

Unit 6

Responsibility

Introduction

Your knowledge about responsibility is based on what you have learnt about democracy, the rule of law, justice, equality and citizenship. You have constitutional rights as well as responsibilities toward individuals and the community. You may need to refresh your memory on some of these concepts to understand this unit properly. In this unit, you will learn the importance of knowing the range of responsibilities you have as individuals as well as within groups, communities, society and your country.

Lessons

1. What is Responsibility?
2. Personal, Social and Constitutional Responsibilities
3. Natural Resources and our Historical and Cultural Heritage
4. Responsibility to Combat HIV/AIDS

What you will learn

You will:

- recognize the essence of responsibility.
- understand the significance of our natural resources and cultural heritage.
- appreciate the problems posed by HIV/AIDS.

Key words and concepts

- Accountability
- Artefacts
- Constitutional responsibility
- Historical/Cultural Heritage
- HIV/AIDS
- Natural Resources
- Personal Responsibility
- Responsibility
- Responsibility to preserve our historical/cultural heritage
- Responsibility to preserve the natural environment
- Social responsibility

Mother having responsibility for a growing family



LESSON

1

What is Responsibility?

By the end of this lesson, you should be able to:

- define what responsibility is.
- differentiate between personal and group responsibilities.
- list sources of responsibilities.
- execute your responsibilities.

What responsibilities do you have towards your family, friends and school?

List some of them.

Responsibility can be defined as having a duty of looking after someone or something and taking the blame if things go wrong.

Responsibilities can be personal or group. Personal responsibilities are those which a person is doing for his own good and for the good of society. This may lead to social acceptance. Managing yourself in the proper way is the foundation for all other responsibilities you have in society. Every person has different roles to play because he/she occupies different positions and performs different activities in society. At home, you are a member of the family and your parents might expect you to do some tasks such as doing your homework, studying and helping with household activities. These are your personal responsibilities. Your parents have their own responsibilities towards you. They have to support and help you to be a good student and

citizen. They have to provide your clothing and books as well as moral support. These are their parental responsibilities.

When you are in school you have different types of responsibilities. Since school is a place of learning there are rules and regulations set by the school administration to govern the behaviour of students. When you are in the school compound you have a personal responsibility to respect the rules. Such responsibilities include getting on with your own classmates and other students, obeying orders from your teachers and other staff. You are responsible for keeping the school premises and property free from damage.

The range of your personal responsibilities extends beyond your school. In the community where you live you have some roles to play. You have the responsibility to participate in certain tasks. One of your responsibilities could be to actively participate in a weekly or monthly sanitation program. Your personal responsibilities are conditioned by circumstances. You may travel a long distance to and from school. You have the responsibility not to misbehave and not to litter the paths on this route.

In addition to personal responsibilities, you have group responsibilities. This is the responsibility you have towards a group you belong to — a responsibility shared among all group members. Your group responsibilities are

What is Responsibility?

related to your personal responsibilities. One who fulfills his/her personal responsibilities should have no problem accomplishing his/her group responsibilities.



Students on flag raising ceremony at school

Your group responsibility starts with your own family. As a member of the family you contribute to the well being of the family. You have a group responsibility to make sure that your family property is kept properly. The group responsibility you have at home is that which you share with family members. The same can be said in school. You have group responsibility in class to ensure the teaching-learning process works smoothly. You share this responsibility with students of your section. If you are a member of a HIV/AIDS club, you have a group responsibility to raise HIV/AIDS awareness among students.

Copy this table. Discuss and list on the copy some of your responsibilities.

	Personal Responsibilities	Group Responsibilities
1	Home chores	Cleaning the school
2		
3		
4		
5		

CASE STUDY

A day at school

Saron is a student at a high school. Everybody knows her because she is active. She is a member of the mini-media club at school. She always has interesting stories to present to the students in the school. The stories she tells raise awareness and help develop a sense of individual and group responsibility among the students.

During a campaign to clean the school compound, she saw her own classmates, Haile, Dugasa, Tenkir

and Haimanot, hiding in a corner to avoid joining in the sanitary activity. She went to them to ask why they were behaving this way. They told her that cleaning the school compound was not their job. She told them that to join in such an activity is good for them. After discussing for few minutes, they agreed to join in with everybody else. At last Saron was happy and thanked them for their decision to join in and do their part.

What is Responsibility?

? Debate group responsibilities in class. Are you for or against helping to keep the school clean? What are you 'for' and what are you 'against'?

Sources of Responsibility

There are many and different types of responsibilities. They arise from different sources. These may include promises, appointments, occupations, moral principles, citizenship and law. When you make a promise to your friend, you have a responsibility to keep it. Making an appointment imposes on you the responsibility to appear on time. When your teacher gives you homework, you have the responsibility to complete the work.

Different types of **occupations** give rise to different responsibilities. For example, if you are a teacher, you are responsible for teaching your students properly. If you are going to be an engineer you will have the responsibility for designing and constructing strong roads and buildings which serve for a long period.

There are responsibilities that arise from the

customs and traditions of society. You have to respect them. When you are in a different society, you are also responsible for respecting the customs and traditions of that particular society. If you offer an old woman your seat on the bus, it is one way to follow local custom.

You have the legal responsibility not to break the **law**. Your parents may be farmers, government employees or owners of private businesses. They all pay tax because it is one of their responsibilities as citizens.

Moral principles are also source of responsibilities. In societies, there are behaviours which are considered as good or bad, right or wrong. For example, honesty and truthfulness are accepted as **good behaviour**. Telling lies is bad behaviour. As a student you know you must not copy exam answers from other students. This is **dishonest behaviour**.



A teacher responsible for her class

What is Responsibility?

Copy this table. Form groups and discuss and fill out your responsibilities on the copy. Some examples are provided.

Sources of Responsibilities

	Promise	Customs	Law	Morals
1	Keeping an appointment	Respecting elders	Not damaging school property	Not stealing
2				
3				
4				
5				

CASE STUDY

Failing to keep a promise

Kuse borrowed some money from Askale and agreed to pay it back within 30 days. Askale gave it to him in front of Kuse's own friends.

However, Kuse failed to give back the money he had borrowed within the agreed time. He complained to the witnesses who insisted he should keep his promise and give back the money he had

borrowed. He was unwilling to do so. So Askale took the case to the court. At last, Kuse paid her with fines after the court decided that he was guilty.

? Form groups to discuss the types of responsibility Kuse had.

REMEMBER

- Responsibility is the act of imposing on a person something he should do.
- Every person has personal and group responsibilities.
- Personal responsibilities are those which a person is doing for his/her own good and for the good of society.
- Group responsibility is what you have toward groups to which you belong.
- Promises, appointments, occupations, customs and traditions, moral principles, citizenship and law are all sources of responsibilities.

LESSON

2

Personal, Social and Constitutional Responsibilities

By the end of this lesson, you should be able to:

- describe the various responsibilities that an individual has.
- uphold your responsibilities in every walk of life.

What are some of the personal, social and constitutional responsibilities that you have in class, at home and in the community?

In the previous lesson, you learnt about responsibility in general and what personal and group responsibilities are. You also examined the different sources of responsibilities. In this lesson, you will learn more about personal, social and constitutional responsibilities.

As a student, most of your personal responsibilities are closely related to doing well in your studies. So you have to listen attentively to your teachers and actively participate in class. You have to listen to your classmates when they express their views and they should listen to you when it's your turn.

At home you have the responsibility to respect your parents. You have to keep yourself, your belongings and your room clean and tidy.

Different people have different responsibilities. A teacher and a nurse do not have the same responsibilities. A farmer and a factory worker do

not have the same responsibilities. The nurse has a responsibility to take care of patients and the farmer is responsible to take care of his farm and animals.

Different occupations determine the type and extent of personal and social responsibilities required. A person can have many responsibilities.

Generally, to be responsible means to behave in a proper way under different circumstances. When you lose your lunch box in school, you have the responsibility to tell your parents. You have to take care of yourself and think about the consequences of your own actions. This is part of your personal responsibility which includes showing respect to the privacy and property of others.

As a member of society you share responsibilities with others. This is part of your social responsibilities. It means doing things which help society. This may require making your personal interests subordinate to those of society. If you always promote your personal interests but not the social interests, you will become selfish. Therefore, you need to keep a balance between your personal interests and the social interests.

The community leaders in your kebele might ask you to appear early next morning to do some work with other members of the community. You might have arranged to go out with a friend for

Personal, Social and Constitutional Responsibilities

a long walk. In such circumstances you have to give priority to the community interest. This is part of your social responsibility.

As a citizen, you also have constitutional responsibilities. You have the responsibility not to violate the Constitution and other laws of the country. This may include respecting the

languages, religions and other cultural traits of the people. You have the responsibility to defend and promote the values of democracy.

The respect you give to the rights of others, upholding the value of tolerance and diversity, could be taken as fulfilling your constitutional responsibilities as a citizen.

Copy this table. Form groups to discuss and list on the copy some personal, social and constitutional responsibilities you have. Some examples have been provided.

Responsibilities			
	Personal	Social	Constitutional
1	Doing homework	Keeping locality litter free	Not participating in an unlawful activity
2			
3			
4			
5			



CASE STUDY

Paying tax — a citizens' constitutional responsibility

Ato Alkela Gotorro owns a small shop in a town outside a regional state's capital city. He earns enough to keep his family of four. His two children are students. His wife is responsible for all the housework. Every time tax collectors come from the city, he takes some of the goods off the shelves of his shop and hides them. He does this to evade paying the right amount of tax.

The tax collectors never suspect that he does this. In doing so he commits a serious crime.

Do you think that Ato Alkela Gotorro must be punished even though he owns a small shop? Is evading paying tax the right thing to do? What would you do if individuals in your area were doing the same? Discuss.



Personal, Social and Constitutional Responsibilities

Copy this table. Put a tick mark on the copy to show the sources of payment.

	Money paid to:	Paid from taxpayers' money	Paid from other sources
1	Teachers' salaries		
2	Soldiers' salaries		
3	Private company workers' salaries		
4	Domestic workers' salaries		
5	Ministers' salaries		

REMEMBER

- Different persons have different responsibilities.
- Different occupations determine the type and extent of personal and social responsibilities.
- To be responsible means to behave in a proper way under any circumstances.
- You need to keep a balance between your personal interests and social interests.
- Your personal responsibilities include showing respect to the privacy and property of others.
- You are responsible not to violate the Constitution and other laws of the country.
- You have the responsibility to defend and promote the values of democracy.

LESSON 3

Natural Resources and our Historical and Cultural Heritage

By the end of this lesson, you should be able to:

- define what natural resources and historical and cultural heritage mean.
- protect our natural resources and our historical and cultural heritages.

- What do you understand by natural resources?
- Can you name some examples of Ethiopian historical and cultural heritages?

We live in an environment that supports our life. In our environment, there are natural resources on which we depend for our living. Natural resources include plants, animals, rivers, lakes, forests, etc. Minerals such as gold and oil are found under the surface of the earth. These are also part of our natural resources. There are different species of plants and animals in our country. Some of these species are found only in Ethiopia. Among the species found in the country, some are destroyed due to uncaring activities of the people. In order to protect and preserve the environment, we have to use our resources in a responsible way.

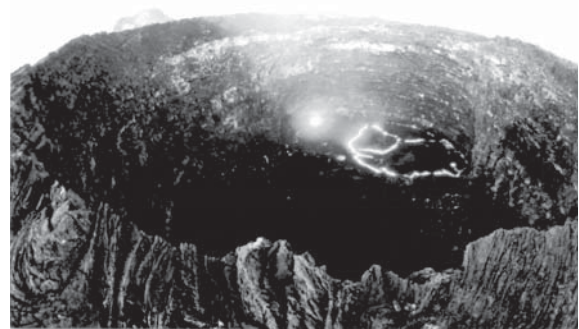
When we do not use our resources properly, it makes life difficult. We have to preserve our forests. We have to replant them when we cut them down. Ethiopia suffers from repeated drought and famine because the forests have been destroyed. One of our responsibilities is to protect



Deforestation in Ethiopia

and preserve the natural resources of our country. Caring for natural resources will help advance the development of our country. You have a responsibility to play a role in this regard.

Some families in Ethiopia celebrate Christmas in the ways that Europeans and American do. They decorate fir trees in their homes. Everything



Ertale volcanic area

Natural Resources and our Historical and Cultural Heritage

looks beautiful. Families in Europe and America have been doing this for generations because it is part of their culture and tradition. Even if this way of celebrating Christmas is taken as a personal matter, due respect has to be given to the

resources to ensure that nothing is destroyed.

The FDRE Constitution in Article 92 (4) states:

Government and citizens shall have the duty to protect the environment.



The wildlife of Ethiopia is diverse

Natural Resources and our Historical and Cultural Heritage

Copy this table. In groups discuss and list on the copy some of the natural resources in your surroundings. Some examples are provided.

	Plants	Animals	Minerals
1	Kosso tree	Menelik's bushbuck	Gold
2			
3			
4			

CASE STUDY

The village and the shrinking forest

In a small village, in southern Ethiopia eight families live together. Near their village there is a big natural forest. The villagers cut trees to build new huts, fences and for cooking. Due to this, the forest was shrinking quickly.

One man who was very concerned about the situation, called the villagers to a meeting. The young people in the village were also called to join in. The person stood up in front of the villagers to ask what they should do about the shrinking forest. After a long discussion he proposed that all the villagers should stop cutting down trees. However, some strongly opposed his idea. They said that they cut trees for firewood. They challenged him about how they could live otherwise.

A Grade 9 student from the nearby town, who had come to visit his parents, was also in the meeting. He expressed his opinion saying, "Cutting trees is not

good. You are not going to get rain. That is what I have learnt in school. It is better to stop cutting and start planting more trees."

Everybody listened to him carefully. They were amazed by his ideas and took them seriously. Finally they agreed to do the following:

- Buy kerosene stoves for cooking;
- Cut as few trees as possible, just enough to bake bread and injerra;
- Replant the forest in consultation with the agriculture extension workers;
- Use home made technology to economically use firewood for baking injerra and cooking;
- Plant eucalyptus trees within each family compound for construction and fire wood use;
- Build dams and tanks to store water for the dry season.

Copy this table. Form groups to discuss the ways that preserving forests and planting trees help the environment. List on the copy some in the table below. Some examples are provided.

	Benefits of preservation	Benefits of replanting
1	Wildlife is not disturbed	Protection of soil from erosion
2		
3		
4		

Natural Resources and our Historical and Cultural Heritage

Our Historical/Cultural Heritage has been built up over a very long time. For example, the Konsos have settlements unique in Ethiopia. These settlements are part of our cultural heritage. The Konsos have lived not in separate villages but in town settlements for hundreds of years. They have wonderful terracing walls made of stone to control erosion of farm lands. UNESCO has rewarded them for their unique efforts. The monuments of Axum, the monolithic rock churches of Lalibella, the castles of Gondar and the caves of Shek Hussein are all part of our heritage. Our heritage belongs to all Ethiopians. You have to protect these heritages from destruction. In doing so, you can help tourism to develop and Ethiopians benefit well from this.

Tourism helps to develop the handicrafts industry. Many visitors buy wood carvings which symbolize the monuments of Ethiopia or other art works. People engaged in woodwork, painting and stone carving sell their crafts to tourists and make a living. In Ethiopia, tourism is a good source of income for those who develop such skills.



Monuments of Axum



Monolithic Rock churches of Lalibella



The Konso settlements



Dorze dancer

Natural Resources and our Historical and Cultural Heritage



Mursi family



Hamer man



Alabo man

Ethiopia — a land of colourful culture

Copy this table. Form groups to discuss and suggest on the copy ways of preserving historical/cultural heritages and ways of promoting tourism. Some examples have been provided.

	Ways of preserving historical/cultural heritage	Ways of promoting tourism
1	Protecting the environment	Advertising local sites of historical interest
2		
3		
4		

CASE STUDY

Caring for our Historical/Cultural Heritage

Grade 9 students of a high school in Addis Ababa visited the National Museum to find out about our historical and cultural heritage. They were received by the museum staff and walked through the different parts of the museum to visit the artefacts. They were happy to see their country's heritages and motivated to find out more about their country.

The next day, the teachers discussed with their students what they had learnt from their visit. The

teachers emphasized that their visit was possible because their cultural heritage was protected and preserved in the museum. They told the students that they had a responsibility to protect this heritage for others.

Then one of the students stood up and told a teacher and his classmates that he and his friend had taken one small piece out of the museum. He admitted that they had realized that it was a wrong act but they

Natural Resources and our Historical and Cultural Heritage

were afraid to say anything until now. The teacher appreciated their decision to confess and advised them never to do it again. Finally he told his students that our cultural heritage is the national identity of all Ethiopians. We all have to protect and preserve it for



The National Museum in Addis Ababa

future generations. So the stolen artefact had to be returned.

- Discuss what you may have seen on a visit to the National Museum.
- Discuss what difference you think it would make to our cultural identity if these artefacts were not well protected.
- Is there a museum in your area? Have you ever visited it? If not talk to your teacher to facilitate a visit.

Copy this table. Form groups to discuss and list on the copy some of the historical/cultural heritages in your surroundings. Some examples are provided for you.

	Ancient constructions	Places of worship	Manuscripts/ books	Monuments	Cultural groups
1	Axum obelisks	Sheik Hussein	Kebre Mengist	Victory monument	Karo people
2					
3					
4					

REMEMBER

- We depend on the environment for our life.
- We have to use natural resources in a responsible way.
- Protecting our natural resources and heritage helps the promotion of tourism and preserves our culture.
- Our historical and cultural heritage has been built up over a long time.
- The droughts, famines and floods seen in Ethiopia are, in part, the outcomes of activities motivated by selfish interests of individuals.
- Preserving forests cools the climate, increases the amount of wild life, improves soil fertility and allows more and wider rain distribution.
- You have a constitutional obligation to preserve the natural and historical resources of the country.

4

LESSON

Responsibility to Combat HIV/AIDS

By the end of this lesson, you should be able to:

- define HIV/ AIDS.
- protect yourself from the pandemic of HIV/AIDS.
- give the necessary support to HIV/AIDS victims.

- What do you know about HIV/AIDS?
- Do you know any person who has HIV/AIDS?
- How could you help HIV/AIDS victims if you join the club in your school?

HIV/AIDS is a disease that has killed millions so far. It is mainly a sexually transmitted disease which has spread throughout the world.

Ethiopia is one of the countries seriously affected by this disease. HIV stands for Human Immuno Deficiency Virus. AIDS stands for Acquired Immune Deficiency Syndrome. In your own family or community, you might have seen people with HIV/AIDS. It has affected all sections of society. People living in cities and towns and those who live in the countryside are affected by HIV/AIDS. This shows how widely the disease has spread. It creates serious health and social problems, especially for poor countries like Ethiopia. You have to be aware of this disease in order to protect yourself and live a healthy life. As a citizen, you have to care of yourself and also help others to avoid HIV/AIDS.

A person is infected with the HIV virus first. When this happens, the person who has contracted it does not know that they are ill as they will feel fine. Eventually he/she becomes ill with AIDS as the virus begins to affect the body.

Some people are unaware as to how HIV/AIDS is transmitted. It spreads among those who inject drugs and among those who have unprotected sex with many partners. The HIV/AIDS club in your school has the responsibility to teach students how to avoid the disease. A blood test helps you to find out whether or not you have the virus. The HIV/AIDS club can arrange for students to take a voluntary blood test.

Victims of HIV/AIDS need your support. You should not discriminate against them. You cannot catch HIV/AIDS by sitting beside somebody who is infected. It is safe to shake hands with HIV/AIDS sufferers. If any of your friends have HIV/AIDS, they are still your friends. You should not avoid them. Stigma and discrimination do not help to stop the disease. On the contrary, if a person does not talk about having HIV/AIDS, people will not learn about it and this will contribute to its spread. It is immoral and illegal to spread HIV/AIDS. As a citizen, you have the responsibility to help victims and not to discriminate against them. although you should avoid touching blood if a HIV/AIDS victim has a cut. You can help victims by joining the HIV/AIDS club in your school.

Responsibility to Combat HIV/AIDS

Copy this table. Form groups to discuss and list on the copy the methods of transmission of HIV/AIDS, combating it and what you can do to help victims.

	How HIV/AIDS is transmitted	How to combat HIV/AIDS	How victims can be helped
1	Through blood transfusion	Avoiding unsterilized needles	Providing moral support
2			
3			
4			
5			

CASE STUDY

A brave man who helped society

Zewdu Getachew was the first male person in Ethiopia to admit in public that he was an HIV/AIDS victim. He gave interviews on national television and radio and told the public that he had many sexual partners. He did not have safe sex with them, because he never used a condom. After a blood test, he knew that he was already a victim of HIV/AIDS. He told the public that he had found it difficult to admit to his condition. Finally he became strong enough to make it public. He set a good example for others to follow. He faced discrimination because the level of awareness of the



public was low at that time. Then he established an NGO that works to help victims of HIV/AIDS. Today, following his example, there are many HIV/AIDS victims in society who teach other people how to protect themselves against having HIV/AIDS.

Discuss the following questions.

- Do you support Zewdu's decision to expose himself to the public? Why?
- Is a blood test necessary to discover whether or not you have HIV/AIDS?
- Has the public benefited from victims' decisions to be honest about their status?
- What would you do if somebody whom you knew to have HIV/AIDS was having unprotected sex with different people?

Responsibility to Combat HIV/AIDS

REMEMBER

- HIV/AIDS is a disease that has killed millions so far.
- HIV/AIDS is a sexually transmitted disease.
- Ethiopia is one of the countries seriously affected by HIV/AIDS.
- As a citizen you have the responsibility to help victims of HIV/AIDS.
- You have to avoid discrimination against HIV/AIDS victims.
- Many sexual partners and unprotected sex spread HIV/AIDS.
- It is immoral and illegal to spread HIV/AIDS.
- It is safe to shake hands with HIV/AIDS sufferers.
- Avoid touching blood if an HIV/AIDS victim has a cut.

UNIT SUMMARY

Responsibility is a duty or obligation. There are different kinds of responsibilities which arise from different sources. They include promises, appointments, customs, moral principles, the Constitution and other laws. You have a duty to execute your responsibilities emanating from the different sources.

Responsibilities can be personal, group, social and constitutional. Individual responsibilities include doing well for yourself and doing your part when you are involved. Group responsibilities are shared by group members. Your constitutional responsibilities arise from what the constitution requires you to do. You have a responsibility to protect and preserve the natural resources and the historical/cultural heritage of your country. You have the responsibility to respect the rights of others. These are part of your constitutional responsibilities as well. You also have the responsibility to combat the spread of HIV/AIDS by avoiding the infection. You are responsible not to discriminate HIV/AIDS victims. It is one of your responsibilities to help and support victims. This is one way of combating HIV/AIDS.

GLOSSARY

Accountability:	Having the responsibility of explaining your actions.
AIDS:	Acquired Immune Deficiency Syndrome.
Artefacts:	Historical remains, <i>e.g.</i> , pottery, jewellery, sculpture which has been found and is kept in a museum.
Constitutional Responsibility:	The responsibility that arises from the provisions of the constitution and that individuals and groups have to respect.
HIV:	Human Immuno Deficiency Virus. You get this virus first and it develops into AIDS.
National Responsibility:	This is the responsibility that citizens have to their country. This could be responding to national emergency calls.
Personal responsibility:	The responsibility individuals have towards themselves and others.
Responsibility:	The state of being responsible, accountable or answerable.
Responsibility to preserve our historical/cultural heritage:	The responsibility that government, society, the individual and institutions have to protect our historical and cultural heritage.
Responsibility to preserve the natural environment:	The responsibility that government, society, the individual and institutions have to protect our habitat from further destruction.
Social responsibility:	The responsibility which individuals have towards a group, their community or society.

UNIT REVIEW EXERCISES

Do these review exercises in your exercise book.

Part I – Multiple choice

1. Which one of the following is not a natural resource?
 - (a) the Red Fox in Bale Mountains National Park
 - (b) the elephants in Mago Park
 - (c) the Walia Ibex in Semien Mountain National Park
 - (d) the monuments of Axum
2. Responsibility means:
 - (a) to be careless
 - (b) to be careful and do the best you can for yourself and the community
 - (c) to do things which spread HIV/AIDS
 - (d) to misuse natural resources
3. Which one is not a historical/cultural heritage?
 - (a) the castles of Gondar
 - (b) Susenios Castle
 - (c) Lake Chamo
 - (d) the towns of Konso
4. Combating HIV/AIDS is the responsibility of:
 - (a) the government
 - (b) the school administration and students

(c) communities

(d) all

Part II – True or false

1. It is acceptable to come to class without doing your homework.
2. Looking after ourselves is a social responsibility.
3. Promoting the common good is necessary for community life.
4. Protecting natural resources helps development.
5. Our historical/cultural heritage promotes tourism when it is well maintained.
6. As a young student, you have no responsibility to combat HIV/AIDS.

Part III – Short answers

1. State some of your personal responsibilities.
2. What is social responsibility?
3. What is the difference between personal and social responsibility?
4. State some of your social responsibilities.
5. What is your responsibility to combat the spread of HIV/AIDS?