type: none"> <li>• describe the importance of participating in different clubs and civic organizations.</li> </ul>	<ul style="list-style-type: none"> <li>• Films, posters, photographs etc., displaying activities of civic organizations.</li> </ul>

## 10.1 THE NECESSITY OF CITIZENS PARTICIPATION (3 PERIODS)

### Classroom Preparation: Instructional Media

- Posters, photographs, films and pictures displaying active community participations.
- Pictures displaying local development activities being carried out by active community participation.

### 10.1.1 Active Participation of Citizens for Building Democracy and Good Governance

#### Brainstorming question

- Explain what the picture shows?
- If the idea expressed in the picture is correctly carried out, what should demonstrators have done?
- Make students look at picture 10.1 and talk about discuss what they have understood from the picture.
- The teacher should modify the students' responses by relating it to public active participation and start the lesson.
- Clarify the concept of active community participation by presenting a picture displaying people holding different instruments and performing local development activities in common

or people who are returning from development activities.

#### Activity

- Ask students to do activity 1 as homework based on the article "Mencher, a Village of Democracy and Good Governance." Use the following points to correct their answers.

**Question 1:** Prepare a correction points by comparing the information given about Tufate and Mencher's experiences and identifying the better one.

**Questions 2 and 3:** Give corrections on their personal outlooks and reasons about the article. The most important thing at this juncture is enabling students develop the sense of active community participation. Therefore, it is significant to motivate them to take responsibilities by initiating active community participations among communities where there is limited awareness about community participation.

#### Activity

- Make students discuss the questions on activity 2 in small groups or provide them a chance to express their ideas turn by turn and give appropriate corrections to their responses. You can also refer to the explanations given in grades 5–8 Civics and Ethical Education student textbook.

### 10.1.2 Active Community Participations for Poverty Reduction

#### Brainstorming question

- What do you understand from the picture?
- Give them a chance to express their understandings on the picture.
- The teacher should start the lesson after giving necessary corrections and briefing students about the role of active community participation for country's fast economic development and the realization of self-reliance.

#### Activity

- Dear teacher, please make students do activity 3 at home based on the article "Irrigation—A way for secured agricultural development." Consider the following points to correct their answers.

**Question 1:** If every citizen becomes self-independent, insures his/her food security, able to afford to his/her basic needs, it is obvious that he/she liberates him/her self from the yoke of poverty. In other way, if he/she produces more and helps others have a wider access of market and then he/she begins to help others. This also contributes for the national struggle being undertaken to reduce poverty. The activity done by the Hadiya farmers can be cited as an exemplary activity in this regard.

**Question 2:** It is important to help students know that more supportive activities should be carried out to transform the activity into fast and sustainable development. For example, utilizing mechanized farming machineries (tractor, combiners etc.), strengthening the already triggered community participation, improving market focused way of production, utilizing and sustaining agricultural experts' support etc.

#### Activity

- Dear teacher, let students discuss on the questions under activity 4 in the classroom. Use the following points to correct their responses.

It is possible to answer the two questions of the activity together by relating them with the students' response given for active community participation. Our country is poor and dependent but it has abundant natural resources (water, land, minerals etc.). Therefore, it is important to make it well developed and self-reliant by exploring and utilizing the resources through promoting the knowledge and awareness of the society, by providing and expanding quality education, fostering active community participation, strengthening the culture of collaborative work, developing strong working culture etc.

### 10.1.3 Citizens Participation to Promote Transparency and Accountability

#### Brainstorming question

- How active community participation helps to promote transparency and accountability?
- Make students remember what they have learned under the units "Building a Democratic system" and "The Rule of Law" so as to understand the concepts of transparency and accountability and forward ideas.
- Start the lesson by explaining the significance of the concepts for fostering active community participation and modifying the given ideas.

#### Activity

- Dear teacher, ask students to read the article "The Report of the Director" and answer the questions under activity 5. Use the following points to correct their ideas.

**Question 1:** Give corrections by evaluating the director's speech from the point of view of transparency and accountability.

**Questions 2 and 3:** Ask them to evaluate their schools' activities from the point of view of transparency and accountability. For example, schools' rules and regulations, period allotment, students' enrollment, registration etc. in insuring transparency and accountability in schools has many importances. It creates conducive teaching and learning atmosphere, helps to maintain discipline and proper handling of properties etc. The teacher should give them corrections on the points what students outlined as strong and weak sides of their schools with respect to transparency and accountability.

#### Activity

- Tell them to do the questions under activity 6 by talking to their parents at home. The teacher can use the following points besides the points given in the student textbook too for corrections.

**Question 1:** As it has been discussed in the introductory part of the lesson and inferred from the article "The Report of the Director," transparency and accountability are said to be sustained if activities are only done based on the pre legal procedure and principles and if there are established working systems that impose leaders being accountable to the rule of the law for what they do. One way of insuring good governance is fostering a system of transparency and accountability in the government structures.

**Question 3:** It is a related idea. Fast and sustainable economic development is a process of transforming the live standard of the society; performing high standards of social and infrastructure activities; liberating the society from backwardness and illiteracy etc. In order to do this there need to be a well-organized democratic system.

**Question 4:** Building a democratic system plays very significant roles in insuring good governance, promoting active public participation and fostering fast and sustainable economic development. The society should develop active social and political participations. Vote and being voted, participate and forward ideas in public meetings, actively take part in different developmental activities etc. The society also should play a very important role in the process of building good governance and democratic systems by pointing out illegal activities and miss managements.

### **Citizens Participation to Promote Transparency and Accountability**

A transparency is a system which enables citizens/beneficiaries/clearly know and easily obtain information about the service provisions, working rules, procedures and protocols of a given organization or government structure.

Accountability is a system in which every citizen takes responsibilities for what he/she is doing for both good and bad and subjects to be charged by the rule of the law for their miss performances.

To promote active community participation, there should be a system which enables citizens know about the plan of the developmental activities and should agree on the way on how they should take part in. If the activity is performed under clearly known working rules and procedures and if there is an established system which imposes accountability on the leaders, then active community participations contribute for the realization of accountability and transparency system of the government structure.

### **Summary**

It is important to check the students' understanding on the following points by asking different students having various understanding levels.

- The role of community participation for local development, peace, democracy and for the promotion of common understanding among citizens etc.
- The role of community participation for the realization of transparency and accountability systems.

## **10.2. CIVIC ORGANIZATIONS (2 PERIODS)**

### **Classroom Preparation: Instructional Media**

- Articles, posters and photographs published by different associations.
- Films displaying different community participations.

### **10.2.1 The Significance of Civic Organizations in Country's Development**

#### **Brainstorming question**

- Based on the information, compare and analyze the difference on 2675315103.37 ETB which is the contribution of the society for the development of education in the region with government's allocation. How could the society contribute such amount of money?
- Give them an opportunity to forward their ideas on the brainstorming question.

Dear teacher, please go to the next activity by telling students the role of active civic participation for the development of a country without considering the amount of money contributed by the society.

#### **Activity**

- Make students do activity 7 at home after reading the article "Kimemit and her Colleagues". Use the following points to correct their responses:

**Questions 1–3:** The teacher should prepare correction points based on the article. Different ideas may be given by the students. However, the teacher should consider them from the point of view of active civic participation.

**Question 4:** Modify the responses in a way that could help students develop a commitment that enable them perform similar activities like Kimemit.

#### **Activity**

- Make students do activity 8 in pairs based on their knowledge and prior experience and reflect their answers to the whole class.
- Dear teacher; you can use the following points to substantiate their responses.

**Question 1:** Civic participation is a fundamental issue to insure peace, economic development and democracy in a given country. Civic participation can be prevailed through citizens' willingness and courage to be a member of different civic associations and their commitment to actively take parts in the association's activities.

**Question 2:** Civic associations are used for the development of democratic system and enable the society



become a development partner of the government by developing the culture of civic participation, caring and protecting the already established infrastructures, fostering the culture of transparency and accountability etc.

### **The Significance of Civic Organizations in Country's Development**

Every development activity should not be always done by the effort of the government alone. Citizens need to organize their money, knowledge and power and contribute for the development of their country. Doing such activities is one of the qualities of good and modern society. The activities performed by civic organization under the rule and procedures of the country are vital to bring sustainable developmental changes, promoting peace and civic participations and developing a democratic system. It is very important to motivate students to actively participate and play significant roles in different clubs and organizations in their schools. In order to do this they need to be aware of the goals, structures and contributions of the civic organizations.

#### **10.2.2 The Role of Civic Organization to Influence on Government Action**

##### **Brainstorming question**

- How could we influence and check the government activities by participating in civic organizations?
- Make the students discuss and reflect their ideas.
- The teacher should modify the responses from the point of view of the role of civic organizations in influencing and checking the government activities and start the lesson.

##### **Activity**

- Ask students to do activity 9 based on the article "The Forum of Addis Ababa Residents." Prepare checking points based on the ideas given under the brainstorming question discussed so far and the explanations given in the student textbook.

##### **Activity**

- The questions under activity 10 are designed to strengthen the students' basic understanding of civic organizations. Therefore, organize the students in different small groups, divide the questions among the groups and make them to reflect their ideas to the entire class after the discussion. Use the following points as benchmarks to correct their responses.

**Question 1:** Beside the idea presented in the student textbook, inform the students that civic organizations are

non-profitable organizations and they are free from any kind of religious, political, ethnic, etc., biases. They are legally registered organizations established with good will and interest of individuals.

**Question 2:** They have different advantages. For example, they promote civic participation, accelerate developmental activities, insure peace, strengthen the democratic system etc.

**Question 3:** Yes. Possible factors are given under question number 2.

**Question 4:** Different school clubs can be cited as examples. Every student has a moral obligation to be a member of any club of his/her interest, make active participations in the leadership position, accomplish all the responsibilities given etc.

### **The Role of Civic Organization to Influence on Government**

Civic organizations play very significant roles in country's developmental activities by participating the society and performing different developmental activities which could not be accomplished by the government and indicating the activities that need to be done. They also play a checking role by informing the public about the different activities of the government and by urging the government to insure transparency and accountability in its activity.

#### **Summary**

It is important to check students' understanding on the main ideas of the lesson by giving them a class work activity that focuses on the main ideas of the lesson. The main points of the lesson are:

- The significance of participating in civic organizations for the development of a country.
- The need for civic organizations for influencing and checking the government.

#### **UNIT SUMMARY**

We saw that it is important to build democracy, to have a common understanding, good governance, and transparency and accountability of government bodies. They are preconditions to ensure fast development. To make them real and to sustain them, active community participation is important.

It is obvious that such participation is not by the unilateral involvement of individuals but by being associated in different organizations. Civic organizations are centers for popular participation for promotion of peace, democracy and ensuring active community participation. They are also centers for people to check and control government on certain current affairs. Hence,



everyone has to actively participate in civic organizations. This is important to ensure our peace, to strengthen the democratic system and achieve fast development.

### KEY WORDS

**Good governance:** Non-partisan, non-corrupted, giving fast and appropriate service.

**Transparency:** A procedure when government authorities and workers follow the laws and appropriate procedures.

**Harassment:** A physical and psychological attack on people in different ways.

**Common understanding:** Having agreement on certain issues and working in together to attain them.

**Forum:** A union established by peoples with common objective to act in together.

**Accountability:** A system by which government authorities are either rewarded or blamed on the basis of their performance.

### ANSWERS TO THE UNIT REVIEW EXERCISES

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

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

### SAMPLE LESSON PLAN

#### 10.2 Civic Organizations

Time	Teacher’s Activity	Student’s Activity
10’	<b>Introduction</b> <ul style="list-style-type: none"> <li>• Introducing the lesson.</li> <li>• Presenting brainstorming questions for the students.</li> <li>• Organizing the students’ understanding in the way it helps to start the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Forwarding ideas for the brainstorming questions.</li> <li>• Participating in group as well as individual activities.</li> <li>• Reflecting their ideas to their classmates.</li> </ul>
20’	<b>Presentation</b> <ul style="list-style-type: none"> <li>• Presenting the lesson.</li> <li>• Participating students.</li> <li>• Make students do activity 7 in the classroom based on the article “Kimemit and Her Colleagues”.</li> <li>• Leading discussions on the answers given for the questions.</li> <li>• Give activity 8 as a home work.</li> </ul>	<ul style="list-style-type: none"> <li>• Read the explanation.</li> <li>• Participate in the discussion.</li> <li>• Do activity 7 in groups.</li> <li>• Ask for clarification.</li> <li>• Forward ideas.</li> <li>• Read the explanations given on their textbooks.</li> </ul>

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

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

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

1. individual, common
2. reliable

#### IV. Choose the correct answer for the following questions

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

#### V. Give short answer for the following questions

1. Citizens may be mis-treated
  - The public may complain on the government
  - There will be social conflicts
  - The developmental activity may be weakened.
2. They enable to make the government activity transparent and accountable.

# UNIT 11 PURSUIT OF WISDOM

**(8 Periods)**

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

- identify ways of developing knowledge.
- understand ways of utilizing knowledge.
- recognize the importance of information.
- understand the need to fight against backward thinking and outlooks.

No.	Contents/Lessons	Specific Competencies Students will be able to:	Important Resources
1.	Ways of Developing Knowledge	<ul style="list-style-type: none"> <li>● outline the ways of improving knowledge.</li> <li>● improve their knowledge by using ways of developing knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>● Pictures, photographs and films displaying students, teachers and other individuals while acquiring knowledge.</li> </ul>
2.	Ways of Using Knowledge	<ul style="list-style-type: none"> <li>● explain the significance of knowledge for research innovation and self-development.</li> </ul>	<ul style="list-style-type: none"> <li>● Pictorial illustration displaying books, computers etc.</li> </ul>
3.	Effects of Issues not Based on Information	<ul style="list-style-type: none"> <li>● describe effects of issue not based on information.</li> </ul>	<ul style="list-style-type: none"> <li>● Pictures displaying peoples displaying issues.</li> </ul>
4.	Backward Thinking and Outlooks	<ul style="list-style-type: none"> <li>● explain ways of avoiding backward thinking and outlooks.</li> </ul>	<ul style="list-style-type: none"> <li>● posters and pictures displaying different traditional harmful practices.</li> </ul>

## 11.1 WAYS OF DEVELOPING KNOWLEDGE (2 PERIODS)

### Classroom Preparation: Instructional Media

- Films, posters and photographs displaying while students, teachers or other researchers acquiring knowledge (example when they are at library, laboratory etc.).

### Introduction

#### Pictures 11.1, 11.2 and Brainstorming questions

- What kind of ways and strategies do you use if you want to improve your knowledge over the above pictures?
- What kind of sources do you think should help to improve knowledge?

Make students discuss in small groups and answer the questions.

### Activity (Class work in group)

- Ask students to read the given explanation work in groups and critically look at picture 11.3 and answer the two questions in their groups. Follow up the discussions and make them to reflect to the entire class at the end.
- The explanation presented after picture 11.3 is about ways of improving knowledge. Give them a short summary focussing on the main points.

### Activity (Class work in group)

- Ask students to do activity 1 in group. Follow up the discussion and make them present their final work to the class.

## 11.2 WAYS OF USING KNOWLEDGE (2 PERIODS)

### Classroom Preparation: Instructional Media

- Pictorial illustrations displaying different books, computers etc.

## Introduction

### Brainstorming question

- How do you plan to use it when you acquire higher level of knowledge in the future?
- If a student among you says “I will use my knowledge for the purpose of research” and yet the other says “I will use my knowledge for my personal development” which student do you think is correct? Why?
- If your teacher invites you to explain the importance of knowledge, how will you explain?
  1. for research
  2. for invention
  3. for personal development
  4. for the development of a country.
- Make the students to do the above three questions in groups in the classroom and tell them to reflect their responses to the class.
- Explain the points raised after the brainstorming question from A–D in the student textbook in detail to the students.

### Activity (Class work in group)

- Make students discuss three questions from activity 2 in small groups and reflect their ideas to the class.

### 11.3 EFFECTS OF ISSUES NOT BASED ON INFORMATION (2 PERIODS)

#### Classroom Preparation: Instructional Media

- Pictures displaying people discussing issues.

## Introduction

### Proverbs and Brainstorming question

ጦር ከፈታው ወሬ የፈታው።

ሳያጣሩ ወሬ ሳይገሉ ጎፈሬ።

- What do the above proverbs indicate regarding information not supported with evidences?
- Make students discuss the above proverbs in groups and reflect on the brainstorming question.

### Activity (Class work in group)

Ask them to read the story “Washo” and do three questions from activity 3 in group and present their ideas to the class after the discussion.

Give them an explanation based on the article given in the student textbook about the effects of an information not supported with evidences.

### Activity (Class work in group)

- Ask them do three questions from activity 4 in group and reflect to the class after discussion.

### 11.4 BACKWARD THINKING AND OUTLOOKS (2 PERIODS)

#### Classroom Preparation: Instructional Media

- Posters and pictures displaying differnt traditional harmful practices.

#### 11.4.1 Ways of Avoiding Backward Thinking and Outlooks

## Introduction

### Brainstorming questions

- What is the source of backward thinking?
- What kinds of backward outlook are there in your areas? How these could be replaced with progressive thinkings?
- What should be your possible role in fighting against these backward thinkings?

Ask students to discuss and answer the questions in pairs and groups.

### Presentation

- Give them enough explanation based on the idea given in the student textbook after the brainstorming questions about traditional thinkings and outlooks.

### Activity (Class work in group)

Ask them to do two questions from activity 5 in groups and present their discussions to the class.

### UNIT SUMMARY

Knowledge can be developed in four major ways. These are through formal education, in formal education, mass-media and reading. A person can improve his/her knowledge by all or some of those ways. But, at any time, to change oneself, others and the country; schools have an important role.

As human beings, we gain knowledge and increase it through research. It is possible to help solve community and country problems through research. Knowledge helps us to use the skill of innovation effectively. A

number of innovative skills are supported by knowledge. For example, an artist or engineer needs to have detailed knowledge of their area. Knowledge plays a significant role in changing oneself. Highly educated and knowledgeable people earn better incomes. When citizens are more educated and their number increases, it has a positive impact on a country. It is unthinkable to think of a country progressing without educated man power. This is why it is said that, to promote a country, a government has to expand the education sectors.

### KEY WORDS

**Reliable information:** Accurate and real information found in different sources.

**Pursuit:** An aspiration or need.

**Mass media:** Public information disseminated by means of radio, TV, etc.

**Research:** Carrying out a search for information on an identified problem.

**Innovation:** Creativity.

**Past time:** The time before, not now or in future.

**Self-reliance:** Satisfying basic needs of life.

### 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. C            3. B
4. E            5. A

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

1. Blacksmith
2. For self-development, for country’s development
3. Backward thinkings

#### IV. Choose the correct answer for the following questions

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

#### V. Give short answer for the following questions

1. There might be many possible sources of scientific knowledge but the main points are:
  - a. Articles and books prepared based on reliable information and sources.
  - b. Knowledge gained from scientific researches.
  - c. Research works done by other people can be cited as examples.
2. The main reason for considering reading as one way of improving knowledge is because of different authors write on different issues and the reader can have access to acquire enough knowledge by reading books.
3. Backward thinking affects social interaction, health, political and economic lives of the society. For example, female genital mutilation affects health; in respect of work affects social and economic relations, unreasonable hecracy affects political unity etc.
4. Old and traditional thinkings cannot be categorized as backward thinkings. For example, the thought which says children should respect their elders, parents, neighbours etc., is a very traditional thinking but it is not still a backward thinking.
5. They can maximize their efforts to make every decision made based on knowledge and reliable information and avoid backward thinkings.

**SAMPLE LESSON PLAN****11.1 Ways of Developing Knowledge**

Time	Teacher's Activity	Student's Activity
10'	<b>Introduction</b> <ul style="list-style-type: none"> <li>• Make students look at the brainstorming pictures (pictures 11.1 and 11.2) and ask them to read the questions and answer them.</li> <li>• Describe what ways you should use on the given pictures if you want to improve your knowledge.</li> <li>• What kind of sources do you think will be used to develop knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• Give responses after critically observe the picture and questions.</li> </ul>
15'	<b>Activity (Class work in group)</b> <ul style="list-style-type: none"> <li>• Make them read the explanation given under group work in pair or group and ask them to look at picture 11.3 carefully and discuss the question given under the picture.</li> <li>• Follow up the discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading attentively, looking picture 11.3 carefully and answer the question given after the picture.</li> <li>• Reflect ideas to the class.</li> </ul>
10'	<b>Presentation</b> <ul style="list-style-type: none"> <li>• Explain the ways to improve knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to the explanation attentively.</li> </ul>
5'	<b>Summary</b> <ul style="list-style-type: none"> <li>• Give them a chance to talk about the main idea of the lesson shortly.</li> <li>• Summarizing the main points of the lesson.</li> </ul>	

## GRADE 8 SYLLABUS

### UNIT 1: DEMOCRATIC SYSTEM

**General Objectives:** At the end of this unit, students will be able to:

- realize the meaning of building democratic system
- understand human and democratic rights of citizens
- recognize the necessity of democratic institution
- understand the necessity of tolerance for peaceful co-existence
- recognize the similarity and difference between regional and federal governments.

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
<ul style="list-style-type: none"> <li>• Explain the meaning of building democratic system</li> <li>• Enumerate bases for building democratic system</li> </ul>	<p><b>1.1 Building democratic system</b></p> <p>Meaning of building democratic system</p> <p>Bases for building democratic system</p> <ul style="list-style-type: none"> <li>• Public co-existence and protecting rights of citizens</li> <li>• Respecting rights of equality</li> <li>• Respects rights to elect and to be elected</li> <li>• Respecting the right to use ones own language</li> <li>• Respecting the right to speak and write and to be associated</li> </ul>	3	<p>Democratic system protects rights and freedoms of citizens. Let students say few things about the meaning of democracy in such way by being in groups on titles in the contents and their meanings. Let them discuss on how these content titles become bases of democracy.</p>	<ul style="list-style-type: none"> <li>• Constitution of federal and regional governments</li> <li>• Films, Posters and photographs showing public participation</li> </ul>	Class and group discussion



Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
<ul style="list-style-type: none"> <li>Mention institutions working for due respect of human and democratic rights</li> <li>Explain the necessity of institutions</li> </ul>	<p><b>1.2 The necessity of institutions for ensuring human and democratic rights</b></p> <p>Taking appropriate measures to avoid possible violation of rights of citizens</p>	2	<p>In this stage, it is obvious that students know about human and democratic rights. For sake of revision, students must explain human and democratic rights in relation to the constitution. By being in different groups, let students reach to consensus on why human and democratic rights are protected and which institutions are there for this purpose.</p> <p>Furthermore, by visiting institutions (courts, police station...) in their community, let them reach to consensus on necessity and significance those organizations for protection of human and democratic rights.</p>	Different institutions for protection of human and democratic rights	Group and class discussions
<ul style="list-style-type: none"> <li>Mention methods of conflict resolution</li> <li>Settle their differences with their friends peacefully</li> </ul>	<p><b>1.3 Peaceful settlement of disputes</b></p> <p>Discussion Listening to one another tolerance</p>	3	<p>By giving case studies of possible causes of conflict, let students discuss and reach to consensus on how to settle if they encounter such problems.</p>	Pictorial explanation while people are in discussion	Group and class discussion
<ul style="list-style-type: none"> <li>Mention the authority of federal and regional governments</li> <li>Identity concurrent powers of federal and regional governments</li> </ul>	<p><b>1.4 Federal and regional governments</b></p> <p>Similarities and difference</p> <p>Concurrent powers</p> <p>Major functions of city-administration</p>	2	<p>By being organized in three different groups, let the first group work on structures of federal government, others on the structure of their own regions and the third on the concurrent powers. Each group has to present its findings to class and reach to the common understanding.</p>	Pictorial explanation showing the structure of federal and regional states.	Group and class discussion

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
<ul style="list-style-type: none"> <li>Enumerate major functions of city-administration</li> <li>Explain the significance of peaceful co-existence of Ethiopia with other part of world</li> </ul>	<p><b>1.5 Foreign relations of Ethiopia</b></p> <p>Ethiopia's relation with countries in abroad</p> <p>The significance of foreign relation to Ethiopia</p>	2	Starting the lesson by showing the significance of peaceful co-existence. For example, if a student has healthy relation with others, he/she can study with them and achieve better results. By forwarding such examples, let students appreciate the significance of peaceful co-existence. The main policy objective of Ethiopia is the peaceful co-existence with others. Let students be in groups to discuss and reach into consensus on how that peaceful co-existence can be helpful for Ethiopia.	Pictorial explanations showing the peaceful co-existence of Ethiopia with other part of world	Following the group and class discussions  Summary examination of unit

## UNIT 2: THE RULE OF LAW

**General Objectives:** At the end of this unit, students will be able to:

- identify the similarities and differences between federal and regional constitutions
- identify the necessity of limited power
- recognize expected ethical standards
- understand effects of corruption.

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
<ul style="list-style-type: none"> <li>• Mention the difference and similarity between federal and regional constitution of the FDRE</li> </ul>	<p><b>2.1 Constitution</b> The difference and similarity between the FDRE constitution with regional constitutions</p>	2	<p>Let students be organized in two different groups. The first group has to investigate on regional constitutions. The other has to investigate the Federal constitution. For example, what is the difference in preamble of both constitutions? After presenting your findings in class, let them reach to consensus in the class.</p> <ul style="list-style-type: none"> <li>• Revising what they have learned in past grades. Next to it, students are expected to discuss and reach to consensus on ethical stands expected from them as citizens of Ethiopia. Their discussion has to be in line to contents. At this level, they know the necessity of rule of law. Let them discuss and reach to consensus on being in different groups on effects of absence of the limited government on basis of some case studies.</li> </ul>	<p>Federal and Regional constitutions</p> <ul style="list-style-type: none"> <li>• Picture showing a person with good ethical standard</li> </ul>	<p>Following up the group and class discussion</p>
<ul style="list-style-type: none"> <li>• Enumerate ethical standards expected from students at country level</li> </ul>	<p><b>2.2 Ethics</b> Ethical standards expected from students at country level</p> <ul style="list-style-type: none"> <li>• Respecting the constitution and other laws of the country</li> <li>• Non-involvement in any illegal practices</li> </ul>	2			<p>Group and class discussion</p>

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
<ul style="list-style-type: none"> <li>Explain effects of absence of limited power</li> <li>Practice everything within their right endorsed</li> </ul>	<p><b>2.3 Limiting power</b> Effects of absence of limited power</p> <ul style="list-style-type: none"> <li>Acting arbitrarily</li> <li>Absence of accountability and transparency</li> </ul>	2		<ul style="list-style-type: none"> <li>Posters, photographs and films etc. showing wars</li> </ul>	
<ul style="list-style-type: none"> <li>Mention effects of non-confidentiality at country level</li> </ul>	<p><b>2.4 Confidential (Secret)</b> Cares to be taken to keep secret Effects of non-confidentiality at country level</p>	2	By organizing students into groups, let them discuss on what is expected from them to keep secret. Extending from Economic to security issues, there are issues to be kept secret. For example, if mineral resources are found at given place, until government discloses the usage and general conditions of the resource, it is unnecessary to talk the type, place and the amount of resources. If this secret is leaked unnecessarily, it may result in severe economic and other problems. On basis of their capacity, let students work on the case study on the possible effects on of non-confidentiality and reach to consensus.	A picture of closed box	Class and group discussion
<ul style="list-style-type: none"> <li>Explain the necessity of Democratic Institutions for Combating Corruption</li> <li>Enumerate the roles of judicial bodies and societies for combating corruption</li> <li>Combat corruptions at their level.</li> </ul>	<p><b>2.5 Ways of combating corruption</b> The necessity of democratic institutions for combating corruption Roles of judicial bodies in combating corruptions Roles of societies for combating corruptions</p>	2	Encourage all students to give their comments on corruption as revision. Next to it, students to be divided in groups and to discuss and reach in to consensus on their roles of combating corruption, judicial bodies and society.	Explanatory pictures and photos of competition	Class and Group discussion  Exam for closing the unit

## UNIT 3: EQUALITY

**General Objectives:** At the end of this unit, students will be able to:

- understand rights of nations, nationalities and peoples which are stated in the FDRE constitution
- explain the effects of not respecting rights equality of nations, nationalities and peoples and their equality of opportunity
- realize the equality of females in all aspects with females
- understand the necessity to respect rights of physically disabled ones.

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
<ul style="list-style-type: none"> <li>• Explain the significance of respecting the rights of nations nationalities and peoples to administer their localities.</li> </ul>	<p><b>3.1 The meaning and necessary of rights of nations, nationalities and peoples to govern and develop their own localities to be beneficiary from those developments</b></p> <p>3.1.1 Enhancing democratic system</p> <p>3.1.2 Ensuring the equality of nationalities</p> <p>3.1.3 Making regions equal beneficiaries from development</p> <p>3.1.4 Promoting development to enhance peace</p>	2	Let students understand the federal and regional constitutions dealing on the self-administration and development issues of nations, nationalities and peoples. The main thing is, understanding the rights of nations nationalities and peoples to govern themselves and to develop their common basis of the Ethiopian federal constitution. On basis of this, students by being in different groups, discuss and present their finding on the significance of having such rights by nations, nationalities and peoples.	Pictures showing nations, nationalities and peoples of Ethiopia, A film or picture showing the right of equality of opportunities.	Group discussion

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
<ul style="list-style-type: none"> <li>Mention the possible problems if there is absence of the right of equality of opportunity</li> </ul>	<p><b>3.2 Effects of absence of equality of opportunity</b></p> <p>3.2.1 Conflicts among citizens</p> <ul style="list-style-type: none"> <li>Absence of peace</li> <li>Hindrance of development</li> </ul>	2	Encourage students to mention their rights and let them justify why those mentioned things are their rights. For example, the rights of speech, assembly, the right to work are constitutionally recognized rights. Following this, let student discuss on what they would do if there is violation of rights and let them reach to consensus.	Regional and federal constitutions	Group and class discussion
<ul style="list-style-type: none"> <li>Enumerate the significance of the equality of nations, nationalities and peoples</li> </ul>	<p><b>3.3 The equality of nations, nationalities and peoples</b></p> <p>3.3.1 The significance of the due respect of languages, religion and other cultural attributes of nations and nationality and peoples for building democratic system and for strong unity</p>	2	Encourage students to read and understand federal constitution dealing on right of nations, nationalities and peoples such as article 39 and other related issues in state constitutions. Then encouraging them to discuss in being in different groups on the significance of aforementioned rights and present their findings to reach into consensus.	Regional and federal constitutions	Group and class discussion
<ul style="list-style-type: none"> <li>Explain the significance of the right of equality of physically disabled groups</li> </ul>	<p><b>3.4 Physical disability</b></p> <p>3.4.1 The significance of respecting the rights of physically disabled groups</p>	2	Let students explain the meaning of physical disability turn by turn. Physically disabled are parts of society. As any human being, their rights have to be respected.	Pictorial explanation on which physically disabled ones are carrying out different activities	Group and class discussion



Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
<ul style="list-style-type: none"> <li>Respect rights of physically disabled groups</li> </ul>	<ul style="list-style-type: none"> <li>Enhancing the equality and patriotic sentiment</li> <li>Avoiding the sentiment of neediness</li> <li>Provide their contribution for education</li> </ul>		Let students discuss in groups on significance of respecting rights of physically disabled ones for themselves and for the country and reach to consensus.		Summary examination

## UNIT 4: JUSTICE

**General Objectives:** At the end of this unit, students will be able to:

- understand the necessity of avoiding unjust practices
- recognize the problems which may occur due to injustice
- identify the necessity of fair usage social services by all citizens
- understand the significance of tax at country level.

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
<ul style="list-style-type: none"> <li>• Explain ways of avoiding unfair practices</li> </ul>	<p><b>4.1 Injustice</b></p> <p>4.1.1 Ways to avoid unjust practices</p> <ul style="list-style-type: none"> <li>• Working on basis of law</li> <li>• Integrity and loyalty</li> <li>• Equal treatment of citizens</li> </ul>	2	<p>Let students discuss on attributes of injustice. If common understanding created on injustice, organize them in group and encourage them to mention ways to avoid injustice. Let them present their findings to class and reach to consensus. The discussion has to be taken in correspondence to content titles.</p>	<p>Films or pictures showing injustice</p>	<p>Group and class discussion</p>
<ul style="list-style-type: none"> <li>• Explain the negative consequence of absence of justice on building democracy and development endeavors</li> </ul>	<p><b>4.2 Absence of Justice</b></p> <p>4.2.1 The negative consequence of absence of justice on building democracy and on development endeavors</p>	2	<p>Let students discuss in different groups on different case studies on effects of absence of justices. Let them discuss and reach to consensus on what they are doing when they face forced violation of justice and present their findings to the class.</p>	<p>Posters and photographs on violation of justice</p>	<p>Group and class discussion</p>

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
	<ul style="list-style-type: none"> <li>Absence of confidence on democratic system</li> <li>Unwillingness of citizens to discharge citizenship duties</li> </ul>				
<ul style="list-style-type: none"> <li>Explain freedom of judicial bodies from interferences</li> <li>Attempt to get legal solution on violation of their rights of citizens</li> <li>Understand the necessity of all citizens to get justice</li> <li>Explain the necessity to get appropriate judicial decision</li> </ul>	<p><b>4.3 Judicial bodies</b></p> <p>4.3.1 Judicial procedures</p> <ul style="list-style-type: none"> <li>Non-interference of external bodies</li> <li>Impartial decisions</li> </ul> <p>4.3.2 The right to get judicial decisions</p> <ul style="list-style-type: none"> <li>Attempting to get right justice</li> <li>Using laws to get appropriate justice on moment of violation</li> </ul>	2	Giving issues stated in contents to different groups and sharing the discussion points to other students of a class and reaching into consensus. For example, let students realize it by reading article 7 of federal constitution and judicial authorities of state constitution. Discuss and report it on what would happen if there is violation of judicial process.	Pictorial explanations of judicial bodies	Group and class discussion

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
<ul style="list-style-type: none"> <li>Explain the necessity of social institutions</li> <li>Mention the responsibility of government and people in distributing social services</li> </ul>	<p><b>4.4 Social Services</b></p> <p>4.4.1 The necessities of social services</p> <p>4.4.2 The significance of the equal access in social services for all</p> <p>4.4.3 Roles of government and societies in distributing social services</p>	2	Dividing content titles and giving them to students to discuss in different groups and reaching into consensus. For example, social services are schools, health centers, etc. They should not be left only to government but also the society have to play roles. Hence students have to discuss issues in such ways.	Pictorial explanations showing social services	Class and group discussions
<ul style="list-style-type: none"> <li>Explain tax as important to enhance and promote investment</li> <li>Mention the role of tax for balanced growth of regions</li> <li>Enumerate types of federal and regional state tax authorities</li> </ul>	<p><b>4.5 Tax</b></p> <p>4.5.1 The role of tax for enhancement of investment</p> <p>4.5.2 The role of tax for balanced progress of regions</p> <p>4.5.3 Types of tax sources of federal and regional state</p>	2	Encourage students to discuss on the significance and importance of tax. By visiting the tax collecting body of your community, ask types of tax sources, the necessity of imposing tax and the importance of collected tax and present your findings and reach to consensus.	Photos and posters showing different infrastructures	Field visit and class discussion  Summary examination of the unit

## UNIT 5: PATRIOTISM

**General Objectives:** At the end of this unit, you will be able to:

- understand the significance of knowing the history of nations, nationalities and peoples
- realize due cares to be taken on commonly used materials
- identify the necessity of avoiding poverty and backwardness
- recognize the necessity of respecting citizenship rights to develop patriotic sentiment.

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
<ul style="list-style-type: none"> <li>• Explain the importance of knowing history and cultures of nations nationalities and peoples to build modern patriotism</li> </ul>	<p><b>5.1 The significance of knowing true history and cultures of nations nationalities and peoples to build modern patriotism</b></p>	2	<p>First let students grasp general thing about history. For example, if history writers are not based on writer’s ethics and reliable sources, it may distort the fact. The distort groups of society may be offended. By understanding this fact students have to discuss and reach to consensus on the significance of knowing true history.</p>	<p>Photos and pictures of nations, nationalities and peoples of Ethiopia</p>	<p>Group and class discussion</p>
<ul style="list-style-type: none"> <li>• Explain the significance of rights of equality of nations, nationalities and peoples to enhance patriotic sentiment.</li> </ul>	<p><b>5.2 The contribution of rights of equality of nations, nationalities and peoples to enhance patriotic sentiment</b></p>	2	<p>By dividing students into groups and encouraging them to mention rights of nations, nationalities and peoples of Ethiopia from federal and state constitutions. Then let them discuss and reach to consensus on the significance respecting such rights to enhance patriotic sentiment.</p>	<p>Posters, photos of nations, nationalities and peoples of Ethiopia</p>	<p>Group and class discussion</p>

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
<ul style="list-style-type: none"> <li>Enumerate effects of improper handling of commonly used materials</li> <li>Handle commonly used materials properly</li> </ul>	<p><b>5.3 Effects of improper handling of commonly used materials at country level</b></p>	1	Let students mention some commonly used materials. For example, school is the common instrument. Hence, destructing school or school properties have great effect on expense. That further expense could have been employed for other purposes. Then students expected to discuss on such issues and reach to consensus.	Different pictorial explanations showing schools, hospitals etc.	Group and class discussion
<ul style="list-style-type: none"> <li>Enumerate practices which are anti-peace and anti-security practices of peoples</li> <li>Fulfill their responsibilities by understanding anti-peace and anti-security issues of a society</li> </ul>	<p><b>5.4 Anti-peace and anti-security practices against a society</b></p> <p>5.4.1 Attempts to avoid anti-peace and security practices of a society</p> <ul style="list-style-type: none"> <li>Not committing anti-peace and security practices</li> <li>Reporting anti-peace and security practices to judicial bodies</li> </ul>	2	Let students explain turn by turn on anti-peace and anti-security practices against people. For example, there are problem makers in not to have healthy teaching-learning process in schools. What are your roles regarding controlling these practices? Encourage students to discuss in groups on these issues and reach to consensus.	Photos, films and posters showing anarchic natures	Group and class discussion
<ul style="list-style-type: none"> <li>Explain the necessity of humanitarian services</li> </ul>	<p><b>5.5 Combating poverty and backwardness</b></p>	2	Let students discuss on attributes of injustice. If common understanding created on injustice, organize them in group and encourage them to mention ways to avoid injustice. Let them present their findings to class and reach to consensus. The discussion has to be taken in correspondence to content titles.	Pictures showing different infrastructures	Group and class discussion



Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
<ul style="list-style-type: none"> <li>Explain the importance to combat backwardness and poverty</li> <li>Mention policies and strategies and development plans designed to avoid poverty and backwardness</li> <li>Identify responsibilities expected from government and citizens to achieve policies, strategies and development plans</li> </ul>	<p>5.5.1 Responsibilities expected from government and citizens to achieve policies, strategies and development plans to avoid backwardness and poverty</p> <p>5.5.2 The necessity to participate in community humanitarian services to avoid backwardness and poverty</p>				
<ul style="list-style-type: none"> <li>Mention the significance of respecting rights of citizens to enhance patriotic sentiment.</li> <li>Enumerate citizenship rights</li> </ul>	<p><b>5.6 Citizenship</b></p> <p>5.6.1 The significance of respecting rights of citizens for enhancement of patriotic sentiment</p>	1	Let students be in different groups and identify rights of citizens and discuss on the contribution of respecting these rights to development of patriotic sentiment and report your findings to the class.		Class report summary exam of the unit

## UNIT 6: RESPONSIBILITY

**General Objectives:** At the end of this unit, students will be able to:

- realize the necessity of keeping promise
- understand the importance of discharging responsibilities effectively
- identify the necessity of protecting and taking care of natural resources and historical heritages
- recognize the significance of protecting public properties
- understand economic and social problems of HIV/AIDS in a country.

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
<ul style="list-style-type: none"> <li>• Enumerate the significance of effectively discharging responsibility for oneself and for a country</li> <li>• Explain the effects of failure to discharge responsibilities effectively up on oneself and ones family.</li> </ul>	<p><b>6.1 Significance of discharging a responsibility effectively</b></p> <ul style="list-style-type: none"> <li>• Acceptance by others</li> <li>• Love and compassion from others</li> <li>• Progressing of him/her self</li> <li>• Developing a country</li> </ul> <p>6.1.1 Effects of failure to discharge ones own responsibility effectively upon</p> <ul style="list-style-type: none"> <li>• oneself</li> <li>• ones family</li> </ul>	2	<p>Please give some theoretical responsibilities for students to work in group, and let them reach to consensus on the significance of effectively discharging responsibilities for themselves and their country. For example, one of the groups may work on the keeping the neatness of the school. If that group discharges that responsibility effectively, it gets acceptance by other students. It gets honors from others. The school also becomes suitable for teaching-learning process, which enables in producing competent youth working for the country's development endeavour.</p> <p>Let students identify a given case study regarding on effects of not discharging the responsibility effectively and discuss on it thoroughly.</p>	<p>Pictures showing while citizen are engaged in different works</p>	<p>Class and group discussion</p>

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
<ul style="list-style-type: none"> <li>Explain the necessity of some institution, government organizations, individuals and etc. to effectively discharge the promise they promised</li> <li>Explain the necessity of accepting responsibility for what he/she is doing and its importance</li> <li>Respect the promise they promised</li> </ul>	<p><b>6.2 Respect the promise</b></p> <p>6.2.1 The necessity and significance of any organization, citizen and government to respect its promise</p> <p>6.2.2 The effect of not respecting promise at country level</p>	2	Encouraging students to say something as a revision on what does keeping promise mean. Then after, by providing a case in groups let them discuss and reach into consensus on necessity and importance of keeping promise. For example, an organization may be established to alleviate poverty as its main objective. But, if the organization works for the advantage few workers of organization, it has no contribution for broader society. So, it has legal and moral liability. Its objective is not also succeeded.		
<ul style="list-style-type: none"> <li>Enumerate the effects of non-protecting natural resources and historical heritages</li> </ul>	<p><b>6.3 Natural resources and historical heritages</b></p> <ul style="list-style-type: none"> <li>Acceptance</li> </ul>	2	Let them recall the meaning natural resources and historical heritages. If it is possible, let them visit natural resources and historical heritages and encouraging them to understand significance of those resources. If they properly understand it, let them discuss on cares to be done and on what would happen if such cares are not taken. Eventually let them reach to a consensus.	Photos and pictures showing different institutions such as main roads, schools, etc.	Class and group discussion

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
<ul style="list-style-type: none"> <li>Take part in combating unwise use of public properties</li> </ul>	<p>6.3.1 Effects of not protecting natural resources and historical heritages</p> <ul style="list-style-type: none"> <li>Environmental pollution</li> <li>Climatic disorder</li> <li>Reduction of tourism incomes</li> </ul>		Let students mention on what they understand regarding public properties. Let them explain the difference between public and government properties. The public properties are coming from citizens. If they understand such issues, let them discuss and reach to a consensus on the significance of proper handling of public properties.		
	<p><b>6.4. Keeping public resources and properties</b></p> <p>6.4.1 The significance of keeping public properties for building a country</p>	1			
<ul style="list-style-type: none"> <li>Enumerate the social and economic effects of HIV/AIDS</li> <li>Explain cares that have to be taken and common efforts to prevent the disease</li> <li>Protect themselves from the disease</li> </ul>	<p><b>6.5 HIV/AIDS</b></p> <p>6.5.1 Economic and social effects of HIV/AIDS at country level.</p> <p>6.5.2 Common efforts and cares to be taken to prevent the diseases</p>	2	Let students express turn by turn on what they know regarding HIV/AIDS. Then let them discuss and reach into consensus on the effects of it, due cares and common efforts to be taken. It possible let them visit HIV victim students in different hospitals and present the report to the class.	<p>Pictures about HIV/AIDS</p>	<p>Class and group discussions</p> <ul style="list-style-type: none"> <li>Field reports</li> </ul> <p>Summary exam of the unit</p>

## UNIT 7: INDUSTRIOUSNESS

**General Objectives:** At the end of this unit, students will be able to:

- understand work and the honoring of time
- realize the necessity of planning to effectively carry out a work
- recognize constitutional development and economic objectives
- understand the significance of professional skill and ethics for productivity and development.

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
<ul style="list-style-type: none"> <li>• Explain the meaning of effective work</li> <li>• Express in importance of carrying an exemplary and gratified works for a country's development</li> <li>• They become model in their areas of engagement</li> </ul>	<p><b>7.1 Effectiveness</b></p> <ul style="list-style-type: none"> <li>• Country</li> </ul> <p>7.1.1 Wise use of time</p> <p>7.1.2 Carrying works which result in gratitude and makes a model person</p> <ul style="list-style-type: none"> <li>• The significance of working an exemplary work which is leading to gratitude for country's development</li> </ul>	2	<p>Let students explain turn by turn on what the standard to say a work is an effective. Their discussion has to reflect it achieving the target and completing a work ahead of planned time.</p> <p>Furthermore, let students discuss and reach to a consensus on activities, which are exemplary and results in gratitude.</p>	<p>Films, posters and photographs while people are carrying out different activities.</p>	
<ul style="list-style-type: none"> <li>• Explain the importance of planning</li> <li>• Prepare time schedule for activities to be done</li> </ul>	<p><b>7.2 Carrying a work on basis of planning</b></p> <p>7.2.1 The necessity of time schedule to carryout a work</p>	2	<p>Grouping students to daily plans on different titles may be for example to development activities of schools, helping the needy ones in the community. After designing a plan, let student give comments on different group works on the necessity and importance of planning.</p>	<p>Charts and pictures sending different plans</p>	<p>Class and group discussion</p>

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
<ul style="list-style-type: none"> <li>Explain that all works have to get equal attention</li> <li>Carryout works at home and schools without dishonouring them</li> </ul>	<p><b>7.3 Dishonoring work and dependency</b></p> <p>7.3.1 The negative effect of dependency and dishonoring work at individual and country level</p>	2	Let students visit and ask dependent youths as well as begging peoples on why not they work and then report their findings to the class. Based on this, let they discuss and reach to consensus on the effects of dependency and disgusting work at individual and country level.	Posters and photos showing people who are dependent and begging	The field report and class discussion
<ul style="list-style-type: none"> <li>Enumerate constitutionally stated economic and developmental objectives</li> <li>Explain the importance of constitutionally stated economic and developmental objectives</li> </ul>	<p><b>7.4 Development and Economic objectives</b></p> <p>7.4.1 The significance of development and economic objectives for a country's progress</p>	1	Encouraging students to read development and economic objectives for the document and initiating them to realize well. Let them reach to consensus on the significance of such objectives with the support their instructor.	Federal constitution	Class and group discussions



Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
<ul style="list-style-type: none"> <li>Explain the necessity of promoting professional skill and ethics to enhance industriousness</li> </ul>	<p><b>7.5 Industriousness</b></p> <p>7.5.1 The necessity of developing professional skill and ethics to enhance industriousness</p> <p>7.5.2 Readiness to learn from others</p> <ul style="list-style-type: none"> <li>Readiness to accept constructive experiences from others</li> <li>Appreciating others professional result</li> </ul>	2	Encouraging students to explain the meaning of industriousness as how much they understand. For example, respecting work and time is among attributes of industriousness. Professions have to update their knowledge skills always, for example, if a person makes a chain only and not work others in any situation; he/she cannot change his/her life. Let students raise such issues and reach to the consensus eventually.	A picture which shows while citizens are doing different activities	Class discussion  Summary exam of the unit

## UNIT 8: SELF-RELIANCE

**General Objectives:** At the end of this unit, students will be able to:

- understand the necessity of avoiding dependency and honoring one self
- realize the adverse side of contraband
- understand the necessity of self-confidence.

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
<ul style="list-style-type: none"> <li>• Mention ways to be followed to avoid dependency</li> <li>• Explain the necessity of avoiding dependency</li> <li>• Realize the effect of contraband</li> <li>• Mention attempts on going to counter the contraband</li> </ul>	<p><b>8.1 Avoiding dependency</b></p> <p>8.1.1 Honouring oneself to avoid dependency</p> <p>8.1.2 Self-reliance to avoid dependency</p> <p>8.1.3 The significance of avoiding dependency for economic and social development</p> <p>8.1.4 The contribution of avoiding dependency for development of good citizens</p> <p>8.1.5 Contraband and Dependency</p>	3	<p>Let students explain dependency and its manifestation turn by turn. Let them be organized in different groups and discuss on the significance of avoiding dependency with way to do that. One of the basic things to avoid dependency is honoring oneself. Some people consider themselves as not wise and knowledgeable and have inferiority complex. Such people cannot avoid dependency. Students have to be self-confident and independent to avoid dependency. This would enhance our development. This in turn improves the social life. So, encourage different groups to discuss on this and to reach a consensus on this point.</p>	<p>Photos, pictures which show people who are disgusting dependency awards for peoples of science and arts etc.</p>	<p>Class and group discussion</p>

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
	<ul style="list-style-type: none"> <li>National aspect of contraband</li> <li>International aspect of contraband</li> <li>Attempts made to counter dependency</li> </ul>		<p>Contraband is another manifestation of dependency. In former classes students made to know about contraband. Let them get the chance to say some additional points what they know. Let them understand the national and international context of contraband with its effects and reach into consensus.</p>		
<ul style="list-style-type: none"> <li>Explain the necessity of building self-confidence</li> <li>Become self-confident</li> </ul>	<p><b>8.2 Self-confidence</b></p> <p>8.2.1 The necessity of building self-confidence</p> <p>8.2.2 The significance of self-confidence at individual, family and country level</p> <p>8.2.3 Understanding skill and updating it to develop self-reliance</p> <ul style="list-style-type: none"> <li>Readiness to learn from others while holding his/her own opinions and attitudes</li> </ul>	3	<p>As students have learnt in former sessions, no one can be effective if not self-confident. Since such people do not consider their works correct, always they have dependency feeling. Whatever a person is knowledgeable and self-confident, he/she has to be ready to learn from others.</p> <p>Considering himself as the only knowledgeable and correct person is not accepted from self-confident. Then let students discuss and reach to consensus in different groups on such points.</p>	Picture which shows while citizen carry out activities based on self-confidence	Group and class discussion

## UNIT 9: SAVING

**General Objectives:** At the end of this unit, students will be able to:

- realize the necessity of developing the culture of saving
- recognize the significance of being based on plan and level of income.

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
<ul style="list-style-type: none"> <li>• Mention the necessity of promoting the culture of saving</li> <li>• Tell the contribution of saving for development of a country</li> <li>• Practice the culture of saving at their income level</li> </ul>	<p><b>9.1 Saving</b></p> <p>9.1.1 The necessity of developing the culture of saving</p> <p>9.1.2 The significance of saving for the development of a country for investment</p> <p>9.1.3 What are backward and bankrupt practices</p>	2	<p>Initiate students on the concept of saving as a revision. After understanding it, let them be in groups to discuss and reach into consensus of the significance of saving for country's development. For example, a person accustomed saving, avoids bankruptcies and becomes self-reliant. On the other hand, since the saved people invest on what they accumulated, they contribute for country's development they discuss in groups and reach to consensus on effects of bankrupt practices and tradition in their communities.</p>	<p>Films, Photos, pictures which shows saving institutions while people are getting service etc.</p>	<p>Class and group discussion</p>
<ul style="list-style-type: none"> <li>• Mention the significance of planning being based on income level</li> <li>• Implement their plans and practices their income level on the ground.</li> </ul>	<p><b>9.2 Planning and being on basis of income</b></p> <p>9.2.1 The significance of planning and being on basis of income for a country's development</p>	2	<p>Let students mention on what a planning does mean. Encourage them to discuss in group and reach to a consensus on the significance of planning for a country's development. For example, if a family is based on plan, they have limited number of children. This trend by limiting the number of population enables to effective usage of natural resource.</p>	<p>Charts showing different plans</p>	<p>Class and group discussion</p> <p>The test at the end of the unit</p>

## UNIT 10: ACTIVE COMMUNITY PARTICIPATION

**General Objectives:** At the end of this unit, students will be able to:

- mention the significance of active community participation
- realize the importance of organizing different groups of societies in different sectors.

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
<ul style="list-style-type: none"> <li>• Mention the significance of active community participation in building democratic political system</li> <li>• Participate actively in their school and community affairs</li> </ul>	<p><b>10.1 Civic participation</b></p> <p>10.1.1 The role of civic participation in building democracy peace and community development</p> <ul style="list-style-type: none"> <li>• For building democracy</li> <li>• Fast development</li> <li>• Reduction of poverty</li> <li>• Good governance</li> <li>• To create common understanding</li> <li>• To promote transparency and accountability</li> </ul>	3	To enable students well understood about the concept of active community participation organize them to discuss in groups. Then those also subtitled ones have to be discussed in different groups. For example, while wrong practices are carried out in a school, if teachers and students are not challenging, transparency and accountability cannot be promoted. On basis of this, let students discuss on them in different groups and reach into consensus. Let them present their findings to the class.	Films, Photos and pictures showing while citizens are doing different activities	Class and group discussion

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
<ul style="list-style-type: none"> <li>Mention the significance of participating in civic organizations</li> <li>Participate in civic organizations of their school</li> </ul>	<p><b>10.2 Civic organization</b></p> <p>10.2.1 The role of participation in civic organization for a country</p> <ul style="list-style-type: none"> <li>For enhancement of development, peace and democratic system</li> <li>To influence and monitor government on certain current issue.</li> </ul>	2	Let students give ideas on the meaning of civic organizations. Then by organizing students in different groups, encouraging them to discuss in groups. For example, civic organization, in addition to their role in protecting natural resources, they can put pressure as the government to design policies regarding natural resource protection. In such way let student present their findings to the class for general class discussion.	<p>Pictures which show environmental protection</p>	<p>Class and group discussion</p> <p>The test at the end of the unit</p>



## UNIT 11: PURSUIT OF WISDOM

**General Objectives:** At the end of this unit, students will be able to:

- realize ways to develop knowledge
- recognize ways to complement knowledge
- understand in significance of information
- realize the necessity to combat backward opinions and outlooks.

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
<ul style="list-style-type: none"> <li>• Enumerate way of developing knowledge</li> <li>• Develops their knowledge by using those ways of developing knowledge</li> </ul>	<p><b>11.1 Developing knowledge</b></p> <p>11.1.1 Ways of developing knowledge</p> <ul style="list-style-type: none"> <li>• Formal education</li> <li>• Informal education</li> <li>• Mass media reading</li> </ul>	2	Encourage student to say on what knowledge is and on its significance. Then by organizing them in different groups, let them discuss and reach into consensus on the sub-titles in the content. Students have to be clear that knowledge is not found only from education.	Posters, pictures and photos while teachers, students and other researchers are in ways of getting knowledge such as reading laboratory room etc.	Class and group discussion
<ul style="list-style-type: none"> <li>• Mention the significance of knowledge in research, creativity, self-reliance and country's progress</li> </ul>	<p><b>11.2 Ways for implementation of knowledge</b></p> <ul style="list-style-type: none"> <li>• Research</li> <li>• Creativity</li> <li>• Self-reliance</li> <li>• Country's progress</li> </ul>	2	Let students mention on which the end of knowledge. Knowledge has no end. No things are created daily. If we do not update ourselves with these new things, self-reliance and country's progress is unthinkable. New knowledge is created by research which enables to create new thing. When things are created, individual as well as country's situation is changed. So, let students be organized in different groups and reach to the consensus on ways of implementing knowledge.	Pictures which show different books, TV's and computers	Class and group discussion

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
<ul style="list-style-type: none"> <li>• Effects of basing information on wrong information</li> <li>• Use information for every activities</li> </ul>	<p><b>11.3 Effects on basing wrong information</b></p>	2	Provide case studies on the effects wrong information. For example if it said that “grade 8 students will not promote to next grade if they do not score 100%.” Let them discuss on the title given for them and reach into consensus on the effects of wrong information.	Pictures which shows while people are discussing	Group and class discussion
<ul style="list-style-type: none"> <li>• Mention ways to avoid backward opinions</li> <li>• Combat backward opinions in their communities</li> </ul>	<p><b>11.4 Backward opinions and outlooks</b></p> <p>11.4.1 Ways to avoid backward opinions an outlooks</p> <ul style="list-style-type: none"> <li>• Accepting all opinions and outlooks with reason and evidence</li> </ul>	2	Let students mention backwards opinions and outlooks either in their community or other places. For example, if a student consider that the reason for his/her low result is some one else. If such ideas mentioned by students, let they discuss and come to consensus on how to avoid such opinions and outlooks.	Pictures which shows backward and harmful practices	Class and group discussion  Test at the end of the unit