

# **CIVICS** AND **ETHICAL** **EDUCATION**

**Teacher Guide**  
**Grade 9**

**Written and Edited by**

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**Federal Democratic Republic of Ethiopia**  
**Ministry of Education**



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# Foreword

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

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

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

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

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

Ministry of Education



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# INTRODUCTION TO THE TEACHER GUIDE

The guidance begins with an introductory page to each unit including the main aims and objectives to be reached and references to any additional resources that may be available.

For each lesson there are guidance notes including:

## **CLASS PREPARATION: INSTRUCTIONAL AIDS**

This section includes any visual aid or other resources which may be useful in the lesson.

## **STARTER ACTIVITY**

Starter activities are included to:

- motivate the class;
- identify prior knowledge and experience;
- introduce the subject of the lesson;
- prepare the students for active participation in the class.

There will be a suggestion on how this starter activity could be delivered. This should last between 5 and 10 minutes to enable the rest of the lesson to be covered.

## **READINGS**

Those concepts that require further explanation are supported by additional readings. For example:

1. Parliamentary and presidential democracy.
  - This section compares the two forms of democracy...

## **CASE STUDIES**

Case studies, found in the students' textbooks

to contextualize the themes and concepts, are expanded with additional information in this teacher guide.

## **ACTIVITIES**

These are for guidance only. They can be delivered in other ways or alternative activities can be included. To help you understand what is required from each activity there will be further information and suggested answers may be provided. For example:

1. Discussion on how the three organs of government work.
  - Points that may arise from this are...

Additional activities may also be included with guidance on how they can be implemented. At the end of each set of guidance notes there are:

## **LESSON PLANS**

A sample is provided for each unit to indicate how one lesson could be planned. These are for guidance and show how other resources may be used.

## **UNIT REVIEW EXERCISE ANSWERS**

These are at the end of each unit and, where the answers may be confusing or where there may be two or more correct answers, an explanation is given. These questions are simply provided as examples and could be supplemented by other exercises which the teacher presumes to be appropriate.

## UNIT 1 BUILDING A DEMOCRATIC SYSTEM

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

- appreciate the meaning of democracy.
- realize the basic rights of Ethiopian citizens as stated in the Federal Constitution.

	Lesson	Specific Competencies Students should be able to:	Other resources that may be used
1	Democracy and the Democratic System	<ul style="list-style-type: none"> <li>• define democracy.</li> <li>• state the characteristics of democracy.</li> <li>• demonstrate some democratic characteristics.</li> </ul>	
2	Rights	<ul style="list-style-type: none"> <li>• explain the basic human and democratic rights which all people have.</li> <li>• defend your human and democratic rights.</li> </ul>	Faggian, R. (2008) <i>The Basics of Peace Education for World Citizens</i> Addis Ababa: Arada Books
3	Obligations	<ul style="list-style-type: none"> <li>• explain the obligations which citizens have.</li> <li>• give due respect to your friends.</li> </ul>	
4	Tolerance of Diversity	<ul style="list-style-type: none"> <li>• describe what tolerance of diversity is.</li> <li>• explain the distinctive characteristics of post 1991 Ethiopian society.</li> <li>• demonstrate tolerance of diversity.</li> </ul>	FDRE Constitution
5	Systems of Government in Ethiopia	<ul style="list-style-type: none"> <li>• describe the nature and structure of the government in Ethiopia.</li> </ul>	MOE <i>The Compiled Ethiopian Constitutions from 1931 – 1995</i>
6	Limits of Power	<ul style="list-style-type: none"> <li>• explain the source of political power under the three governments of Ethiopia.</li> </ul>	Bahru Zewde (reprint 2007) <i>A History of Modern Ethiopia 1855 – 1991 2nd edition</i> Addis Ababa: Addis Ababa University Press
7	Ethiopia's Foreign Relations	<ul style="list-style-type: none"> <li>• state the principles of the Ethiopian foreign policy.</li> </ul>	FDRE Constitution



## LESSON 1

# DEMOCRACY AND THE DEMOCRATIC SYSTEM

### CLASS PREPARATION: INSTRUCTIONAL AIDS

- Sayings about democracy from books etc., *e.g.*, ‘Democracy is a government by the people for the people to the people’; ‘Democracy is self-government’; ‘Democracy is majority rule and minority right’.
- Pictures of Greek philosophers and Athens.
- FDRE Constitution

### STARTER ACTIVITY

- What do you know about democracy? Can you explain your ideas to the class?
- Give some practical examples to show when you made a democratic decision with your friends, *e.g.*, deciding who is to play in the football team.
- Is it sometimes difficult to be democratic? Discuss this as a class.

This is essentially a revision of what the students have already learnt at primary level. The topic could be delivered as questions inviting oral responses from the whole class or the students could work with neighbours (in pairs or threes) or small groups feeding back to encourage all to participate.

### READINGS

- Explanations about democracy and the democratic system
1. Representative and direct democracy
  - James Madison, one of the Founders of the US Constitution, believed that direct democracies should be confined to small communities (*e.g.*, city-states of ancient Greece) but in a republic like America, which was large in area and population, laws had to be made and

administered by representatives elected by the people.

2. Characteristics of democratic system
  - These include:
    - (a) Democratic constitution such as the FDRE Constitution (students will learn how this differs from previous Ethiopian constitutions in future lessons) and the US Constitution;
    - (b) Rule of law which is the theme of Unit 2;
    - (c) Free, fair and regular elections — you need to be familiar with the electoral system in Ethiopia and aware of how it compares with other countries’ systems;
    - (d) Active citizen participation — how everyone plays a part to ensure democracy — the theme of Unit 10;
    - (e) Respect for human and democratic rights which are expressed in other documents such as the UN Declaration of Human Rights and are covered in Lesson 2 and includes freedom of speech, particularly the role of media.

### CASE STUDY

Electing a class representative

As this lesson is probably delivered at the start of the school year, it may be an opportunity for the class to elect their representative, as in the case study. This could lead to a discussion on how the class would/does elect its own class representatives.

### ACTIVITIES

1. Form groups of six students. In each group, three will discuss direct democracy and the

other three, indirect democracy. Share feedback with the other groups.

- You need to discuss when it is appropriate to use direct or indirect democracy. Students should identify criteria which may include cultural traits of group (if different language/religious groups need representation); number of electors; political development etc.
2. Should Fatuma serve only those students who elected her or the whole class? In your own class, if there is an election, would you vote for your friend or someone who is going to serve all the students equally?
    - This is an example of direct democracy. As Fatuma won the election, she became the

representative of the whole class, not just those who voted for her. If a class election has been held, discuss what happened.

3. Form small groups. Each group should pick one characteristic of a democratic system to discuss. The group representatives should present their ideas to the class.
  - You may need to provide support to help the groups in their discussions. The five characteristics are briefly explained in the text but students will need to expand on what they consider important aspects of each. You may be able to prompt them from your further reading or experience or from the units identified above.

See sample lesson plan on page 19.

## LESSON 2

### RIGHTS

#### CLASS PREPARATION: INSTRUCTIONAL AIDS

- Federal and regional states' constitutions
- 1948 UN Declaration of Human Rights
- Newspaper articles to show how human rights are still denied in some places.

#### STARTER ACTIVITY

- What do you understand about rights?
- What rights do you think you have?

This could be done as a brainstorm activity with the whole class or in small groups of two or three. Gather the responses and share the key points with the class.

#### READINGS

- Explanations about rights
1. Human and democratic rights
- If possible, refer to the UN Declaration of Human Rights and show how this has been adopted by the Federal Constitution. Some Articles of the UN Declaration are stated below:
    - Article 1: All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.
    - Article 2: Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political,

jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

- Article 3: Everyone has the right to life, liberty and security of person.
  - Article 5: No one shall be subjected to torture or to cruel, inhuman, degrading treatment or punishment.
- You should be aware of how, in the past in Ethiopia and even today in some parts of the world, people lack basic human rights. Explain how women, children and those with disabilities are particularly affected.

#### CASE STUDY

1. Human right's abuse
  - More information on HIV/AIDS is available in Unit 6, Lesson 4. In addition there is information in other cases of HIV transmission through rape and female genital mutilation (FGM). These cases could be obtained from the media or from talking to people in the locality.
  - You may need to explain that abduction, abuse and rape are not unknown, particularly in rural areas of Ethiopia. Brief information on HIV/AIDS should be provided if needed, particularly the fact that it cannot yet be cured and is fatal.
  - Your own experiences, from reading etc., regarding the ways human rights' abuse occur, could also be used. For example, teachers debasement of some students etc.

**ACTIVITIES**

1. Form groups to discuss and list your democratic and human rights in school, at home and in the community. One example is provided in the table.
  - Students should draw a table individually or one for the whole group/class and complete it with their shared ideas. In school the ideas could include: protection from degrading punishment, freedom of religion, right to equality, rights of children, right of thought, opinion and expression...; at home there would be: prohibition against inhuman treatment, right to privacy, right of nationality, rights of women...; in the community rights include: right to life, right to security, right to honour and reputation, right of assembly, demonstration and petition, right to vote, right to access to justice....
  - In the international context, the child has the following rights according to the UN Declaration on the Rights of the Child (1993):
    - Article 6.1: ...every child has the inherent right to life.
    - Article 13.1: The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art or through any other media of the child's choice.
    - Article 16.1: No child shall be subjected to arbitrary or unlawful interference with his or her privacy, family, home or correspondence, nor to unlawful attacks on his or her honour and reputation.
2. Under which kind of rights (according to the FDRE Constitution) do you think that:
  - Rape is a crime?

- The parents of Anenni brought the rapist to court?
- Anenni was going to school?
- Her decision to continue going to school is the correct decision?
- As rape is a degrading treatment, the FDRE Constitution, Article 18, covers it as does the right to security in Article 16, both of which are human rights.
- The right to justice is covered in the democratic right of access to justice in Article 37.
- Being able to attend school is a democratic right included in economic, social and cultural rights of Article 41. It is also a social objective as indicated in Article 90: 'education shall be provided in a manner that is free from any religious influence, political partisanship or cultural prejudices.'
- Being able to return to school is a right to honour and reputation (Article 24), a right to equality (Article 25) and a right to privacy (Article 26) — both of which are human rights.

**AN ADDITIONAL ACTIVITY**

- Ask the students to consider the following list of rights (which could be written on a board, duplicated on paper or read to them):
  - the right of minorities to be treated the same as the majority
  - the right to work
  - the right to fair working conditions
  - the right to education
  - the right to food and clothing
  - the right to healthcare
  - the right to own property
  - the right to follow your own religion
  - the right to meet with friends

- the right to marry and have a family
  - the right to travel
  - Students should be asked to list these rights in order of importance and justify why they made their choice.
  - Students should think about a situation where
- any of these rights may be threatened.
- What would they do if one of these rights is threatened?
  - Ask students if they have heard of anything in the media where human rights were threatened. What was their reaction?
-

## LESSON 3

# OBLIGATIONS

### CLASS PREPARATION: INSTRUCTIONAL AIDS

- The Federal Constitution

### STARTER ACTIVITY

- Do you have any idea what obligations are?
- Discuss the obligations which you and your friends, or members of families, have to each other?
- What obligations do you have in school, community and in your own family?

Either carry out a class discussion or get students to work in pairs or small groups. List the main points that emerge.

### READINGS

- Explanation about obligations
- Voltaire, a French philosopher, said, “I may detest what you say, but will defend to the death your right to say it.” This explains that we have an obligation to let others air their views even if they are different from ours.
- It is important that students realise that rights are balanced by responsibilities. There are no rights without corresponding obligations. Even in religion there are references to this, *e.g.*, ‘Do unto others as you would have them do to you.’ In this statement, the obligation can be seen in a positive way. It stresses what should be done rather what should not be done. In the previous lesson, the rights were also expressed as positive statements *e.g.*, the right to life. An obligation corresponding to

this could either read ‘you have a duty not to kill’ or, positively, ‘you are obliged to respect life’.

- “I have the right to express myself but I should think twice before speaking because I may hurt somebody else and say something I may regret later.” A quote from a child living in Peru. Therefore, we have an obligation not to offend or hurt the feelings of others.
- This lesson also introduces the general obligations citizens have such as paying tax. These will be expanded on in Lesson 5 in Unit 4.

### ACTIVITIES

1. Form groups, discuss and list down some of the obligations you have at school, at home and in the community. An example is provided.
  - Obligations identified may include in school: looking after equipment, keeping surroundings clean, doing homework, wearing uniform...; at home: helping with chores, obeying parents, looking after younger family members...; in the community: keeping the norm, being in harmonious relationships with others, taking part in cleaning, obeying elders...
2. Form groups to discuss and list what tax money could do for Ethiopia. An example is provided.
  - You may want to encourage students to think about local needs, regional needs and national needs to identify what taxes could pay for.

- One question which may arise is ‘Who decides what our taxes will pay for?’ This is the responsibility of parliament (for federal services) and regional government (for regional services). The elected members must decide the priorities and allocate resources based on what is available.
- If there is time, the discussion could include evaluating the priority for taxes *e.g.*, should

‘secondary education for all’ receive more funding than ‘local health services’.

### **AN ADDITIONAL ACTIVITY**

Organizing a local clean up campaign. By doing this students can raise awareness among other students, staff and the local community of the obligations each person has if they want to enjoy their surroundings.

## LESSON 4

# TOLERANCE OF DIVERSITY

### CLASS PREPARATION: INSTRUCTIONAL AIDS

- The Federal and regional states' constitutions
- Photographs, film and other artefacts illustrating Ethiopia's different cultures

### STARTER ACTIVITY

- Give some examples of where you have had to be tolerant with your family and friends. Discuss this as a class.

Gather their comments and identify those that relate to the topic *i.e.*, diversity.

### READINGS

- Explanations about diversity
1. Multiculturalism
    - You may wish to carry out a simple survey in the class to identify different cultural groups and share information on the variety of cultural traits including language, dance, religion and dress.
  2. Tolerance
    - The importance of tolerance must be emphasized and demonstrated. Although it extends beyond cultural practices, tolerance of languages and religions are particularly relevant in school. Students must also develop tolerance towards all individuals and groups including the elderly and those with disabilities.
    - In a multicultural society such as ours, absence of tolerance can shake and destroy the very foundation of the state. The situation in 1994 in Rwanda was an example of where intolerance led to genocide.

### CASE STUDIES

1. School friends
  - There could follow a brief discussion about the value of such activities. Ask if students do anything similar.
2. A cultural dance movement
  - See the additional activity.

### ACTIVITIES

1. Form groups, discuss and list down the different cultural groups you know in your surroundings and in Ethiopia. An example is provided.
  - The SNNPR has the largest number of different cultural groups including Karo, Hamar, Mursi, Dorze and Arbore peoples. The other regional states have their own cultural groups. Students should be able to identify some of them from each regional state.
2. Form groups to discuss what lesson you learnt from these friends. The group leaders should present their ideas to the class for discussion.
  - They should identify tolerance of different religions and other cultural traits but could also suggest how such contact can broaden the mind. Students may develop new skills (*e.g.*, learning a new language), gain different experiences in doing tasks and become acquainted with different surroundings (people, climate, fauna and flora etc).
3. Form groups and identify the different cultural backgrounds you come from. Fill in a table showing the cultural groups and practices. Some of you can tell the rest of the class about your culture.



- The groups could identify some and list their specific cultural practices.
  - The second part of this activity will depend on the mix of cultural groups in your class. If the class is homogeneous it may not be relevant.
4. Form groups to discuss what you can learn from the different cultural dances. Group leaders can present their ideas to the rest of the class.
- They may identify the different music, clothes and aims of the dance. They may also learn the

similarities and differences among the different cultures. For example, the kerar, a musical instrument, is used by the different peoples of Ethiopia. If there is time, allow some students to explain or perform the components of their own cultural dance.

#### **AN ADDITIONAL ACTIVITY**

A cultural event in school to share awareness of the various cultural traits of individual students in the class, year group or school could be organized.

## LESSON 5

# SYSTEMS OF GOVERNMENT IN ETHIOPIA

### CLASS PREPARATION: INSTRUCTIONAL AIDS

- The constitutions of the monarchy, the military and the FDRE governments
- Map of Ethiopia showing regional boundaries

### STARTER ACTIVITY

- With your neighbour, discuss the different systems of government in Ethiopia.

Encourage the students to remember what they learnt in primary school or heard from their families.

### READINGS

- Explanations about systems of government
- The students must be made aware of the differences between unitary, federal and confederal states. They need to understand that Ethiopia, before the current government, was a unitary state with no separate power given to regions. This changed in 1991, when the Constitution established a federal form of state structure. Article 47 of the FDRE Constitution identifies members of the federal states. Federalism is a multi-tiered government combining elements of shared-rule through common institutions for some purposes and regional self-rule for constituent units for other purposes, thereby accommodating unity and diversity within a larger political union. In a confederation, the states retain almost the whole of their sovereignty. There is no single and independent executive as such except the group of state delegates. The decision-making procedure is designed to preserve the sovereignty of state government, requiring either unanimity or qualified majority.

- Students should be able to refer to the previous governments' constitutions and compare them with the FDRE Constitution. More information is provided in Unit 2, Lesson 1.
- Sovereignty, a term used in Article 8, may need explanation. It means 'ultimate authority' and in Ethiopia this means 'by the people' who delegate certain powers to the government. It is because of this that sovereignty is one of the principles of the FDRE Constitution.
- In some nations where there is a monarch, the king/queen is said to be sovereign. But in the United Kingdom, since the Glorious Revolution in the 17th Century, while the monarch appears to be sovereign, power lies with the parliament chosen by the people. "With the independence of the United States in 1776, the monopoly of sovereignty held by the monarchies began to disintegrate." Source: p15 De Rivero, (2001) *The Myth of Development* London: Zed Books Ltd.
- Maintaining sovereignty is important for a country. A country which loses its sovereignty ends up being colonized. On the other hand, though independent, some states may be threatened by aggression or even invasion which could lead to loss of sovereignty. The power of a large nation can threaten the sovereignty of others which are dependent on it for economic survival.

### ACTIVITIES

1. Using the above map of Ethiopia as a resource, draw the boundaries of each regional state.
- If possible, produce a large scale map on the board or a sheet of paper and encourage students to draw the boundary lines in chalk

or pencil. Compare their results with an actual map of the country. You could ask students to consider why these boundaries between the regional states are important.

2. Form groups in the class and, through role play, represent the three governments in Ethiopia to show some of their characteristics.
  - You can help students by asking them the following questions as they demonstrate each form of government:
  - Did the country have a sovereign? Was/is the country divided into states each with their own power over the people? Was/is the

Constitution respected both by the governed and the governing? Who had/has the power to elect a new leader or government?

3. Form groups and discuss the following:
    - What do you understand by sovereignty of Nations, Nationalities and Peoples of Ethiopia?
    - How do the Ethiopians express their sovereignty?
    - Students could read Article 8 and explain, in their own words and with the help of the teacher, what is meant by ‘sovereignty’.
-

## LESSON 6

### LIMITS OF POWER

#### CLASS PREPARATION: INSTRUCTIONAL AIDS

- The constitutions of the monarchy, the military and the FDRE governments

#### STARTER ACTIVITY

- What do you think power means?
- Discuss why you think that the powers of governments need to be limited.
- What could happen if they were not limited?

This could be done as a whole class activity encouraging a brief discussion. It assumes some understanding of the term ‘limited’ power so you can check their understanding of this concept.

#### READINGS

- Explanations about unlimited and limited power
1. Unlimited power under the monarchy
    - Students will be aware of Emperor Haile Selassie and his period of rule but may not understand the implications of ‘divine rule’ for the people during his period. He ruled as an emperor from 1930 to 1974 apart from the years of the Italian Occupation (1936 – 41). One of his major successes was achieving a unitary state of Ethiopia which, in turn, gave him political power and guaranteed economic privileges for the nobility. “The Constitution of 1931 set up the juridical framework of emergent absolutism.” Source: p140 Bahru Zewde
    - Previously there had been a struggle between ‘centralism and regionalism’, but, on the basis of the 1931 Constitution, what followed was centralism with some concessions to the hereditary nobles. Bahru describes the

parliament as having ‘two houses — a Senate and a Chamber of Deputies’. The emperor chose those in the Senate and the Chamber of Deputies were to be elected by the chiefs and princes until such time as the people had the ability to choose their representatives properly.

- What the Constitution achieved was the legalization of the emperor’s absolute powers, even over the nobility, in most state matters.
  - The 1955 Constitution was described by Bahru (p206) as “a legal charter for the consolidation of absolutism”. In Article 4 it states: ‘His dignity is inviolable and his power indisputable.’ The election of the Senate, even after 1955, remained in the hands of the emperor. Although there was universal adult suffrage to elect the Chamber of Deputies, the electees were expected to own moveable property or its equivalent value in land as to be decided by the electoral law. Thus it was not representative of the people. The government remained in the hands of the emperor until the outbreak of the Ethiopian Revolution in 1974.
2. Unlimited power under the military
    - The Ethiopian Revolution ended the imperial regime but replaced it with military rule. The constitution was suspended and parliament was dissolved; the people found they had no power as all strikes and demonstrations were banned and many opposition supporters and potential threats executed. Reforms were introduced which gave the state greater power as land, finance and other institutions were nationalized.
    - By 1977, Colonel Mengistu had gradually taken control by force and had gained unlimited power. It was not until 1987 that a

new state structure was formed, the People’s Democratic Republic of Ethiopia (PDRE) with ‘ritual elections’ including that of Mengistu Haile Mariam as its president. A constitution was also promulgated, the content of which, though the public were invited to deliberate upon it, did not fully accommodate their interests. Finally it was ratified through a sham referendum.

### 3. Limited power today

- By 1990, forces in opposition to the Derg finally achieved victory and the EPRDF was ready to take Addis Ababa. In May 1991, Mengistu fled to Zimbabwe. The country was now prepared for change. After the EPRDF takeover in May, a temporary government was established which, within a month, organized a conference to set up a transitional government with the participation of all concerned parties. This conference approved a transitional charter and set up a transitional government.
- The transitional government set up a constitution drafting commission to come up with a new constitution. The draft document was deliberated upon by the people of Ethiopia. Finally, a Constituent Assembly was established composed of the representatives of the nations, nationalities and peoples of Ethiopia as well as people who represented different political views. The Constitution was eventually ratified by the Constituent Assembly on 21st August 1995. On the basis of the Constitution, a national election was conducted enabling the country to enjoy the first democratically elected government in her history.

### CASE STUDY

#### 1. The case of Frederick Chiluba of Zambia

- The history of Chiluba’s rise to power is interesting. His predecessor, Kenneth Kaunda, had tried to prevent the country moving

towards a democracy. But, due to changes of political atmosphere internationally owing to the end of the Cold War and the triumph of capitalism, the country was finally offered multiparty elections. Chiluba, a trade union leader, became the leader of the Movement for Multiparty Democracy which, in the 1991 election, gained a victory and Chiluba was elected president.

- At his inauguration he claimed that: “The Zambia we inherit is destitute — ravaged by the excesses, ineptitude and straight corruption of a party and people who have been in power for too long. When our first president stood up to address you twenty-seven years ago, he was addressing a country full of hope and glory. A country fresh with the power of youth, and a full and rich dowry. Now the coffers are empty. The people are poor. The misery endless.” Source: p411 Meredith (2005) *The State of Africa* London: Free Press
- Considering these words, it is ironic that ten years later he should be accused of trying to stay in power illegally. It is even said that he had the desire to amend the constitution to give him a third term in office.
- “Every successful revolution puts on in time the robe of the tyrant it has deposed.” (Barbara Tuchman)

### ACTIVITIES

1. Form groups, discuss and list down the characteristics of governments with ‘limited power’ and ‘unlimited power’.
- For limited power they may include: democracy, transparency, accountability, multiparty systems, free and fair elections, free media, freedom for civic societies etc. For unlimited power: lack of constitution, lack of constitutional authority, no elections, no responsibility to people, no participation by the people, suppressed human and democratic rights as well as press freedom etc.

2. How do you see the action taken by Chiluba?
- Did he attempt to exercise limited or unlimited power?
  - Is it acceptable for a President to change the constitution to promote his personal interests to stay in power?
  - It may be interesting to consider whether the students think there should be a limit to the length of time that an individual should be in power irrespective of the system of government and why? Is it a sign of personal interest, or in the interests of the country, that makes a person want to stay in the leadership role?
- The US Amendment 22 states that “No person shall be elected to the office of the President more than twice, and no person who has held the office of President, or acted as President, for more than two years of a term to which some other person was elected President shall be elected to the office of the President more than once.” (1951)
  - There is no limit to the length of time that a prime minister, in many parliamentary systems, can stay in that role. It may enlighten the students, and expand their scope, to make them discuss why this is so in a parliamentary system.
-

**LESSON 7****ETHIOPIA'S FOREIGN RELATIONS****CLASS PREPARATION: INSTRUCTIONAL AIDS**

- FDRE Constitution and other government documents
- Map of the world or globe

**STARTER ACTIVITY**

- What do you think foreign relations are?
- Do you think foreign relations help the development of the country?
- Why is it important for countries to be able to communicate and negotiate?

This could be a full class discussion which will help identify what was learnt in primary school. The current events taking place in the world may also influence their responses.

**READINGS**

- Explanations about foreign relations
1. Foreign relations and diplomatic missions
    - Links with other countries are not only desirable, for the development of trade and the advancement of knowledge and skills that will improve the country's economy, but also for the stability of the country and the protection of its people. For example, the Axumite Civilization traded with other countries during its heyday and achieved wealth and status for its population which made the empire stable.
    - Now, Ethiopia gets the support of many developed countries to promote its developmental efforts while engineering possible opportunities for trade and commerce that will improve its position and bring its peoples out of poverty. It also relies on close links with many countries to ensure peace and

stability in Africa in general and the Horn of Africa in particular. When there is peace in this area, Ethiopia invests less in its armed forces, enjoys access to the ports of the different countries of the Horn and can trade with them without obstacles.

2. Diplomacy, negotiation and tolerance
  - According to Civitas, "Diplomacy is the practice of negotiating with friends to keep their friendship and negotiating with adversaries or potential adversaries to reduce their enmity."
  - Diplomats, using their skills and knowledge, play a great role in averting crises. The Russian, Mikhail Gorbachev, was seen by many to promote diplomacy in his attempts to breakdown the barriers between east and west.
  - This was also the case in Ethiopia where the conflict with Eritrea was initially negotiated by diplomats on both sides.
  - Ethiopian diplomats are engaged in diplomacy to gain support for the development of the country; it may be interesting to find out for yourself what their current duties are in other countries and sharing the experience with students, contrasting them with the Ethiopian ones.
  - Article 86 of the FDRE Constitution outlines the principles for external relations.

**ACTIVITIES**

1. Discuss with the class if you have seen Ethiopian officials signing agreements with other countries on television.
  - Name some countries which have embassies in Ethiopia.
  - Fill in this table showing those countries that

Ethiopia has diplomatic relations with.

- You will need to be aware of current activities through the media. The list of countries with embassies in Ethiopia can be found in telephone directories, on the internet if you have access to it, or from the Ministry of Foreign Affairs through postal correspondence.
2. Discuss the use of diplomacy, negotiation and tolerance in the foreign relations of countries. List down what Ethiopia can achieve from its foreign relations.
- Current activities are the most relevant so keep abreast of what is happening through the press. There are many economic activities that result from foreign relations.
  - One press article stated “The combined capital of the Chinese investment projects amount to over 12.5 billion birr, according to the

federal investment agency.” (In addition to an increase in the hotels and restaurants) “Agriculture, hunting and forestry; education; health, mining and quarrying, transport, storage and communication; wholesale and retail trade ... are major investment sectors in the country which the Chinese investment projects are involved in.” (Feb. 2009)

### **AN ADDITIONAL ACTIVITY**

To build up resources and develop the habit of seeking current information, encourage those students who have access to newspapers and magazines to start collecting relevant articles relating to Civics and Ethical Education values. Either store these articles in a file or display them in the classroom. Use them as a reference source for future lessons.



## SAMPLE LESSON PLAN

### LESSON 1

Time	Teacher Activity	Student Activity
10	Warm up activity <ul style="list-style-type: none"> <li>• What do you know about democracy?</li> <li>• Can you explain your ideas to the class?</li> <li>• Give some practical examples to show when you made a democratic decision with your friends, <i>e.g.</i>, deciding who is to play in the football team.</li> <li>• Is it sometimes difficult to be democratic? Discuss this as a class.</li> </ul>	Work in pairs/small groups to brainstorm their ideas for half the time then share their ideas with the rest of the class.
5	Note responses on board or paper then help students to read text.	Read individually stopping to reflect on the term democracy and the link to the FDRE Constitution with teacher.
5	Explain activity: In groups of 6, 3 discuss direct democracy and 3, indirect democracy, and then compare findings.	Work in 3s and discuss direct or indirect democracy then compare with other groups.
5	Read case study with class and answer question: Discuss how the election was fair.	Work as a class sharing ideas about how elections should take place.
5	Read section on characteristics of a democratic system.	Read individually and think about each characteristic.
5	Explain activity. In groups of 5, each should discuss one of the characteristics of a democratic system.	Work in 5s to discuss a characteristic of a democratic system and feed ideas back to the class.
5	Draw conclusions from the lesson and ask students to read 'remember'.	



Unit 1 – Building a Democratic System

2. List four rights which you have as a citizen.

Ans. The right of life, the right of movement, the right to work, the right to education etc.

3. What obligations do you have as citizens?

Ans. The obligation to respect the constitution, defend the country in times of danger etc.

4. Why is Ethiopia a culturally diverse country?

Ans. There are over 80 nations, nationalities and peoples in Ethiopia, with their own language, religion etc.

5. Ethiopia's foreign relations help development. How?

Ans. Because the country's foreign policy principles promote peace and cooperation with other nations.

## UNIT 2 RULE OF LAW

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

- recognize the essence of rule of law.
- realize the concept of rule of law.

	Lesson	Specific Competencies Students should be able to:	Other resources that may be used
1	Constitution	<ul style="list-style-type: none"> <li>• define what a constitution is.</li> <li>• explain basic function of a constitution.</li> <li>• describe the forms of a constitution.</li> <li>• explain the history of a constitution in Ethiopia.</li> </ul>	MOE <i>The Compiled Ethiopian Constitutions from 1931 – 1995</i>
2	Rule of Law	<ul style="list-style-type: none"> <li>• define the rule of law.</li> <li>• explain sources of rule of law.</li> <li>• respect the rule of law.</li> </ul>	Faggian, R. (2008) <i>The Basics of Peace Education for World Citizens</i> Addis Ababa: Arada Books
3	Power of Government	<ul style="list-style-type: none"> <li>• distinguish between the power of limited and unlimited government.</li> </ul>	
4	Rule of Law and Corruption	<ul style="list-style-type: none"> <li>• explain the nature of corruption.</li> <li>• describe the effects of corruption on development.</li> </ul>	Meredith, M (2005) <i>The State of Africa</i> London: Free Press Brochures and magazines prepared by the Ethical and Anti-Corruption Commission

## LESSON 1

# CONSTITUTION

### CLASS PREPARATION: INSTRUCTIONAL AIDS

- 1931, 1955, 1987 and FDRE Constitutions
- Transitional Charter (1991)

### STARTER ACTIVITY

- What is a constitution?
- What is the importance of a constitution?

This should be a full class discussion and should identify what students already understand about a constitution from their previous lessons and in primary school.

### READINGS

- Explanations about a constitution
1. Definition and content
    - Some say a constitution is the supreme law of the land. Others state that, “A constitution is a set of customs, traditions, rules, and laws that sets forth the basic way a government is organized and operated.” Source: Center for Civic Education (1988) *We the People US*
    - All nations, limited and unlimited, have some form of constitution but it does not necessarily lead to constitutional government as we have seen in Ethiopia’s history and in other parts of the world. In the Soviet Union, there was one of the longest and most detailed constitutions but it did not guarantee security of rights for the people. Therefore, it is not the presence of a constitution that matters, but the implementation and practical use of the constitution which is referred to as constitutionalism. Limiting the power of the government through a constitution, however, may lead to the protection of the freedom of citizens and their natural rights.

2. Written/unwritten
  - Amongst the earliest written constitutions was the US Constitution (1776) which inspired the French Constitution and the Polish Constitution of 1791. Later it was to influence the drafting of the new Japanese Constitution (1947) and the new German Constitution (1949).
  - The British ‘unwritten constitution’, which is made up of acts of Parliament, precedent, traditions etc., was also a source of influence to other countries, including some of its former colonies like the USA. The fact that the law is not in one consolidated document does not make it less effective in limiting the power of government and providing security to its people.
3. Comparison between the Ethiopian constitutions
  - The four constitutions can be found in the MOE’s Compiled Ethiopian Constitutions. Through thorough reading they can be easily compared. For example, the 1931 and 1955 versions were feudal constitutions intended to strengthen the monarchy and the rule of Emperor Haile Selassie. The 1987 Constitution was a socialist constitution.

### ACTIVITIES

1. Study the above article of the Ethiopian Constitution in different groups. Present a summary of your interpretation of one of these sub-articles to the class.
  - Sub-Article 1 implies that nothing — law, custom or any decision by any organ — contradicts the Constitution or replaces it.

- Sub-Article 2 calls citizens of the country not only to respect the Constitution, but to ensure others observe the Constitution as well.
  - Sub-Article 3 prevents any individual or group taking over state power unless as provided by the Constitution.
  - Sub-Article 4, in a manner unknown in the history of the Ethiopian constitutional laws, makes all international agreements ratified by the country to be part of the Constitution.
2. Identify as many differences as possible among these constitutions. You can add information from your previous studies and readings.
- Concept of constitution *i.e.*, who is the source of the constitution. For example, in 1931/1955, the Constitutions were believed to have been granted to the people by the monarch; according to the 1995 Constitution, the nations, nationalities and peoples of Ethiopia are stated as source of power.
  - Rights of nations, nationalities and peoples; under the monarchic and military Constitutions, the right of the people to administer themselves was not recognized, while these rights were respected under the 1995 Constitution.
  - Division of power between the three organs of government; under the monarchic and military Constitutions, the three organs of government were combined in a manner that gave all power to the leader.
  - Citizen participation in the political process; no opposition parties were allowed under the monarchic and military Constitutions, while multi-party system is one of the pillars of the 1995 Constitution.
-

## LESSON 2

### RULE OF LAW

#### CLASS PREPARATION: INSTRUCTIONAL AIDS

- FDRE and regional states constitutions
- Civil and Penal Codes of Ethiopia

#### STARTER ACTIVITY

- What do you know about rule of law?
- What do think the relationship is between rule of law and constitution?

This could be done in pairs or small groups and should identify what students already understand about rule of law from their previous lessons and in primary school.

#### READINGS

- Explanations about rule of law
1. Rules and laws
    - Rules are set to guide the behaviour of people in society. Students should be able to list rules that apply to them at home, in school and in their community. Everyone who watches or plays a sport is aware of rules which ensure fair play.
    - The functions of law include:
      - defining relationships;
      - maintaining order;
      - managing conflict.
    - Laws are written to ensure that society, including groups and individual, are protected. Every country has its own method of putting forward ideas for laws, approving them and implementing those that are passed.
    - One of the earliest statements of ‘law’ was the Magna Carta which forced the English King John in 1215 to govern the country according to stated rules of law set out by representatives

of his subjects, parliament, and thus limited his authority. It included the article now called ‘habeas corpus’ which prevented the king from imprisoning or killing anyone without a legal process. “No free man shall be taken, or imprisoned, or outlawed, or exiled, or in any way harmed, nor will we send upon him, except by the legal judgement of his peers or by the law of the land.”

- In Ethiopia the highest law is the Constitution and, as in most countries, it is a basic source of rule of law. In Ethiopia laws could be initiated by the Council of Ministers or any legitimate organ but they would become law only when ratified by the House of Peoples’ Representatives through proclamation. The Council of Ministers can make its own decree while each Ministry can set its own directives.
2. Article 25
    - This Article elaborates on the equality of all persons, whatever their differences are. But, equality before the law has not always prevailed here in Ethiopia, or in the rest of the world and, for some groups and individuals, it will be denied. Why? This is because, besides constitutions, laws, rules etc., democracy needs a cultural change from the government and the governed, the service giver and the service recipient etc., which can bring about new ways of doing things.
    - In the United States, the 14th Amendment of the Constitution requires the state governments to respect due process of law and the federal government is charged with enforcing this. It ensures equality before the law so that every citizen has the protection of the law and no individual or group can receive privileges or

be deprived of their rights. But even then, out of individuals' acts, the rights of citizens could be infringed upon.

### 3. International laws

- There are many examples of international laws and agreements that countries can choose to ratify. One is the Kyoto Protocol which aims to protect the environment by reducing CO<sub>2</sub> emissions. This is one example of an international law which is further explained in Grade 12.
- Land mines are a huge problem in many parts of the developing world, particularly Africa. There have been debates between different countries across the world; and in Canada, in 1997, an international agreement was negotiated to ban production, distribution and use of land mines. "Since 1999 the Mine Ban Treaty became binding under international law. Each State Party to this treaty is obliged: never

to produce, use or transfer to other countries land mines; to clear areas endangered by mines; to destroy stocks, to help and provide social and economic assistance for the care, rehabilitation and reintegration of mine victims." Source: p108 Faggian

### ACTIVITIES

1. Study this article of the Ethiopian Constitution in different groups and provide a simple interpretation. Each group will present their opinions to the class.
- Students should be able to explain what this means and how it impacts on society. Alternatively, they may say that, although the requirement for equality before the law appears fair, it may not prevent inequality in practice where money can influence the case *e.g.*, paying for an experienced lawyer or gaining access to appropriate and timely information.



## LESSON 3

# POWER OF GOVERNMENT

### CLASS PREPARATION: INSTRUCTIONAL AIDS

- FDRE and regional government’s constitutions

### STARTER ACTIVITY

- What characteristics does a good class monitor need?

Ask class monitors by what criteria they are appointed; encourage the class to air their views about the characters of their monitors.

### READINGS

- Explanations about power of government
1. Unlimited and limited government
- The experience of Ethiopia was explained in Unit 1, Lesson 6.
  - The history of most African countries is rampant in unlimited power. With the end of colonialism the people expected the respect of human and democratic rights, sharing of power and development that would equally benefit the whole segment of the citizens. But the leaders allowed only a one-party system and suppressed opposition; they siphoned off the public money, muzzled the press, strengthened their military forces and continued to govern without rule of law.
  - In most cases the constitutions that gave unlimited power to the leaders were drafted single handedly and implement through sheer force. Therefore, Africa was infested with dictators and consequently became a battle ground which resulted in the death and exodus or millions; drought and famine symbolized Africa’s international image.
  - Likewise in Asia, Burma later named Myanmar, in southern Asia, was a British colony until

1948. There followed over fifty years of military rule in the country. Aung San’s daughter, Suu Kyi, stood for the democratic opposition to the military government in 1990 and gained huge support, but she was already under house arrest and remains there. In 2007 there was a peaceful protest by Buddhist monks but this was put down by the government, with many killed or imprisoned. This is a clear example of an unlimited government.

### CASE STUDIES

1. The experienced monitor versus the accountable monitor
- In many schools around the world students appoint representatives to carry out duties on behalf of their classmates.

### ACTIVITIES

1. If you were to assign a monitor for your class, do you think there should be standards of conduct. Why? Discuss this in the class.
  - If the class has monitors, ask the class to compare the different procedures adopted by A and B with theirs.
  - Encourage the students to list their own standards of conduct. They may include: speaking on behalf of students; treating students equally without discrimination on the basis of language, religion or other cultural traits; providing feedback to students etc.
2. Why do the two pictures below symbolise limited and unlimited governments? List some of the characteristics of unlimited and limited governments, with reference to the Ethiopian constitutions included in Lesson 2.
  - Why do you think having a limited government is good for the citizens?

- The military government is a good example of an unlimited government with a leader who acted without the authority of the people. This resulted in a decline in the country's economy and the unnecessary deaths of many people.
- The FDRE government is an example of a limited government, bound by a written constitution which places sovereignty in the hands of the Nations, Nationalities and Peoples of Ethiopia.
- When a government's powers are limited, and the leader does not hold ultimate authority, people should be secure, free to exercise their human and democratic rights and engaged in different economic activities leading to development.

### AN ADDITIONAL ACTIVITY

In some foreign schools, students' responsibilities extend to school council activities. Sometimes their roles include representing all students at governors' meetings. A student council will:

- give students a voice
- help students to see themselves as active members of a community
- teach students democratic skills and about the democratic process
- improve decision-making generally in the school. Source: p90 (2006) *Making Sense of Citizenship* London: Citizenship Foundation

Ask students to evaluate the workings of their own student council based on the above criteria.

## LESSON 4

# RULE OF LAW AND CORRUPTION

### CLASS PREPARATION: INSTRUCTIONAL AIDS

- Anti-corruption documents
- Press articles on corruption

### STARTER ACTIVITY

- Think of some real examples of corruption which you have heard about and tell the rest of the class about them.
- Discuss what you think the effect of corruption can be on your school, kebele and the country at large.

This could be done as a class discussion and should identify what students already understand about corruption from their primary school.

### READINGS

- Explanations about corruption
1. Abuse of power
    - There are many examples from many other countries of corruption at the highest levels. In Africa.. “Until independence, the opportunities for self-enrichment were limited; the principal beneficiaries of colonial rule were the white elite, officials and businessmen... Independence unlocked the floodgates. Politicians used their public office to extract ‘commissions’ at every available opportunity.” Source: p172 Meredith
    - “Once in power, African leaders became preoccupied with staying in power, employing whatever means were necessary. Much depended on their ability to operate patrimonial systems that kept key supporters loyal to them.” (175)
  2. Embezzlement and bribery
    - “The practice of bribery and embezzlement spread from top to bottom, from politicians

to tax collectors, customs officers, policemen, postal clerks and dispensary assistants. It affected everything from job applications to licenses, scholarships, foreign exchange and the location of factories.” (172)

- In Nigeria, for example, “Every facet of (the) society was eventually permeated by corruption.... ‘You bribe to get your child into school; you pay to secure your job and also continue to pay in some cases to retain it; you pay ten per cent of any contract obtained; you dash the tax officer to avoid paying taxes; you pay a hospital doctor or nurse to get proper attention; you pay the policeman to evade arrest. This catalogue of shame can continue without end.” (175)
- When corruption on this scale prevails, the country’s economy and the peoples’ livelihood go from bad to worse. Even donor agencies refuse to give loans and grants thus affecting citizens who would have benefited.

### CASE STUDIES

1. The corrupt factory manager
  - This provides a local example of embezzlement and abuse of power. There may be other cases in the media, either locally or elsewhere in Ethiopia and in the rest of the world. Identify examples that can be shared with the class.

### ACTIVITIES

1. Discuss in a group some abuses of power that you heard or read about in the media. Present a summary of your discussion to the class.
  - Using examples that the students find, or you prepare, they should identify the abuses of power. They should also state who was

involved (on both sides) and what the outcomes were.

2. In groups list more problems that corruption will create in your community. What is your role in fighting corruption? Present the summary of your discussion to the class.
- There will be mistrust, threats, possibly violence, and uncertainty. Corruption most often leads to a vicious circle with people needing more to pay more for the services they are entitled to. The people who suffer the

most are the poorest. The only ones to gain are those involved in corruption.

- Students should be aware when corruption is taking place. Though it might be difficult to speak out, particularly if family members are involved, even then it is the duty of any citizen to expose acts of corruption. In order to have freedom from corruption, everyone has a responsibility to act against it when it is committed otherwise both the individual and the nation will be harmed.

See sample lesson plan on page 31

## SAMPLE LESSON PLAN

### LESSON 4

Time	Teacher Activity	Student Activity
10	<p>Warm up activity</p> <ul style="list-style-type: none"> <li>• Think of some real examples of corruption which you have heard about and tell the rest of the class about them.</li> <li>• Discuss what you think the effect of corruption can have on your school, kebele and the country at large.</li> </ul>	<p>Write down ideas then share them with the rest of the class.</p> <p>Discuss the effects of such examples on school, kebele and Ethiopia.</p>
5	<p>Note responses on board or paper then help students to read text and case study, elaborating where necessary to explain the abuse of power.</p>	<p>Read individually stopping to reflect on abuse of power generally and in this specific situation.</p>
10	<p>Explain activity and provide examples of abuses of power for groups that cannot think of any.</p>	<p>Work in small groups to discuss an abuse of power that was in the media. Share your example with the rest of the class.</p>
10	<p>Read section on other forms of corruption and the problems they create with class and set next task.</p>	<p>Read individually reflecting on the different forms of corruption, Work in the same group to list the problems that corruption creates in the community and your role in fighting corruption. Share your ideas with the rest of the class.</p>
5	<p>Draw conclusions from the lesson and ask students to read ‘remember’.</p>	

## ANSWERS TO UNIT REVIEW EXERCISES

### PART I – TRUE OR FALSE

1. Rule of law can be respected under authoritarian governments.

*Answer:* false

2. Citizens of a country that has a written constitution have better access to know about their rights and duties.

*Answer:* true

3. Corruption is one of the factors that affect the prevalence of rule of law.

*Answer:* true

4. Unlimited governments with no rules of law are accountable to the people.

*Answer:* false

### PART II – MULTIPLE CHOICE

1. The Constitution of FDRE gives a law making power to the:

(a) judiciary      (b) legislature      (c) Supreme Court      (d) executive

*Answer:* (b)

2. The major source of law in a democratic country is based on the:

(a) will of the government      (b) will of the elders and religious leaders

(c) will of the people      (d) will of the politicians

*Answer:* (c)

### PART III – SHORT ANSWERS and MISSING WORDS

1. Corruption causes many social and economic problems. List three of them:

- inequality
- lack of faith in the political system
- disregard for law
- economic growth decreases
- reduction of social services
- government officials take public money for themselves.

2. Governments whose powers, duties and responsibilities are established by the people before they take power are called constitutional/democratic governments.

3. A constitution which is not compiled in a single document is called an unwritten constitution.

## UNIT 3 EQUALITY

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

- recognize the equality of nations, nationalities and peoples of Ethiopia.
- understand the essence of gender equality.

	Lesson	Specific Competencies Students should be able to:	Other resources that may be used
1	Equality of Nations, Nationalities and Peoples of Ethiopia	<ul style="list-style-type: none"> <li>• define what equality means.</li> <li>• explain the history of equality in Ethiopia.</li> </ul>	
2	Equality of Citizens in the Ethiopian Constitution	<ul style="list-style-type: none"> <li>• explain the different dimensions of equality as stated in the Federal Constitution.</li> </ul>	
3	Gender Equality	<ul style="list-style-type: none"> <li>• explain the concept of gender equality and its place in contemporary Ethiopia.</li> </ul>	<ul style="list-style-type: none"> <li>• Levin L. (1981) <i>Human Rights</i> Paris: UNESCO</li> <li>• Pankhurst R. (1990) <i>A Social History of Ethiopia</i> Addis Ababa: IES</li> </ul>
4	Equality within Diversity	<ul style="list-style-type: none"> <li>• explain the respect that should be accorded to different cultures in order for equality to prevail.</li> <li>• respect the culture of your citizens.</li> </ul>	

## LESSON 1

# EQUALITY OF NATIONS, NATIONALITIES AND PEOPLES OF ETHIOPIA

### CLASS PREPARATION: INSTRUCTIONAL AIDS

- Pictures, posters etc showing the different people of Ethiopia

### STARTER ACTIVITY

- What is equality of Nations, Nationalities and Peoples?

This could be a brainstorm activity for the whole class. Encourage the students to identify the diverse characteristics of members of their class as well as people across Ethiopia that should be equally recognized *e.g.*, languages, religions.

### READINGS

- Explanations about equality relating to Nations, Nationalities and Peoples of Ethiopia
- The right to equality as defined by Article 25 of the FDRE Constitution was covered in Unit 2, Lesson 2. Equality of opportunity is something that most nations aspire to but limited resources may deny equal access to all. This is not just a problem for the developing world but for every nation, including the United States of America.
- In the United States limited resources (teachers, books etc) limit the capacity of states to provide all cultural groups with educational opportunities through their own languages. The official language was English in spite of the diverse number of languages spoken by its peoples. According to ‘We the People’, more than 100 languages are spoken by students in the Los Angeles school district. “One of the most controversial aspects of diversity in America is to do with language....Schools must teach immigrant children to speak languages

other than English. Educators differ about how best to accomplish their tasks.” (p215)

### CASE STUDIES

1. The Sari and Darab
  - There were similar examples across Ethiopia in the past. The Amharic speaking people had the advantage of understanding the country’s official language which was used in education and courts. All the nations, nationalities and peoples of Ethiopia were expected to learn through Amharic. This sometimes led to resentment as did the poor access to secondary education.
  - In the towns and cities of Ethiopia, students could easily access secondary education while rural students were forced to travel great distances or move to a town where there was a secondary school.

### ACTIVITIES

1. Make groups and discuss the different forms of inequality that existed in Ethiopia in the past and discuss what rights nations, nationalities and peoples are enjoying now. Group leaders can give a summary of the main points to the class.
  - Some examples were provided but you may wish to give students headings under which they list the forms of inequality. These include culture (language, religion etc), gender, education, health, property etc.
2. Do you think that it is fair to open many schools in one area while opening few in another area?
  - What is the effect of this kind of difference? Does it affect the political participation of the people?



- The issue of what is fair is debatable. In Haile Selassie’s period the number of schools was relatively small, with primary schools across most towns and some woredas but high schools limited to the major cities such as Addis Ababa and Dire Dawa. With the federal government in power, more effort was made to increase the number of schools and provide easier access through decentralization and the expansion of education. Each woreda now has primary schools and many also have secondary schools. There is still a discrepancy in terms of the physical facilities, enrolment etc. across the regions as they try to meet the Millennium Development Goals (primary education for all).
- The effects of inequality include: poor education with the inevitable impact that this has on individuals and society; anger and frustration among people who are denied their right to education; disempowerment among peoples who are marginalized. The outcomes can lead to revolt (as witnessed during monarchical and the Derg times), continued poverty and backwardness, as well as weak democratic political practices (particularly among the uneducated groups).
- There cannot be absolute equality anywhere in the world but there can be equitable provision. For rural areas there is always a problem with providing adequate and accessible services, be they education, health or transport. While

students in a city may have a choice of schools and easy access to some of them, rural students may only have one education institution in their locality which may necessitate a long walk each day. The challenge for education providers is to ensure that every child can reach a school, particularly to complete his/her primary education. This may result in some students attending non-formal education facilities with an alternative curriculum. The comparison between the number of schools in 1983 and in 2000 is shown in this table.

Number of primary schools		Number of secondary schools	
1983	8256	1983	275
2000	23,354	2000	1,087

- Enrolment of students in the same period is shown in the next table, indicating the substantial change in female participation in primary education, where the ratio is about 90%. In secondary education female enrolment has increased four-fold but is still just over 50% of the male enrolments. Thus, girls compose just over a third of all secondary places although the ratio of males to females is equal.

Year	Level	Male	Female	Total
1983	Primary	1,200,393	863,242	2,063,635
1983	Secondary	264,783	189,202	453,985
2000	Primary	8,205,445	7,135,341	15,340,786
2000	Secondary	923,761	577,602	1,501,363

Source: Ministry of Education

## LESSON 2

# EQUALITY OF CITIZENS IN THE ETHIOPIAN CONSTITUTION

### CLASS PREPARATION: INSTRUCTIONAL AIDS

- Federal and regional constitutions
- Statements from the FDRE Constitution related to equality

### STARTER ACTIVITY

State a few points about equality of citizens? What does the Ethiopian Constitution say about this?

This will allow you to evaluate what students learned from the previous lesson. If access to copies of the FDRE Constitution is limited, have statements printed on the board or paper, or direct them to the quotes in the student textbook. Pay special attention to Articles 25, 27, 35, 36, 38, 39. Students could work in small groups to identify links between equality and an Article in the Constitution.

### READINGS

- Explanations about equality of citizens in the Constitution
- The idea of equality may be divided into:
  - (a) *Political Equality*: All citizens who attain the status of adulthood should have equal political rights. No one is to be denied these rights unless by due process of law.
  - (b) *Legal Equality*: All people should be treated as equals before the law, without distinction.
  - (c) *Economic Equality*: Equal economic opportunity. Economic Equality tends to strengthen political and social equality.
  - (d) *Social equality*: There should be no class hierarchy sanctioned by law.

### 1. Political equality

- All citizens have had the right to vote from the age of eighteen since the 1995 FDRE Constitution. This is similar to many countries of the world but has not always been the case. Before the transition to democracy, due to the suppressive nature of the Ethiopian government, political participation was limited.
- In Britain the age of voting was lowered from 21 to 18 years of age in 1970.
- In the US the right of African Americans to vote was withheld from most until the Fifteenth Amendment was adopted in 1870 which stated: “Section 1. The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any state on account of race, color, or previous condition of servitude.” Source: p124 We the People
- However, it took even longer for women to get the vote in the US. Although different states had granted the right of suffrage to women, it was not until 1920 that all were guaranteed this right under the Nineteenth Amendment.
- The Twenty-sixth Amendment in 1971 gave the vote to those who were 18 year old or older.

### 2. Economic equality

- The right to choose your own profession and be assured equal pay compared to others in that same profession is another right that has been introduced with the FDRE Constitution.
- In Britain the Equal Pay Act was introduced in 1970. In the US the Equal Pay Act of 1963 prohibited discrimination on the basis of

gender in wages. Thus, it is with the passage of time and societal development that different forms of rights attained due respect in various countries.

### CASE STUDIES

1. The caste system: restriction on the right to choose an occupation
  - The Hindu Caste system not only dictates the occupations of each caste, but also the social contracts such as marriage and the rules for cooking and eating food (some are totally vegetarian while others can eat meat, fish, eggs).
  - While education and modern life has weakened many of the caste barriers and has led to Hindus of various castes mixing in work and public places, there are few Indians who want the caste system to end. They provide welfare and educational benefits for some members; they help to pass on various skills in arts and crafts to future generations.
  - A group, called the untouchables, has also existed for thousands of years outside the main castes. They form about 15% of the Indian population. Traditionally they took on the lowest jobs but the 1950 Indian Constitution outlawed discrimination against the untouchables and the lower castes, giving the people equal rights as full citizens. The government provided jobs, scholarships and other kinds of assistance; it also reserved seats in Parliament and state assemblies for them. However, many Hindus believed in the old rules that would keep these people in their low positions such as restricting them from entering temples or drawing water from public wells. Source: adapted from p117 World Book Encyclopedia Volume 10 (1994)
  - It will be enlightening if you, or the students, can identify if there are some forms of caste system practiced locally and what their present status are.

### 2. Craft workers undermined

- Pankhurst wrote about the potters in his book on the Social History of Ethiopia. He stated that they, like blacksmiths and weavers, were an ‘isolated and largely despised’ class. They were called by names devaluing their profession. The blacksmiths were called *buddha*, the farmers, *afere gefe* and the merchants, *mechagna nekash*. Such treatment hardly occurs nowadays and the craft workers have equal rights to other citizens.

### ACTIVITIES

1. Read the following articles of the FDRE Constitution. Discuss their meanings and identify whether each article deals with a political or economic right.
  - Every Ethiopian national has the right: *To vote and to be elected at periodic elections to any office at any level of government*; (Article 38, sub-article 1c)
  - *Women workers have the right to equal pay for equal work* (Article 42, sub-article d)
  - In the table below, list the articles of the FDRE’s Constitution that deal with political equality and economic equality. Examples are provided.
  - The first part of this activity requires the class to identify whether the rights are political or economic. The first is clearly a political right while the second is an economic right.
  - Other articles relating to political rights include Articles 29, 30, 31, 39; Articles 40, 41 and 42 deal with economic rights.
2. Is it fair to restrict the right of people to a certain occupation?
  - What is the effect of these kinds of inequalities among citizens?
  - Does it go against the principle of equality?
  - Knowing historical reasons for such restrictions helps us to understand why they exist but

does not mean that they are fair. For example, the fact that many Hindus still believe that the untouchables should be restricted in their activities has no current value. Yet the need to maintain castes to pass on learning and skills may have some merit.

- The impact of such inequalities will lead to maintenance of class divisions regardless of an individual's ability or aspiration. It could lead to disenchantment with society and consequent opposition, possibly resulting in violence.
  - Freedom of choice and the rights of an individual are not upheld by such actions, therefore, it goes against the principle of equality.
3. What is your opinion regarding this case?
- What is the difference between the Indian caste system and the situation mentioned in this case?
  - Do you think that undermining craftsmen and craftswomen retards the development of craftworks?
  - Students should identify the unfairness of such treatment of individuals and groups. Although there have been changes in the treatment of such craftworkers in this locality,

there are examples in Ethiopia of inequalities in the way groups are treated as can be seen in the next lesson which focuses on gender equality.

- There are many similarities between the Indian caste system and this situation but the main differences are: in India it had a religious base (it was the Hindu belief, not the government system); whereas in Ethiopia it had a traditional base which was not necessarily linked to religion; in India the caste system covered all the people (including the untouchables) and identified their roles, behavior, jobs and diet etc while in Ethiopia the inequality was specifically linked to craft workers.
- The impact on the development of craftworks can be both beneficial in a way that the skill remains in a family which passes on knowledge to future generations; but it can also be detrimental because the skill dies out when there is no one to pass it on to; and where other benefits, such as education, social mobility and sharing ideas across different groups, are lost. Moreover, due to the prevailing discriminations, the craftsmen will not be motivated to improve their skills and may fail to be accessible to their community.

## LESSON 3

# GENDER EQUALITY

### CLASS PREPARATION: INSTRUCTIONAL AIDS

- Textbooks, statistics, pictures, posters etc which demonstrate the inequality that still prevails in Ethiopia
- Data on numbers of female and male Grade 9 students over the last two years

### STARTER ACTIVITY

- What is gender?
- What is gender equality?

You could ask students to work in pairs to quickly identify what these terms mean, then ask the class for suggestions which can be written down.

### READINGS

- Explanations about gender equality
  - Although the study of gender issues in politics is relatively new, it has gained credence in modern times. Scholars generally distinguish between sex and gender. Sex refers to the biological distinctions between males and females; gender refers to the social and cultural distinctions made between men and women.
  - Various arguments have been used to justify the exclusion of women from politics. One was a biological argument about women’s alleged smaller brains and supposed frailty. In the 20th century, however, the argument for excluding women from politics is not premised on a natural inability to engage in politics. Instead, it has appealed to the social division of labour that arises from men’s and women’s different reproductive roles.
  - “...there has always been some justification offered for discriminating between the rights of people, on the basis of a fallacious claim that some were less capable than others or even genetically inferior. Such arguments were used to justify slavery before the nineteenth century; and they have been used to justify discrimination against women (sexism)... throughout history and in modern times.” Source: p11 Levin L. (1981) *Human Rights* Paris: UNESCO
1. Gender inequality in Ethiopia
    - According to Pankhurst, “Ethiopian women played an important role in economic, social and cultural life... The country’s womenfolk, who were, in Gobat’s view, “far more active and industrious” than members of the opposite sex, were in fact prominent in agriculture, trade and handicrafts, as well as in the domestic field in general. Women were also active... as potters and weavers.” Source: p248 *A Social History of Ethiopia* Addis Ababa: IES
    - When it came to education, however, women in the 19th Century were largely illiterate. Educational opportunity, which females were deprived of due to traditional influences, prevented them from enjoying their rights, be they political, economic, social etc.
    - This trend has been gradually eroded, particularly with rights of women being upheld not only in the Constitution, but through affirmative action and designated departments and staff in public organisations.
  2. The importance of gender equality
    - An increase in employment opportunities is one advantage, both for females who can achieve their rights through following their aspirations, developing their skills and sharing their experiences, and for the country

which also benefits. The country gains from the increased skilled workforce; from the role models for future generations of women; and, indirectly, from the reduction in poverty which results from this knowledge being used effectively in the home and workplace, family planning and better education opportunities for families.

- There are many examples across the world of how empowering and educating women has led to improved educational achievement for their children, boys as well as girls.

### ACTIVITIES

1. Fill out the following tables based on the examples given:
  - Sexual differences Gender biases
  - This should be easy to complete for sexual differences which focus on physical features and characteristics. Gender biases may be more difficult to identify and will vary in different parts of the country. Traditionally women were meant to occupy the domestic roles while men were destined to public life. Males usually have a paternalistic attitude while females may have a more parental attitude. In cities girls may already have

equal rights with their male counterparts but in rural areas, particularly in those regions trying to implement family laws which would grant equal rights, the differences are more noticeable. In those regions where abduction, multiple marriages and female genital mutilation (FGM) are still widely practiced, the evidence of gender bias will probably be stronger.

2. Discuss the following questions in small groups and present you answers to the class
  - Collect data from your teacher on the number of male and female students of Grade 9 over the last two years and complete the table below.
  - On the basis of this data how far has gender equality been achieved?
  - This will require preparation before the lesson and the data should be shared with the whole class who should be able to identify, individually or in groups, whether gender equality in your school has been achieved. Further discussion can evaluate how the success can be maintained (if numbers are almost equal) or what strategies are needed to improve the ratio of females to males.

## LESSON 4

### EQUALITY WITHIN DIVERSITY

#### CLASS PREPARATION: INSTRUCTIONAL AIDS

- Posters etc. which show the composition of the Ethiopian people

#### STARTER ACTIVITY

What are the benefits of respecting the cultures of others?

Each student should be able to identify different benefits which they can share with a neighbour. Some of these can be identified for the whole class.

#### READINGS

- Explanations about equality within diversity
- Students must understand the meaning of the word ‘culture’ in order to accept the importance of recognising the equality of diverse cultures. Culture includes language, religion and traditional practices of a particular group, tribe or nation. Most nations are multicultural now as a result of invasions, refugee movements, border disputes and immigration etc. Although some African countries are home to a small number of cultural groups, most have different languages, religions and traditional influences etc. In sub-Saharan Africa there are thousands of languages spoken, *e.g.*, Arabic, Berber, Swahili, Afrikaner, Kalenjin.
- In 2001, 25% of people living in London were ethnic minorities. America is such a diverse society that sometimes it is referred to as the nation of nations.
- Thus, equality within diversity is a political notion which calls for peaceful co-existence among different cultural groups of a nation.
- The question of religious equality has been a focus of attention all through modern times.

For example, the American, James Madison (1785) said, “The religion then of every man must be left to the conviction and conscience of every man; and it is the right of every man to exercise it as this may dictate. This right is in its nature an unalienable right.”

- The peoples of Ethiopia have different faiths and beliefs which they have the right to follow according to Article 27 of the FDRE Constitution.
- Religious persecution and intolerance has resulted in wars across the world for centuries. Various forms of discrimination have been practiced between religious groups and, even today, conflicts in parts of the world are not resolved.
- “Religious motives also served as a justification for reducing indigenous peoples in the Western Hemisphere, Africa and Asia, to servitude during the sixteenth- and seventeenth-century conquests of new territories by European powers. The conquerors claimed to have had a ‘civilizing’ mission towards the ‘heathens’ whom they captured and sold in a profitable slave trade.” Source p43 Levin L. (1981) *Human Rights* Paris: UNESCO

#### ACTIVITIES

1. Discuss the following questions as a class. Ethiopia is a country of diversity. It is the home of many cultures and peoples.
  - What are the advantages of respecting the equality of peoples from different backgrounds?
  - Can we promote the development of our country if we do not maintain equality among the peoples of Ethiopia who have different cultures?

- The main reason we should respect other cultures is because of our rights and obligations. In addition there are other advantages which include: peace (respect ensures no confrontation); sharing (as well as traditional foods, crafts etc we can share ideas and philosophies which help us to understand each other and ourselves); affluence (shared efforts in a peaceful community enable people to work profitably).
- Without respect for other cultures the opposite can happen — conflict, isolation and poverty. It is therefore essential to maintain equality of peoples with different cultures to promote development.
- Students have to realize that to implement religious equality requires resources as well as positive thinking. It is not enough to

agree that everyone should have the right to use their own language. This must be implemented through activities like providing written and oral materials for learning and communicating. Such resources cost money and therefore people have to accept that taxes must cover translations and printing of such materials.

### **AN ADDITIONAL ACTIVITY**

Looking at the diversity of cultures in another country will help students to recognize the steps these countries have taken (or have to take) to enable people to enjoy their rights and ensure peace and increase economic development. If the school has a library or internet access, students could do individual or group research. If resources are limited, try to find more information on another country to share with the class.



## SAMPLE LESSON PLAN

### LESSON 4

Time	Teacher Activity	Student Activity
5	Warm up activity What are the benefits of respecting the cultures of others?	Individually write down ideas then share them with a neighbour and the rest of the class.
10	Note responses on board or paper then help students to read text	Read individually stopping to reflect on points related to equality and diversity of cultures
10	Explain activity and ask class to identify <ul style="list-style-type: none"> <li>• What are the advantages of respecting the equality of peoples from different backgrounds?</li> <li>• Can we promote the development of our country if we do not maintain equality among the peoples of Ethiopia who have different cultures?</li> </ul>	Share ideas in a full class discussion.
10	Provide information on one or more countries and encourage students to compare and contrast the cultural diversity with Ethiopia	Gather information on another country and compare and contrast the diversity of cultures with Ethiopia. Identify whether each culture is given equal status <i>e.g.</i> , languages.
5	Draw conclusions from the lesson and ask students to read ‘remember’.	

## ANSWERS TO UNIT REVIEW EXERCISES

### PART I – TRUE OR FALSE

1. Economic equality means citizens should have equal amounts of wealth and property.

*Answer: false*

2. At present all children in Ethiopia have equal rights to learn in their own language.

*Answer: true*

### PART II – MULTIPLE CHOICE

1. Which of the following is False in relation to economic equality?

- (a) equal access to job opportunities
- (b) the right to choose job and profession
- (c) having equal amount of wealth
- (d) equal pay for a similar work

*Answer: (c)*

2. “Every Ethiopian national on the attainment of 18 years of age has the right to vote in accordance with law.” This sub-article of the 1995 Ethiopian Constitution deals with:

- (a) economic equality
- (b) cultural equality
- (c) political equality
- (d) gender equality

*Answer: (c)*

3. Which of the following statements is true?

- (a) gender and sex have similar meanings
- (b) gender is about physical features while sex is about cultural features
- (c) gender inequality has no effect on development activities
- (d) gender equality means men and women enjoy equal opportunities

*Answer: (d)*

4. Which of the following is not an advantage of cultural diversity?

- (a) each culture contributes some values to society
- (b) differences lead to conflict and war
- (c) it is beautiful to have various kinds of dress styles and dances
- (d) the existence of various cultures attracts the attention of tourists

*Answer: (b)*

**PART III – SHORT ANSWERS**

1. List two points about the benefits of gender equality.

Ans. It accelerates development and creates sense of equality among citizens.

2. What is the major source of gender inequality?

Ans. Traditional backward perception of people.

3. “Women workers have the right to equal pay for equal work” (Art.42/d). This sub-article of the FDRE’s Constitution indicates gender equality as well as economic equality. Is it right? Why?

Ans. Yes, because it addresses women’s problems.

4. Crafts workers, such as potters and tanners, are considered inferior to other people in many parts of Ethiopia. List two negative effects of these kinds of opinion?

Ans. The citizens fail to develop their profession as skills and will have a negative attitude to the society to which they are members.

## UNIT 4 JUSTICE

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

- recognize the essence of justice for democracy to prevail.
- know the foundation of the justice system.

	Lesson	Specific Competencies Students should be able to:	Other resources that may be used
1	Justice and Equity	<ul style="list-style-type: none"> <li>• define justice and equity.</li> </ul>	
2	Justice in Social Services	<ul style="list-style-type: none"> <li>• explain what social services are.</li> <li>• describe the importance of equality of access in social services.</li> </ul>	
3	Struggling Against Injustice	<ul style="list-style-type: none"> <li>• explain the role of citizens in the operation of justice.</li> <li>• struggle against acts of injustice within the limits of your capacity.</li> </ul>	
4	The Justice System	<ul style="list-style-type: none"> <li>• explain the foundation of justice.</li> <li>• enumerate the instruments of justice.</li> <li>• describe the role of courts and judges in the administration of justice.</li> </ul>	
5	Justice in Taxation	<ul style="list-style-type: none"> <li>• explain the history of taxation in Ethiopia.</li> <li>• identify who should pay tax.</li> </ul>	

## LESSON 1

# JUSTICE AND EQUITY

### CLASS PREPARATION: INSTRUCTIONAL AIDS

- Pictures, posters etc. showing courts, police stations etc.

### STARTER ACTIVITY

State a few points about equality of citizens? What does the Ethiopian Constitution say about this?

### READINGS

- Explanations about justice and equity.
- Although equal opportunities may seem to be the ideal option, if that is not possible due to limited resources etc, there still needs to be equity. While all children should have access to primary education they will not all receive an equal education. Some will have greater opportunities to progress because of financial support, access to resources and an ability to achieve. Others, particularly those who are disadvantaged by poverty or health, must still have equitable opportunities but may not have an equal experience. To offer equity to students who are hearing impaired may require additional support but may not extend to providing full specialist facilities in their school.
- One role of teachers is to be able to provide learning opportunities for all students regardless of different abilities and disadvantages.

### CASE STUDIES

1. Akalu — a student with a physical disability
  - There are two viewpoints here, Akalu’s and the teacher’s. Akalu believes that an exception has to be made in his case to allow for his disability.

The teacher believes that all student must meet the requirements set for accreditation.

2. Land Distribution in Ethiopia during Emperor Haile Selassie’s reign
  - In the early 19th Century, most individuals could claim but not own land. Some fief’s were able to acquire land on the basis of family descent but they had little security.
  - There was little change for over a hundred years with land being ‘owned’ by the relatively small population of the aristocracy. Following the attempted coup in 1960, Emperor Haile Selassie strengthened his links to this group, thus losing an opportunity to implement land reform.
  - The student population largely opposed Emperor Haile Selassie’s government and proposed ‘land to the tiller’. According to Marcus, “...the students were witnessing an economic process that caused social crisis as the elites enclosed common pasturage, limited access to water, evicted inefficient producers, and forced tenants to pay exorbitant rents in money or shares... Peasant anxieties about land dispossession were loudly repeated by the students...” Source p176 *A History of Ethiopia*
  - Further information on the rebellions which resulted from land tenure issues is provided in Grade 12.

### ACTIVITIES

1. Do you think Akalu should do physical exercises or he should be exempted? Why?
  - Following discussion, students may consider that the solution lies with the inflexibility of the exam which could offer alternative practical exercises for students with physical

disabilities. In Akalu’s particular case the teacher could give an exam that substitutes the physical activity with a theoretical exam so that, although Akalu is exempted from the practical exam he would have a theoretical knowledge of physical education.

- However, the exam may need to prove that the student has the ability to undertake such exercise to progress to another course or employment. In this situation Akalu would have to accept the teacher’s response.
2. Discuss whether the land distribution during the reign of Emperor Haile Selassie I was equitable or not. What would have been a better method of land distribution?
    - Clearly the distribution of land was not equitable but the main issue here is what would have been a better method. In many parts of the world land is owned and passes on through families, some inheriting vast amounts for no cost or effort. This too may seem unfair, as those who work the land usually have no claim to it. The opportunity to buy or sell, however, is there for those who can afford it. As no individual created the land, the other alternative would be to put the

land under a communal ownership where all members could have equitable access to use it.

- Today in Ethiopia all land is owned by the state and the peoples of Ethiopia and leased to individuals or organizations for farming, industry and accommodation. Is this fair or should people who can afford to purchase be allowed to own land? Land distribution is still an issue.

#### **ADDITIONAL ACTIVITIES COULD INCLUDE**

1. Following the overthrow of the monarchy, land was nationalized by the military government. Since then land has remained under the control of the public and state. What basic transformation has the rural population undergone since the transition to democracy? Students could work in groups to study the differences between the Derg and the FDRE governments in terms of rural land administration.
2. Students could individually, or in small groups, examine the predicament of the disabled in their locality. They could also identify how these problems affect the livelihoods of the disabled.

## LESSON 2

# JUSTICE IN SOCIAL SERVICES

### CLASS PREPARATION: INSTRUCTIONAL AIDS

- Pictures, posters etc. showing social services

### STARTER ACTIVITY

- What do you think social services are?
- Do you think it is important to have equal access to social services? Why?

Students could work in pairs to identify their answer then discuss these issues in the class.

### READINGS

- Explanations about justice in social services
1. Fair distribution of social services
    - Although it is difficult to achieve equal distribution of social services, it should be as fair as possible. Resources are limited, in any society, so each state and authority has to divide the budget between the services needed taking account of access to such resources.
    - In towns and cities access to these resources may be easier because there will be a shorter distance to travel and possibly more choice of some social services such as schools etc. However, regions are also obliged to provide schools, health centres and other amenities for citizens who live in villages and remote areas where the population is scarce and access difficult. How to achieve equal distribution of services to all is a question which still needs to be answered. But, owing to scarcity of resources (capital, skilled manpower etc.) and the prevalence of corruption, the attainment of equal distribution of social services is a gradual and time taking process.
  2. Roles of social services
    - In Ethiopia social services differ from other parts of the world. In some countries there may be additional services offered to the unemployed and unwaged (social security).

- In some countries health is supported by private health care, reducing the government budget requirements. This has been an issue in the US where everyone is expected to have private health insurance. Without it, any treatment would have to be paid for by the individual at great expense.
- Ethiopia provides free primary and secondary education and textbooks unlike some African countries which still charge for secondary education and resources.

### CASE STUDIES

1. Ibsa's complaint
  - Affirmative action will be covered in later grades but students will be aware of the impact of its impact, particularly on those boys who achieve a higher grade than females who progress to preparatory level.

### ACTIVITIES

1. Which one would you support, Ibsa or his father? Why?
  - As boys may naturally favour Ibsa's case, students should be in mixed groups, if possible. This may encourage female students to support the father's position.
  - Affirmative action is increasingly becoming debatable. Although the idea has no problems, some females strongly argue against it as, they say, it symbolizes weaknesses of some sort, rather than bolstering the will of the individual to be competitive.

### AN ADDITIONAL ACTIVITY

Decision making on how to spend a budget on social services. Students would work in small groups with a budget and a list of services that they have to provide in their local area.

See sample lesson plan on page 55

## LESSON 3

# STRUGGLING AGAINST INJUSTICE

### CLASS PREPARATION: INSTRUCTIONAL AIDS

- Pictures, posters etc. showing institutions of justice
- Films, books and pictures of Nelson Mandela

### STARTER ACTIVITY

- What do you think your role as a citizen is in upholding justice?  
Discuss this issue in the class.

### CASE STUDY

Nelson Mandela

- Mandela’s struggle against injustice is the subject of many books and films. South Africa was home to 3.5 million whites in 1960s who believed it was their right to rule the many millions of black and coloured Africans. This went beyond governance to full apartheid during 1960s and 1970s as Africans were stripped of their rights.
- A government circular in 1967 stated, “No stone is to be left unturned to achieve the settlement in the homelands of non-productive Bantu at present living in the European areas.” These ‘surplus appendages’, including the old, the infirm, widows and women with dependent children, were deported to the poor black homelands.
- While Mandela was imprisoned with other African National Congress (ANC) leaders, a new black consciousness movement emerged but Mandela was never completely forgotten. There was foreign criticism of apartheid and, by the early 1980s, a new phase of black resistance and interest in the ANC grew up. Mandela reemerged in the press, and campaigns, not only in South Africa, but across the world,

demanded his release.

- Throughout the 1980s protests against the government increased and P.W. Botha, the president, was forced to undertake reform and negotiate with black leaders including Mandela.
- They eventually met in 1989, months before Botha resigned and was replaced by F.W. de Klerk who recognised the need for change. He released Mandela and other political prisoners in 1990 and allowed the ANC to be an opposition party. Source: Meredith *The State of Africa*

### ACTIVITIES

1. Discuss how Nelson Mandela struggled against injustice.
  - In his early years as a practicing lawyer, before his imprisonment, Mandela supported the ANC which, by the early 1950s, supported the African protest against the emerging apartheid system.
  - Party members, including Mandela, committed petty offences to break down the legal system. He was imprisoned then released, along with other protestors, to fight for a multiracial society. This went against the belief of the new leader, Hendrik Verwoerd, who believed there should be total separation of whites and blacks, who were to be further separated into ethnic groups.
  - Mandela was committed to a multiracial South Africa and wanted to achieve that aim with radical whites and other groups. The ANC was involved in protest actions and Mandela gave up being a lawyer to commit himself to their cause. With the failure of protest actions to achieve the aims, he believed that the only



alternative was to use violence but other leaders opposed this. Mandela formed a new group which was to use sabotage and armed struggle (having personally had military training in Ethiopia) but a year later he was arrested and charged under the Sabotage Act. His statement read:

- “During my lifetime I have dedicated myself to this struggle of the African people. I have fought against white domination, and I have fought against black domination. I have cherished the ideal of a democratic and free society in which all persons live together in harmony and with equal opportunities. It is an ideal which I hope to live for and to achieve.

But if needs be, it is an ideal for which I am prepared to die.” Source: p127 Meredith *The State of Africa*

- In 1994 a national election was conducted and Mandela became the first black leader of South Africa. In his inauguration as president, attended by representatives of about 170 countries, Mandela said, “We enter into a covenant that we shall build a society in which all South Africans, both black and white, will be able to walk tall, without fear in their hearts, assured of their inalienable right to human dignity — a rainbow nation at peace with itself and the world.”

## LESSON 4

# THE JUSTICE SYSTEM

### CLASS PREPARATION: INSTRUCTIONAL AIDS

- Pictures, posters etc. showing institutions of justice

### STARTER ACTIVITY

- What do you think is the foundation of justice?
- Why do you think we need to have courts and judges?

Discuss these issues in class.

### READINGS

- Explanations about the justice system
1. Values and norms
    - Morality is an instrument whereby we judge the goodness and badness of an act, behaviour etc. “Morality, roughly speaking, is the point of view from which we contend about the ways of living and acting that are worthy of human beings. When we ask ourselves what is decent and good, what is evil and vile we are asking moral questions.”
    - Values are the worth we attach to something. For example, for Ethiopians, because we have lived together for many years retaining our independence in the face of foreign aggressions, love of country — patriotism — is our cherished value. We do everything, even to the extent of giving our lives, to protect this value. This is one of our moral obligations.
    - A norm is a standard of behaviour that is attached to a particular group or society. For example, in almost all Ethiopian communities filial duty is an accepted norm. A person who shows no care for his parents will be ostracized and considered as an alien element.

2. Role of constitutions and domestic laws
  - Constitutions are already dealt with elsewhere. As a supreme law, all legal actions pertaining to justice should be based on the constitution. Domestic laws are subsidiary laws produced on the basis of the constitution. In the Ethiopian context domestic laws include: the civil and criminal laws with their procedures, family law, law administrative, labour law and business law.
3. International conventions
  - International conventions out of which international law emanates is also indicated in Unit 2 Lesson 2 of this guide. Generally speaking, international convention is an agreement signed by countries regarding some forms of relations. Once signed, the convention is binding and governs the conduct of behaviour of the signatories.
4. Legal instruments of justice
  - These are institutions legally established by a government to look after justice. These include the Human Rights Commission, the Office of the Ombudsman and the courts. The courts have different levels. The first instance court, the high court and the Supreme court having specific power to see and interpret laws. Judges are appointed at each level depending on their qualifications and the cases that they adjudicate.
5. Traditional instruments of justice
  - These are institutions that try to settle the cases of the disputants without recourse to the conventional courts. Depending on the history and traditions of the communities, the nomenclature and functions of the traditional instruments of justice could vary from place to place.

**CASE STUDIES**

1. Universal Declaration of Human Rights
  - The UDHR was covered extensively in Unit 1.
2. Jaarsummaa: Conflict Resolution Institution.

**ACTIVITIES**

1. Why is it important to adopt international conventions as part of the Ethiopian legal system? Discuss this in your class.
  - Ethiopia is part of the world and, as part of the world, making her legal system accommodate international agreements enhances her international standing. Since the early 1990s, Ethiopia has been trying to build a democratic system. The International Conventions serve as bedrocks to sustain the democratic process.

2. If there is a court of elders in your area, visit it with your teacher and describe to the class how the process is carried out.
3. Visit to a Court. Your teacher may arrange a visit to a court near your school. When you reach there silently observe the process of the court and take notes. Organize your notes and present them to the class.

**AN ADDITIONAL ACTIVITY**

Students could be asked to study the workings of the Ethiopian Human Rights Commission and the Office of the Ombudsman. Provide them with brochures, newspaper articles etc and ask them to identify the differences between these institutions and what their achievements were.

## LESSON 5

# JUSTICE IN TAXATION

### CLASS PREPARATION: INSTRUCTIONAL AIDS

- Pictures, posters etc. showing tax collection

### STARTER ACTIVITY

- What is the importance of the Ethiopian Revenue and Customs Authority for the development of the country?  
Discuss this with a partner.

### READINGS

- Explanations about justice in taxation
- The fairness of a tax system is an important factor in justice of people. Previous history shows how unfair taxation led to disturbances and revolts by the working people. Even today, avoidance of tax by some people is a statement about their dissatisfaction in the rates or the system.
- The Community Charge, or ‘Poll Tax’, in the UK was partly responsible for bringing down the leader of the Conservative Government, Margaret Thatcher, in 1990 even though it had replaced an unfair domestic rating system where fewer people had been paying high rates to their local councils and others had been exempt. When the new charge was introduced many, who had previously not paid tax, were expected to contribute. This led to demonstrations and protests until the tax was replaced.
- Fuel surcharges have also been the cause of

anger among people who all feel the impact of increased charges through the cost of public transport and every commodity they purchase which has to be transported. In Ethiopia the government has been careful to avoid excessive increases in fuel tax.

- Although most people feel that it is fair to pay tax, many seek ways to avoid it where possible. This happens when people purchase contraband items that have been brought into the country illegally avoiding tax. Smuggling is not only a historic legacy of many parts of the world but exists today where borders are weakly controlled.

### ACTIVITIES

1. Debate
  - Divide yourselves into two groups and take sides to debate the following issue.
  - People in a country should pay equal amounts of taxes irrespective of their income;
  - People of different incomes should pay different amounts of taxes.
  - Present your arguments to the class.
  - This debate should enable students to thoroughly discuss the issues of taxation and the fairness of different systems. Ensure the students are aware that income levels can be vastly different and also that indirect taxation may be used to gather revenue from across a range of purchases, both essential and luxury items.

## SAMPLE LESSON PLAN

### LESSON 2

Time	Teacher Activity	Student Activity
10	Warm up activity What do you think social services are? Do you think it is important to have equal access to social services? Why?	Students work in pairs to identify their answers for half the time then use the remainder to discuss these issues in the class.
5	Note responses on board or paper then help students to read text on fair distribution of social services.	Read individually stopping to reflect on issues relating to equal distribution of services.
5	Read Ibsa's complaint with class then explain activity: Which one would you support, Ibsa or his father? Why?	Read individually then work in small mixed groups to discuss the questions.
5	Read the section on the different types of social services with the class.	Read individually reflecting on the different social services.
10	Explain the activity using information on the main services as identified below. The total budget includes 7% for other services so there is 93% available for these services.	Students work in small groups with a budget and identify the services that they have to provide in their local area. There should be a representative from health, education and public administration, each explaining why they need more than one third of the total budget. The group then decide what percentage should be allocated to each.
5	Draw conclusions from the lesson and ask students to read 'remember'.	

Education services need money to provide for the upkeep of premises and resources as well as paying for teachers and administrators. To improve education services they need more money to build new classrooms, extend secondary education and provide more textbooks and training.

Health services need money to provide for the upkeep of clinics and hospitals as well as paying doctors, nurses and administration. To improve health services they need more money to build new clinics, provide transportation for rural areas and buy more medical drugs and facilities.

Public administration services need money to provide office accommodation for the staff who provide security, justice and licensing for businesses. To improve these services they need more money to extend training for staff, improve security in the area and maintain local resources.

## ANSWERS TO UNIT REVIEW EXERCISES

### PART I – MULTIPLE CHOICE

- \_\_\_\_\_ is fairness in the relationship among people:  
(a) equity                      (b) values                      (c) justice                      (d) norms  
*Answer: (a)*
- Social services include:  
(a) education                      (b) health care                      (c) public administration                      (d) all  
*Answer: (d)*
- Which of the following is a good means of struggling against injustice:  
(a) being sensitive to acts of injustice  
(b) demanding rights and protecting them  
(c) being violent to those doing injustice  
(d) all  
*Answer: (a) and (b)*
- The moral foundation of justice depends on:  
(a) values of the society                      (b) education  
(c) norms of the society                      (d) (a) and (b)  
*Answer: (d)*
- Which of the following is not a legal instrument of justice?  
(a) court                      (b) court of elders  
(c) Human Rights Commissions                      (d) (a) and (b)  
*Answer: (c)*

### PART II – SHORT ANSWERS

- Briefly describe the difference between justice and equity.  
Ans. Equity is fairness *i.e.*, treating everybody equally. Justice is giving lawful judgement without discrimination on the basis of religion, language, sex, etc.
- What is the benefit of equity?  
Ans. It helps fairness to prevail.
- What is the difference between the legal and traditional instruments of justice?  
Ans. Legal instruments of justice are instruments established by the government to protect, promote and enforce the laws of the country. Traditional instruments of justice are established conventionally through the consent of the society.

Unit 4 – Justice

4. Explain the moral and legal foundations of justice.

Ans. Moral foundations of justice is the ethical consideration of justice, *i.e.*, the sense of having the disposition to do the right or proper things. The legal foundation of justice is doing thing as required by the laws of the country.

5. Briefly describe why citizens pay taxes.

Ans. Citizens pay tax not only it is their citizenship responsibility, but also to enjoy economic and social services which their government should provide.

6. How does contraband affect the economy of a country?

Ans. Contraband deprives the government of getting money from legal transactions, which could have enabled it to provide services to its citizens.

## UNIT 5 PATRIOTISM

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

- explain what citizenship means.
- appreciate the different kinds of patriotism and the Ethiopian flag.
- recognize that it is important to be a volunteer.

	Lesson	Specific Competencies Students should be able to:	Other resources that may be used
1	Citizenship and Patriotism	<ul style="list-style-type: none"> <li>• define citizenship and patriotism.</li> <li>• explain ways of getting Ethiopian citizenship.</li> <li>• describe the real meaning of patriotism under a democracy.</li> <li>• be dedicated citizens of Ethiopia.</li> <li>• explain the disreputable form of patriotism.</li> <li>• explain what a flag represents and its use for a country and its people.</li> </ul>	
2	Objectivity in Ethiopian History	<ul style="list-style-type: none"> <li>• describe the importance of objectivity in Ethiopian history.</li> <li>• explain the history of Ethiopia as the history of its nations, nationalities and peoples.</li> </ul>	
3	Duties of a Patriot	<ul style="list-style-type: none"> <li>• define common good.</li> <li>• explain the role of patriots in promoting the common good.</li> <li>• work to promote the common good.</li> </ul>	
4	Patriotism and the Fight Against Poverty	<ul style="list-style-type: none"> <li>• describe the role of patriots in the fight against poverty.</li> <li>• fight against poverty and backwardness.</li> </ul>	
5	Voluntarism	<ul style="list-style-type: none"> <li>• define what voluntarism means.</li> <li>• explain the role of voluntary activities in the development of society.</li> <li>• take part in voluntary activities.</li> </ul>	



## LESSON 1

# CITIZENSHIP AND PATRIOTISM

### CLASS PREPARATION: INSTRUCTIONAL AIDS

- Films, pictures, posters etc. showing Ethiopian citizens participating in all affairs of their country
- Films, posters etc showing the Second World War

### STARTER ACTIVITY

- Name two Ethiopian patriots: a man and a woman.
- What makes them patriots?

Students should work individually identifying who they believe to be patriots and why. Ask them to share their ideas in small groups and collect some to share with the class.

### READINGS

- Explanations about citizenship and patriotism
1. Citizenship
    - The meaning of citizenship is explained in the student text but may need further explanation. Citizenship is not, in some cases, an automatic human right but may have to be earned. For example, for people immigrating to a country like the US or UK they may have to promise allegiance to the country or prove they have sufficient English language skills. Most people can claim to be citizens in the country of their birth. Many gain dual citizenship if they marry someone from another country or are born to parents from another country to that where they were born.
    - For example, according to We the People, the citizens of the USA are those:
      - born in the United States;
      - born to citizens of the United States who

are living in another country;

- born elsewhere, living legally in the United States, having passed a test on the Constitution and history of the United States to become naturalized citizens;
  - children of naturalized citizens who were under the age of 18 when their parents became citizens.
2. Patriotism and chauvinism
    - In most cases, including the USA, what distinguishes citizens from non-citizens are the facts that non-citizens do not have the right to vote or hold public office.
    - A person who loves and supports his/her country is a patriot. How this is manifested depends on the person and the skills, knowledge or achievements they share. It will be interesting to see what names students identified in the starter activity. How many were sports people? How many were people who fought to defend the country? How many were great writers, artists or scientists? Students need to realize that they can act patriotically without achieving great success in their lives.
    - The examples of chauvinists, Hitler and Mussolini, are further covered in case studies, here and in other student texts.
  3. Flags
    - A flag, whether a club flag, the regional flag or the federal flag, should be a source of pride to the group it represents. Not only is it permanently displayed in some locations, such as government buildings at home and abroad, but is also flown or carried for specific

functions and activities such as international events like the Olympic games. The symbolism of the Ethiopian flag is covered in later grades but students should be able to identify their regional and federal flag.

### CASE STUDIES

#### 1. Beredu's citizenship

- This brief case study shows how citizenship can be gained.

#### 2. Shewareged Gedle: A Lion Hearted Woman

- Shewareged, according to Bahru Zewde, "laid the groundwork for the storming of the Italian garrison at Addis Alam." Source: p 172

#### 3. Mussolini

- Benito Mussolini was a trained teacher and an editor of socialist papers. He wanted the Socialist party to enter the war against Germany and finally, after the war started and Italy joined, he enlisted as a soldier. In 1919 he founded the first political group to be called fascist, and in 1922 he was made the head of the Italian government. He abolished all political parties (except the Fascist Party) and took control of the country's industries, police, schools and newspapers.
- After invading Ethiopia, the Italian army supported Hitler in World War 2 but his troops suffered many defeats. In 1943 the Fascist Grand Council turned against him and imprisoned him. He was rescued by German paratroopers and became the head of a 'government' in northern Italy. When the German forces in this area collapsed in 1945 he fled but was caught, shot and hung upside down alongside his mistress in Milan.

### ACTIVITIES

1. What does the Constitution of Ethiopia say about Ethiopian citizenship?

- How did Beredu get American citizenship?
  - How did Beredu get Ethiopian citizenship?
  - How did Beredu's parents get American citizenship?
  - Article 6 states that:
    1. Any person of either sex shall be an Ethiopian national where both or either parent is Ethiopian.
    2. Foreign nationals may acquire Ethiopian nationality.
    3. Particulars relating to nationality shall be determined by law.
  - The case study clearly indicates how Beredu and her parents gained their citizenship.
2. List some characteristics of patriotic citizens in democracy and read your list to the class. Here are two examples:
    - Respect the rights of others.
    - Tolerate religious diversity.
  - Students may identify the following characteristics: love and pride of country; living in harmonious relationships with others; respecting the norms of the community and the constitution of the country; being prepared to defend country; achieving high standards in sport, arts or sciences; working hard to help economy.
  3. Which of these people is a patriot? Why? Discuss as a class.
    - The students should identify all as patriots — Derartu Tulu because of her commitment to athletics, Ras Abebe Aregay for his fight against the Italian invaders (see the next lesson for more information on Ras Abebe), and Dr. Aklilu Lemma for his discoveries in science and medicine.
  4. Discuss these questions as a class.

- Both Shewareged and Mussolini were wartime leaders. Who was a real patriot?
  - Do you consider Mussolini as a patriot? Why or why not?
  - Who was a war-loving leader?
  - Only Shewareged can be identified as a patriot since Mussolini's efforts were largely chauvinistic. He was driven by power and wanted to gain control through war and oppression (as witnessed by the Italian occupation of Ethiopia discussed in the next lesson).
- 
5. Form groups to discuss the different purposes that flags serve for countries, organizations, etc.
    - Flags create a sense of belonging and symbolize unit of purpose. They inspire people to identify themselves as members of a group, a nation etc. making them stand in unison for a common cause as has been witnessed in Ethiopia on many occasions.
    - Flags are considered sacrosanct and, in most cases, their sacrilege is construed as the violation of sovereignty leading to wrangling which may eventually lead to war.
-

## LESSON 2

# OBJECTIVITY IN ETHIOPIAN HISTORY

### CLASS PREPARATION: INSTRUCTIONAL AIDS

- The map of Ethiopia, posters etc showing the Nations, Nationalities and Peoples of Ethiopia

### STARTER ACTIVITY

- What is the significance of the victory of Adwa?
- What contributions did Ethiopian people make to achieve the victory of Adwa?

If there are resources available (maps, pictures, films), these can be shared with the class to show where the battle took place and what happened. Students could discuss these questions as a whole class.

### READINGS

- Explanations about objectivity in Ethiopian history
1. Objectivity
    - It is important to study history from different sources of facts rather than limiting it to one person's viewpoint.
    - Also, when writing history one should be balanced in presenting the various characters objectively without political, ethnic, gender, class bias etc. The writing of history has to be colour blind.
    - Both in writing and studying the history, the undertakings should be based on authentic sources.
  2. Battle of Adwa and the 1936 Italian invasion
    - The significance of Ethiopia's defeat over the Italians on two occasions is recognized, not only in Ethiopia, but across Africa and other parts of the world. It proved that Africans could maintain sovereignty of their own lands

after decades of colonization by European powers which carved up the continent into states over which they held full power.

The Italians wanted to extend their claim to Ethiopia, having already colonized Eritrea. By 1895, following skirmishes on the border between the two countries, the Italian Governor in Eritrea crossed into Ethiopia with about 35,000 men. The Emperor Menelik mobilized his forces of over 100,000 peasant soldiers, with weapons previously supplied by England and Italy, and defeated the Italian troops on 1st March 1896.

- As a result, the Prime Minister of Italy, Francesco Crispi was overthrown from power; Italian colonial ambition over Ethiopia checked, and the country's sovereignty recognized by European powers. The whole of colonized Africa was joyous and the myth of the colonialists' invincibility evaporated.
- However, Italy did not give up hope. Diplomatic relations with Ethiopia resumed shortly after their defeat and, when the Fascists came to power in 1922, the 'friendship' between the two countries appeared to continue. Mussolini supported Ethiopia's admission to the League of Nations and a Treaty of Peace and Friendship was signed between the two countries in 1928.
- While appearing to take a diplomatic approach, Italy was also pursuing more aggressive policies to extend her Eritrean colony. Mussolini's plan to take Ethiopia was finally executed in 1935 when the Italian led troops crossed the Marab River, taking Addigrat and Maqale in the same year. The Ethiopian counter-

offensive started in January 1936 but this time the Italian force was strong, with far more soldiers and weapons, and gained advantage by the airforce dropping bombs and mustard gas on troops and civilians so, by May 1936, the Italians were able to enter Addis Ababa

- The Italian occupation and rule was largely urban, mainly due to the Patriots' Resistance Movement which covered almost every region. Prior to February, 1937, when there was an attempt on the life of Graziani, the Italian Viceroy in Ethiopia, the resistance was conventional, largely led by the nobility, including the Emperor's son-in-law, Ras Dasta Damtaw, who was captured and executed by the Italians.
- After that date there was a reign of terror led by the Italians and the form of resistance changed. It turned to guerrilla warfare led by members of the lower nobility. "Availing themselves of the impregnable natural fortresses with which the country abounded, the guerrilla units kept the Italian troops under constant harassment. They shifted from offensive to defensive strategies as the situation dictated. They disrupted lines of communication, ambushed convoys and, when they deemed the odds were on their side, engaged in frontal assaults." Source: p171 Bahru
- Women, such as Shewareged Gadle, played a prominent role in sabotage operations and urban terrorism.
- "The use of diplomatic ploys to buy time was also not unknown. ... Ras Abbaba Aragay, towards the end of 1939... gave intimations of his readiness to surrender. Simultaneously, he wrote to other patriotic leaders explaining the actual reason for engaging in the talks: to buy time. After he had made sure that his forces had sufficiently recovered from the reverses

they had suffered in the preceding months, he broke off negotiations, using as a pretext the killing by the Italians of patriots in another locality." Source p172 - 3 Bahru

### ACTIVITIES

1. Make groups and discuss the following questions.
  - What were the contributions of nations, nationalities and peoples of Ethiopia to gain the victory at Adwa?
  - Name some patriots who fought the Italians during their second invasion (1936-1941).
  - In considering the contributions during the First Italian War, as well as those who actually lost their lives in battle and those who were injured, everyone who participated on or off the battlefield to support the cause should be remembered. In this war, although the Ethiopians won, their losses were considerable. According to Marcus, p99, 4,000 to 7,000 of Menelik's forces were killed, with as many as 10,000 wounded out of about 100,000 men. The Italians, by comparison, lost about 6,000 out of the 14,5000 soldiers, with a further 1,428 wounded and 1,800 taken prisoner.
  - Due to the problem of Ethiopian historiography, in most cases it is only the names of the feudal lords that are repeatedly mentioned. It is time to change this myopic view of Ethiopian history and give credit to all nations, nationalities and peoples of Ethiopia who contributed their share in the wars of liberation. It is evident that, besides those who were at the forefront of the war, the role of those Ethiopians who fed the army, gave shelter to those patriots who the Italians searched for and showed the route to the war etc. all contributed to the war efforts and their contribution has to have a place in Ethiopian history.

**ADDITIONAL ACTIVITIES COULD INCLUDE**

1. The theme of this lesson is objectivity in history. With the support of the history teacher, it should be possible to compare texts on Ethiopian history to determine how objective some are and how others are written to reflect the views of a particular group or individual.
  2. The students could identify through their families, the elderly etc. some ordinary people in their locality who also played a role in the war against foreign powers — Italy, Somalia, Eritrea — but whose contributions are not yet fully recognized. They could discuss their findings with the rest of the class.
-

## LESSON 3

# DUTIES OF A PATRIOT

### CLASS PREPARATION: INSTRUCTIONAL AIDS

- Posters, pictures etc. showing citizens engaged in different activities
- Films or resources showing terrorist activities

### STARTER ACTIVITY

- What do you think we, as citizens, should be responsible for in our country?
- Who protects the public interests or the common good?

Students could work in pairs to share ideas which could be written on pieces of paper and stuck on the wall for all to read.

### READINGS

- Explanations about duties of a patriot
1. Promoting the common good
    - According to Civitas, public good refers to the totality of common good of the political community which all members of that community share in common. The public good is common in the sense that it is indivisible and available to all, as in the defense of the nation in time of war.
  2. Terrorism
    - Although there are many acts of terror committed across the world, the one which most people know about is 9/11, referring to the date in 2001 when it took place. More information is provided below in the case study notes.
  3. Tolerating differences
    - When there is tolerance of differences peace will prevail and development will accelerate resulting in the improvement of the life of the people. Conversely, when tolerance of

differences is absent and discrimination prevails, mayhem, wrangling and war results, consuming the lives of people and destroying their material well-being.

- For example, Burundi, a colony of Belgium, witnessed terrible crimes against its people, which was the result of the Belgian efforts in the 1930s to make ‘ethnicity the defining feature or ordinary life in both Rwanda and Burundi.’ The legacy, when the Belgians gave both countries independence on 1st July 1962, would be tension between the Hutu majority and the Tutsi minority groups in each country.
- Burundi maintained its Tutsi monarchy but, after its independence, two of its prime ministers were assassinated and there were several governments. In 1965 there was a mutiny by the Hutu army which led to severe reprisals against the Hutus. An army coup in 1966 brought a Tutsi officer to power and he set out to eradicate the Hutu threat, executing many Hutu politicians and soldiers. In 1972 there was a Hutu revolt which led to revenge by the Tutsi leader, Micombero, ‘on a scale never seen before in independent Africa. Hutus with any kind of education — teachers, church leaders, bank clerks, nurses, traders, civil servants — were rounded up by the army and killed... the Hutu elite was virtually eliminated.’ About 200,000 were killed and the same number fled to Rwanda.
- In June 1993, Ndadaye, a Hutu President was elected and he chose a Tutsi from the opposition as his prime minister. In October he was kidnapped by Tutsi officers and murdered, thus igniting more violence between Tutsis and Hutus, with 150,000 deaths and

more than 300,000 Hutus fleeing to southern Rwanda where they spread tales of massacre and torture. Source: Adapted from pp 159- 161 & 488 - 500 Meredith

### CASE STUDIES

#### 1. Conflict between Private and Public Interests

- Protection of the environment, plants, animals and other natural resources, is the theme of this case study. The Walia Ibex is a rare and beautiful creature found only in the Semien Mountains. While there are a few people who enjoy to hunt wild animals, not for their food or skins but as trophies, our natural environment is under a greater threat from others with different interests or no concern for wildlife. The natural habitats are our common domain the destruction of which endangers our very survival. As a common domain they are of public interest and, therefore, their protection should prevail over private interests. One of the greatest threats is destruction of habitats for farmland, buildings or for wood. See Unit 6 Lesson 3 for more information.

#### 2. Twin Towers

- The following quotes from Lawrence Wright’s book, provide a vivid description of the events of September 11th 2001, both from the terrorists’ perspective, and from the witnesses in New York:
- “Barry Mawn was in his office when he heard an earsplitting roar. He looked out of his window too late to see the plane passing, nearly at eye level, but he heard the explosion... An instant later his secretary screamed, and Mawn ran to look out her window at the burning hole in the ninety-second floor of the north tower of the Trade Center...
- In Afghanistan, members of al-Qaeda were having difficulty getting a signal from the satellite... Finally, someone tuned a radio to the BBC Amharic service... ‘A plane had struck the World Trade Center in New York!’

The members of al-Qaeda, thinking that was the only action, cried in joy and prostrated themselves. But bin Laden said, “Wait, wait.”...

- The cloudless sky filled with coiling black smoke and a blizzard of paper — memos, photographs, stock transactions, insurance policies — which fluttered for miles... Debris spewed onto the streets of lower Manhattan, which were already covered with bodies. Some of them had been exploded out of the building when the planes hit...
- At 9.38 a.m., the third plane had crashed into the headquarters of American military power and the symbol of its might. When news came of the Pentagon strike, bin Laden held up four fingers to his wonder-struck followers, but the final strike, on the U.S, Capitol, would fail.” Source pp337 -359 (2006) *The Looming Tower* Penguin

### ACTIVITIES

1. Discuss the following questions as a class.
  - Did you see how sometimes private interests and public interests come into conflict?
  - What would have been your decision if you were Abegaz?
  - What do you think about Abegaz’s decision?
  - Can you give other similar examples to this?
  - Students should be aware of the consequences of their actions but they should also be honest. When faced with the offer of a large sum of money or a privilege, it may not be easy to refuse it, particularly if the money or opportunity would help the person and their family to escape poverty. In putting the public interests first, Abegaz proved he was a patriot. There are probably many similar examples available both in Ethiopia and the rest of the world. One example is Dian Fossey, who worked with gorillas in the north of Rwanda and lost her own life trying to protect them



from poachers. If she were to have agreed with the poachers she may have benefited from the undertaking.

2. Discuss the following questions in groups.

- Who was affected when the Twin Towers were destroyed by the act of terrorists?
- Do you think that it is fair to destroy the lives of civilian people to achieve political goals?
- Do you remember other terrorist actions that took place in Ethiopia or in other parts of the world?
- Who is responsible for protecting lives and property from terrorist attacks?
- Although a simple answer to the first question is the dead, injured and their families, the real victims include people across the world in countries that have been involved in the ensuing war against terrorism in Afghanistan and Iraq. Although soldiers have a duty to take part in such wars, civilians have no such choice yet in these countries, and in others

where terrorism has taken place, the numbers killed and injured far outweigh those who were sent to fight.

- In Ethiopia, there have been terrorist actions organized by outsiders, such as the attempted murder of President Mubarak of Egypt in 1996, as well as internal incidents including the minibus bombing which is featured in Unit 5 Lesson 2 of Grade 10. In the rest of the world there are many examples of terrorism by different groups including the one launched in Iraq after the downfall of Saddam Hussein in England, India and Pakistan
- Protecting lives and property is predominantly the responsibility of governments both individually and jointly. However, they rely on public support and information to gather evidence and act on any suspicious activities. Everyone, therefore, has a duty to be vigilant and loyal if they want their country and people to be free from terrorism.

## LESSON 4

# PATRIOTISM AND THE FIGHT AGAINST POVERTY

### CLASS PREPARATION: INSTRUCTIONAL AIDS

- Pictures, posters etc. showing citizens engaged in different productive activities and contributing to the reduction of poverty

### STARTER ACTIVITY

- Have you seen young people begging in Ethiopia? If so how do you feel?
- Who is responsible to fight against poverty?

By airing their views, each student could contribute to a class discussion.

### READINGS

- Explanations about fighting poverty
1. Absolute and relative poverty
  - Students should understand the difference between absolute and relative poverty and recognize that in this country many people live in absolute poverty. ‘Living on less than a dollar a day’ is a phrase used to describe those in absolute poverty. It may be possible to identify poor people in the locality who have to survive on less than the equivalent of a dollar a day and find out how they live. Some charities provide support in the form of food, clothing and shelter. Students may also question whether begging could be eradicated and how. In some developed countries it is rare to see any person begging on the street but this was not always the case. How do those countries support the poor? Some countries have well-developed social security systems which act when a person becomes destitute due to losing an income, having to leave their home or arriving in a new place with no support. In spite of this ‘safety net’, there are still claims of poverty in these countries

as people measure themselves against others, believing that it is a right to own a fridge or a television; and this could be taken as relative poverty.

- UNESCO in a 2004 report stated that “relative deprivation - when children do not have access to the same opportunities as other children - hurts young people in poor and rich countries alike.”
2. Family planning
    - One reason for poverty in many developing countries is the lack of family planning which leads to large numbers of children which cannot be adequately supported by the family income.
    - China recognized this problem when it changed tax laws to reward those families which only had one child. As a result the population began to stabilize although it is still huge.
    - In developed countries the average family size has dropped over a number of generations and many couples now choose to limit their children to about two in order to give each child a good upbringing with resources and support. One reason for this has been the education and employment of women which has a number of effects including the desire, by many, to remain in a career that they have studied and worked for.

### CASE STUDY

Amare — a poor farmer

“Ledihinet yetsafew binegidim ayterfew.”

### ACTIVITIES

1. Form groups and discuss the following questions

- How could you fight poverty and backwardness?
  - Discuss the differences between absolute and relative poverty.
  - Students should identify some of the issues discussed above and may come up with other suggestions for fighting poverty and backwardness. For example, they may say completing their education and becoming a careerist could contribute to the fight against poverty. Or, after becoming a political leader of the country by devising a better policy, they could contribute to the reduction of poverty.
  - Making use of what is explained in the readings above, and with your support, students should be able to explain the difference between relative and absolute poverty.
2. Discuss these questions as a class.
- What do you think are the major causes of Amare’s poverty? Is it the size of farmland? Is it lack of family planning? Or is it wrong beliefs?
  - Do you understand the Amharic proverb? Does it encourage people to work hard?
  - Students will possibly attribute each of the causes to Amare’s poverty. A wealthy landowner would be able to provide for more children as there would be a greater income. Obviously family planning would reduce the number of offspring if used correctly but beliefs may prevent such methods being used. Religious beliefs have led to people avoiding contraception and thus being unable to control the number of children they conceive.
  - The Amharic proverb is self-explanatory and students must be able to air its negative influence on poverty.
-

## LESSON 5

# VOLUNTARISM

### CLASS PREPARATION: INSTRUCTIONAL AIDS

- Pictorial description of different voluntary organizations indicating their roles

### STARTER ACTIVITY

- Talk about people who give voluntary services in your local community.
- Can you think of any voluntary activities which help the well-being and development of our society?

If students work in small groups, their ideas can be gathered and some of them shared with the rest of the class.

### READINGS

- Explanations about voluntarism
1. Voluntary activity
    - There are many opportunities for people to get involved in voluntary activities which are organized or self-directed. Organizations include well-established NGOs such as:
      - Forum for Street Children Ethiopia (FSCE) which has worked since 1989 carrying out awareness raising and advocacy;
      - Family Guidance Association of Ethiopia (FGAE), one of the oldest, largest, non-profit-making, volunteer based NGOs established in 1966. It runs extensive integrated reproductive health interventions across Ethiopia;
      - Afro-Flag Youth Vision (AYV) — an NGO established in 2004 to work with youth to enhance their civic engagement and empower them to deal with challenges;
      - Forum for Environment (FfE) was established in 2002 as local environmental activist groups

which organize awareness raising meetings in different parts of Ethiopia.

### CASE STUDIES

1. Abebech Gobena: Mother Teresa of Ethiopia
  - W/ro Abebech Gobena was born in 1938 in the then Shoa province where she was brought up by her grandparent until nine then married at the age of ten. She was unhappy and moved to Addis Ababa where she found work. She then remarried and, in 1980, went to Gishen Mariam. This area was stricken by drought and famine and she witnessed scenes which shocked her and made her give her life to benevolent humanitarian tasks and serve the community.
  - The vision of her organization is - To make children productive and responsible citizens by satisfying their needs and protecting their rights, so that they can become self-supportive and contribute their share in the society. Source: <http://www.telecom.net.et/~agos/Pages/aboutus.html>
2. A volunteer serving HIV positive people
  - In Grade 10 Unit 5 Lesson 4 there is further information on HAPSCO, the HIWOT HIV/AIDS Prevention, Care and Support Organization which was established as a local NGO in Addis Ababa in 1999. HAPCSO provides a wide variety of programs including home-based care to HIV/AIDS patients as well as empowering people to be actively involved in HIV/AIDS prevention.

### ACTIVITIES

1. Discuss the following questions as a class.
  - What is the importance of this kind of voluntary activity?

- Do you think that people like Abebech Gobena are heroes or patriots? Why?
  - Do you know any other Ethiopians who help other citizens without any personal benefit?
  - Find one example and write a report about it and read it to the class. The students may say that a patriot is someone who does good to his/her community or to the nation at large. In this respect they may find Abebech Gobena a patriot. If they have a different view they should be free to express it.
  - The students should be able to provide at least one example of someone they know about who they consider to be patriotic or heroic.
2. Form groups of five students. Discuss the following questions and let your representative read the summary of your discussion to the class.
- Lidya is HIV positive but she is volunteering to help other HIV positive people.
  - What do you think of her contribution in the fight against HIV/AIDS?
  - Do you think that she is a patriot?
  - As a citizen, what is your role in the fight against HIV/AIDS?
  - Students should identify her selfless attitude and effort, in spite of her own disability among other contributions. They should acknowledge that support and acceptance of victims is their role.
-

## SAMPLE LESSON PLAN

### LESSON 3

Time	Teacher Activity	Student Activity
5	Warm up activity <ul style="list-style-type: none"> <li>• What do you think we, as citizens, should be responsible for in our country?</li> <li>• Who protects the public interests or the common good?</li> </ul>	Work in pairs to share ideas which could be written on pieces of paper and stuck on the wall for all to read.
5	Note responses then help students to read text and first case study	Read individually stopping to reflect on specific concepts.
5	Explain activity relating to public and private interests	Discuss the questions as a class
10	Read section on terrorism and the case study then ask class to work in small groups and gather some of their responses to feedback to class	Read individually reflecting on the texts then discuss the questions in groups
5	Provide feedback to class	Listen to feedback and contribute further ideas
5	Read final section on discrimination and toleration of diversity and expand on the negative attitudes.	Read individually and listen to further contributions from the teacher.
5	Draw conclusions from the lesson and ask students to read 'remember'.	

## ANSWERS TO UNIT REVIEW EXERCISES

### PART I – MULTIPLE CHOICE

1. The Constitution of Ethiopia says a person born to an Ethiopian parent or parents gets Ethiopian citizenship. This refers to citizenship by:

- (a) birth place
- (b) blood relations
- (c) naturalization
- (d) none of the above

*Answer: (b)*

2. Which of the following goes with patriotism?

- (a) respect for national anthem
- (b) fighting to defend one's country
- (c) working hard to fight against poverty
- (d) fighting terrorism
- (e) all of the above

*Answer: (e)*

3. Which of the following does not go with patriotism?

- (a) considering your nation superior to others
- (b) respect the law of your country
- (c) respect the rights of others
- (d) fighting to expand your country's boundary
- (e) (a) and (d)

*Answer: (e)*

4. Which of the following shows relative poverty?

- (a) lack of food
- (b) lack of electric cooker
- (c) lack of shelter
- (d) lack of clothing
- (e) all of the above

*Answer: (b)*

### PART II – TRUE OR FALSE

1. As a citizen of Ethiopia, you have many rights but very few responsibilities.

*Answer: false*

2. People like Mussolini and Hitler are patriots because they entered into war to help their country.

*Answer: false*

3. Persons who fight poverty and corruption are patriotic citizens.

*Answer: true*

4. The victory of Adwa shows the contribution of nations and nationalities of the Ethiopian peoples in defending their country.

*Answer: true*

5. People like Abebech Gobena are patriots because they support other citizens.

*Answer:* true

**PART III – MATCHING**

<b>Column A</b>	<b>Column B</b>
1. Common good (C)	A. Serving others without payment
2. Terrorism (D)	B. Treating some groups of people unfairly
3. Tolerance (E)	C. Public interest
4. Discrimination (B)	D. Illegal action that destroy lives and property
5. Voluntarism (A)	E. Respecting differences



## UNIT 6 RESPONSIBILITY

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

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

	Lesson	Specific Competencies Students should be able to:	Other resources that may be used
1	What is Responsibility?	<ul style="list-style-type: none"> <li>• define what responsibility is.</li> <li>• differentiate between personal and group responsibilities.</li> <li>• list sources of responsibilities.</li> <li>• execute your responsibilities.</li> </ul>	
2	Personal, Social and Constitutional Responsibilities	<ul style="list-style-type: none"> <li>• describe the various responsibilities that an individual has.</li> <li>• uphold your responsibilities in every walk of life.</li> </ul>	
3	Natural Resources and our Historical and Cultural Heritage	<ul style="list-style-type: none"> <li>• define what natural resources and historical and cultural heritage mean.</li> <li>• protect our natural resources and our historical and cultural heritages.</li> </ul>	
4	Responsibility to Combat HIV/AIDS	<ul style="list-style-type: none"> <li>• define HIV/AIDS.</li> <li>• protect yourself from the pandemic of HIV/AIDS.</li> <li>• give the necessary support to HIV/AIDS victims.</li> </ul>	

## LESSON 1

### WHAT IS RESPONSIBILITY?

#### CLASS PREPARATION: INSTRUCTIONAL AIDS

- Pictures, posters etc. showing citizens engaged in different activities

#### STARTER ACTIVITY

- What responsibilities do you have towards your family, friends and school?
- List some of them.

Ask students to work individually and share some of their responses with the rest of the class.

#### READINGS

- Explanations about responsibility
- The readings cover the types of responsibility that all students should experience including individual and group responsibilities. In addition, the text looks at the sources of responsibility including the customs and traditions of society.
- In Ethiopia these include the responsibility to respect our family members, particularly parents and elder brothers and sisters as well as the notables of the community, irrespective of their political and economic status or gender; supporting the needy and sharing what we have.

#### CASE STUDIES

1. A day in school
  - We know that everyone at some time avoids a responsibility that is difficult or unpleasant. Cleaning the school is one such activity that few would willingly choose yet most students would object if the school was not kept clean or if resources were reduced to pay staff to do the work. Joint responsibility should mean that a job is done better in a shorter time but

the question of how to fairly distribute tasks emerges. In many countries and some parts of Ethiopia school cleaning is done by paid staff relieving students of such responsibilities. While this means they have more time to study and relax, it may also lead to them failing to learn about responsibility.

2. Failing to keep a promise
  - The impact on others of such an action can be demonstrated in class through a short role plays. See the additional activity.

#### ACTIVITIES

1. Discuss and list some of your responsibilities.
  - The responses will depend on each student.
2. 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'?
  - This offers an opportunity to share ideas about where the responsibility should lie and how it would affect the school's tidiness, or, as in the case of the additional activity, families if students were not responsible for this duty.
  - On the other hand, cooperating with the other students to respect the rules of the school, being active participants in extra-curricular activities, are group responsibilities.
  - They should say that looking after their own cleanliness, making their bed, living within the family's economic capacity are part of their individual responsibilities.
3. Form groups and discuss and fill out your responsibilities in each box. Some examples are provided.
  - The groups should identify: promises such as keeping secrets and remembering

commitments; customs including providing water for guests to wash their hands; laws such as paying for goods; and morals like not telling lies.

4. Form groups to discuss the types of responsibility Kuse had.
- On the basis of the promise he had made, Kuse has the responsibility to pay the money on time or he would be not be considered a man of his word. He also has the responsibility not to offend his friends who witnessed Kuse borrowing the money. Other responsibilities

may also be discussed in this case.

### **AN ADDITIONAL ACTIVITY**

Students work in small groups to create a role play which shows the impact of one person failing to meet his/her responsibility.

An example could be a person promising to look after a younger brother or sister while the parents visit a sick relative. By failing to keep that promise the parents are forced to stay and look after the child and they are unable to visit the sick relative which may weaken their social bondage.

See sample lesson plan on page 84

## LESSON 2

# PERSONAL, SOCIAL AND CONSTITUTIONAL RESPONSIBILITIES

### CLASS PREPARATION: INSTRUCTIONAL AIDS

- Pictures, posters etc. showing citizens executing their responsibilities

### STARTER ACTIVITY

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

- This could be done as a class brainstorm activity with the main responses being written on a board or large sheet of paper for everyone to see.

### READINGS

- Explanations about personal, social and constitutional responsibilities
- The text explains these responsibilities but you could expand with more examples of occupational responsibilities based on your own knowledge. For example, your responsibilities as a teacher could be expounded. Social responsibilities, for example what the kebele expects of citizens, could be discussed. Finally you can reiterate the need to be a responsible citizen through respecting the Constitution and laws of the country. If there is time this could lead to further discussion on tolerance which has been covered in previous units.

### CASE STUDY

1. Paying tax — a citizens' constitutional responsibility
  - The subject of paying tax was introduced in Unit 4 Lesson 5. As a responsible citizen the owner of a small retail outlet should pay tax on the earnings. In this case the owner evades

paying tax. The impact of one shop owner doing this is minimal but, multiply the loss by the huge number of outlets that carry out the same practice and the impact is huge, reducing the budget for the region to spend on services and resources for all tax payers and citizens.

### ACTIVITIES

1. Form groups to discuss and list down some personal, social and constitutional responsibilities you have. Some examples have been provided.
  - This should be relatively easy for students to complete in their groups. Students may identify personal responsibilities to include being self-supportive, having future plans; social responsibilities may include respecting the norms of the community and performing voluntary service; constitutional responsibilities involve exposing acts of corruption and refraining from deformation. Gather the responses from some to share with others if there are problems.
2. 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.
  - As some students may be aware of family and friends involved in tax evasion, this subject should be treated with discretion but the message must be clear to all — avoiding the responsibility of paying tax is a serious crime which affects the lives of everyone through limiting resources and services. One issue that may arise is the fairness of the taxation

system. This will be covered in Grade 10, Unit 4 Lesson 5.

3. Put a tick mark to show the sources of payment.

  - This may lead to debate about who pays for peoples' salaries. Other jobs could be added to the list if the teacher wishes. This could lead to a debate on how much different people earn and the value of their work. It may be worth gathering current information on some

of these salaries. Another issue that may arise is evaluating the impact of the work of those who are paid from taxpayers' money.

#### **AN ADDITIONAL ACTIVITY**

In groups of ten members, let students identify the responsibilities of their kebeles or the woreda administration. In which areas of their responsibility have institutions fared better and in which areas have they fared badly and why?

## LESSON 3

# NATURAL RESOURCES AND OUR HISTORICAL AND CULTURAL HERITAGE

### CLASS PREPARATION: INSTRUCTIONAL AIDS

- Pictures, postcards etc., depicting wild animals endemic to Ethiopia *e.g.*, mountain Nyala, and cultural sites *e.g.*, Axum obelisks, Sof Omar and Lalibela

### STARTER ACTIVITY

- What do you understand by natural resources?
- Can you name some examples of Ethiopian historical and cultural heritages?
- Students could work in small groups for this activity, sharing their ideas with a neighbouring group or putting their examples on the board.

### READINGS

- Explanations about natural resources, historical and cultural heritage
1. Conserving resources
    - Environmental resources are limited and, while some can be sustainable, they need to be supported. According to a magazine, Pact’s IMPACT Bulletin Issue 30, produced by PACT in July 2008, 88% of rural energy consumption comes from burning wood — which means destroying trees. At the beginning of 20th century 40–50% of this country was covered by trees. Today only 3% of the area is woodland or forest.
    - The Community Forestry (an NGO) states that 17–20% of global carbon emissions are caused by land use change and deforestation. PACT worked with people on a project in Gambella and reported the following:

- Community forestry is one solution that offers a way to preserve invaluable, ecological resources, while enabling local populations to sustain themselves and their livelihoods.
  - Ethiopia’s forest proclamation delineates guidelines for conserving and sustaining 58 priority forest areas in Ethiopia. In the forests in these areas, most nutrients are found in the trees themselves, rather than in the soil, limiting the profitability of some agricultural uses of the land. After considering the environmental implications, the potential economic benefits and social impact on forest populations, some participants felt that community forestry was a solution that could best fit the needs of all parties involved...
2. Historical/cultural heritage and tourism
    - The importance of taking responsibility of the historical and cultural heritage to promote tourism will recur in other grades and units. In this lesson it should be sufficient to raise awareness of the value of the sites both locally and across the country. In some schools students will be familiar with the impact of tourism whereas others may have less experience. This should enable the teacher to pitch the lesson accordingly. The message that should come across is the need to care for the resources, not just for the present visitors, but for the future.

### CASE STUDIES

1. The village and the shrinking forest
  - If there is time, this could lead to discussion on the suggestions provided in the text.
2. Caring for our historical/cultural heritage

- If students have had the opportunity to visit a museum or any site of historical/cultural heritage, this will enrich their experiences on the theme of the lesson.

### ACTIVITIES

1. In groups discuss and list down some of the natural resources in your surroundings. Some examples are provided.
  - This will need to reflect your school’s locality.
2. Form groups to discuss the ways that preserving forests and planting trees help the environment. List some in the table below. Some examples are provided.
  - Other benefits of preservation might include: sustaining the endemic plants; no loss of natural habitats; would have no impact on global warming etc. The benefits of replanting include: being able to plant economic species; being able to manage the forest environment, potential for diversification (planting other crops between existing trees) etc.
1. Form groups to discuss and suggest ways of preserving historical/cultural heritages and ways of promoting tourism. Some examples have been provided.
  - Preservation of heritages can be achieved by: restricting access to sites; limiting the exposure of valuable objects to light, touch etc; keeping records for future generations - this particularly applies to cultural activities.
  - Ways to promote tourism could include: promotion activities; setting up a good infrastructure, including good hotel accommodation, on the tourist site; providing good training for local guides; protecting tourists from touts, beggars and vendors who pester tourists for money at historical sites;

providing souvenirs and information on local sites.

2. Discuss what you may have seen on a visit to the National Museum.
  - Discuss what difference you think it would make to our cultural identify 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.
  - The responses will depend on access to the National Museum and local museums. Teachers can give students a feel for what can be found in a museum where the majority have never visited one. If a trip can be arranged this would be an excellent opportunity for students to see the wealth of their country’s heritage. Otherwise, try to build up a collection of illustrations and resources that will enable students to have some experience of a museum’s treasures. Since a number of Ethiopia’s resources are not exhibited or even located in this country, it may be interesting to find examples of manuscripts and other treasures through the internet if the school has access.
3. Form groups to discuss and list some of the historical/cultural heritages in your surroundings. Some examples are provided for you.
  - If there is no time to complete this in the lesson, the activity could be set as homework with students researching what historical and cultural heritages exist in their locality.

### AN ADDITIONAL ACTIVITY

In groups, students could identify the cultural artefacts in their locality. Let them work out ways of preserving them and discuss them in class.

## LESSON 4

# RESPONSIBILITY TO COMBAT HIV/AIDS

### CLASS PREPARATION: INSTRUCTIONAL AIDS

- Films, pictures, posters etc showing HIV/AIDS victims

### STARTER ACTIVITY

- 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?
- This activity could be done individually, each student making a note of his/her responses, before sharing some ideas with the whole class.

### READINGS

- Explanations about the responsibility to combat HIV/AIDS
- The statistics and information available on HIV/AIDS are constantly being updated so it is important to locate current accurate information. Many resources exist which explain the virus, how it is transmitted, the outcomes for sufferers and the impact on society, both in Ethiopia and the rest of the world. It is also important to identify what the HIV/AIDS policy is related to educational facilities. There may be a HIV/AIDS club in the school with good resources and information.

### CASE STUDY

A brave man who helped society

- Zewdu Getachew was a ‘young, healthy, vibrant, handsome and attractive looking man’ when he first spoke publicly about living with HIV. “The phrase that he used was “Tiwlid yidan benya yibka!” “Let it end with us, Let’s

let the next generation live!” That was around 1998 and with that appearance he broke the deadly silence associated with HIV/AIDS infection and made education possible.

- Zewdu Getachew was one of Dawn of Hope’s founders and president. Even after he came out to publicly acknowledge his status and start teaching about HIV/AIDS, some were still unable to let go of the stigma associated with the virus and discriminated against him so he was evicted from his rental residence and other landlords refused to rent a home/apartment to him. Source: Adapted from the website of an Abesha Care Founder <http://www.abeshacare.org/Wegotstarted.html>

### ACTIVITIES

1. Form groups to discuss and list down the methods of transmission of HIV/AIDS, combating it and what you can do to help victims.
  - Transmission methods include: sharing infected medical equipment, toothbrushes, razor blades and other sharp instruments that have been used by a HIV positive person; from mother to child before, during and after childbirth and through breast milk; sexual intercourse — the main cause of infection in Ethiopia.
  - Avoidance of sexual intercourse before marriage will help to combat HIV/AIDS.
  - Victims can be helped by providing anti-retroviral drugs (ARDs), ensuring they have a healthy diet, treating any infections immediately and providing counselling.
2. 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 victim 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?
  - Students should support Zewdu’s decision since it enabled attitudes in this country to change towards HIV/AIDS sufferers. Many of the victims contracted the virus through no fault of their own but as a result of their spouse having other infected partners, their mother passing it to them when they were born or through infected instruments used in cultural practices such as FGM or tattooing. Zewdu’s honesty enabled the subject to be discussed at all levels leading to education and policy decisions being made to raise awareness and provide support through the government as well as NGOs.
  - A blood test is necessary because, if as a result of the test you know that you are HIV positive, it enables you to decide what to do next to live as an HIV positive person and how to protect others from this pandemic. On the other hand, if you know that you are HIV negative, you will take all the precautions necessary not to contract the disease in the future.
  - The last question will lead to debate about how each student would deal with the issue.
-

## SAMPLE LESSON PLAN

### LESSON 1

Time	Teacher Activity	Student Activity
5	Warm up activity <ul style="list-style-type: none"> <li>• What responsibilities do you have towards your family, friends and school?</li> <li>• List some of them</li> </ul>	Write down ideas then share them with the rest of the class.
5	Note responses on board or paper then help students to read text	Read individually stopping to reflect on responsibilities
5	Explain activity	Work individually to add to your initial list.
10	Read first case study and explain activity	Read individually reflecting on the issues and participate in a short debate on group responsibilities.
5	Read second case study and explain activity	Read individually reflecting on Kuse's responsibilities then share ideas with class.
5	Explain the additional activity	In groups act out a role play to demonstrate the impact of one person failing to meet a responsibility.
5	Draw conclusions from the lesson and ask students to read 'remember' and complete the rest of the lesson for homework.	

## ANSWERS TO UNIT REVIEW EXERCISES

### 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

*Answer: (d)*

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

*Answer: (b)*

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

*Answer: (c)*

4. Combating HIV/AIDS is the responsibility of:

- (a) the government
- (b) the school administration and students
- (c) communities
- (d) all

*Answer: (d)*

### PART II – TRUE OR FALSE

1. It is acceptable to come to class without doing your homework.

*Answer: false*

2. Looking after ourselves is a social responsibility.

*Answer: false*

3. Promoting the common good is necessary for community life.

*Answer: true*

4. Protecting natural resources helps development.

*Answer: true*

5. Our historical/cultural heritage promotes tourism when it is well maintained.

*Answer: true*

6. As a young student, you have no responsibility to combat HIV/AIDS.

*Answer:* false

### **PART III – SHORT ANSWERS**

1. State some of your personal responsibilities.

*Ans.* Respecting the laws of the country, respecting the rights of others etc.

2. What is social responsibility?

*Ans.* A responsibility one has as a member of a society.

3. What is the difference between personal and social responsibility?

*Ans.* Personal responsibility is a responsibility one has as an individual. A social responsibility is a responsibility one has as a member of a society.

4. State some of your social responsibilities.

*Ans.* Respecting the norms of the society, respecting and helping the elderly etc.

5. What is your responsibility to combat the spread of HIV/AIDS?

*Ans.* Giving support and care to the victims.

## UNIT 7 INDUSTRIOUSNESS

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

- recognize the significance of work.
- understand the various economic systems.

	Lesson	Specific Competencies Students should be able to:	Other resources that may be used
1	Work Hard and be on Time	<ul style="list-style-type: none"> <li>• define what is meant by work.</li> <li>• explain the purpose of work.</li> <li>• identify positive attitudes towards work.</li> </ul>	
2	The Importance of Work	<ul style="list-style-type: none"> <li>• describe the importance of work.</li> <li>• be industrious and have good work ethics.</li> </ul>	
3	Economic Systems	<ul style="list-style-type: none"> <li>• explain the different economic systems.</li> </ul>	de Rivero O. (2001) <i>The Myth of Development</i> London: Zed Books
4	Work Ethics	<ul style="list-style-type: none"> <li>• describe work ethic.</li> <li>• act in an ethical way in your school and class activities.</li> </ul>	

## LESSON 1

# WORK HARD AND BE ON TIME

### CLASS PREPARATION: INSTRUCTIONAL AIDS

- Pictures, posters, maps, charts etc. showing the peasants or labourers engaged in work activities

### STARTER ACTIVITY

- Why do you think people work? Is it only about earning money?
- Why do you think it is important to be on time?
- This can be full class discussion or brainstorm activity.

### READINGS

- Explanations about working hard and being on time
- Respect for work is important and students must be aware of the value of any job they, or others, undertake. It may be interesting to list all the jobs that students can think of, then categorize them according to their importance in society. It should become obvious that very few jobs appear unimportant — particularly manual or blue-collar work. But it must be emphasized that, among other work, the country is highly reliant on these types of jobs for her accelerated development.
- Job satisfaction is linked to any job regardless of whether it is professional or manual. A shoe shiner will probably feel a sense of achievement when the customer is pleased with the shine on their shoes. Teachers always feel proud when students do well in their subjects and enjoy the lessons. If the job fails to give any

satisfaction then the person has to consider if alternative options are available or, if it is due to lack of skill or knowledge, whether training or support is available to help make the job more interesting. Many people who take up a career find the need to progress to different levels or departments or move into management or training, as they see how their skills and experience can be put to better use. This helps to make the work more rewarding and encourages greater commitment.

- When people are unhappy in their work it is sometimes evident through their behaviour and attitude in the workplace. They may become lazy, inconsistent and unpunctual as the next case study illustrates.

### CASE STUDY

Martha's late arrival

- Students might question why Martha was often late. They could provide excuses for her such as family problems or slow and unreliable transport services or lack of job satisfaction. However, her responsibility to her job should be a priority as lives depend on it.

### ACTIVITIES

#### 1. Discuss

- What do you think about Martha's lateness?
- What do you think could happen if Martha doesn't get to work on time?
- What do you think Martha should do?
- Have you ever been late for something important? What happened?

- Name some jobs where the effect of being late would be very serious.
- Name some jobs where you produce something and some jobs where you offer a service.
- Do you think you will feel happy and satisfied if you sit at work all day doing nothing?
- These questions can be discussed as a full class, giving each student an opportunity to respond to one or more. Some of the questions

will be personal reflections while others may lead to debate on work ethics which is covered in Lesson 4.

### **AN ADDITIONAL ACTIVITY**

Students should list all the jobs they can think of then categorize them as professional or manual. They can then try to prioritize the jobs in order of importance to society.

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## LESSON 2

# THE IMPORTANCE OF WORK

### CLASS PREPARATION: INSTRUCTIONAL AIDS

- Pictures, posters, charts etc. showing people engaged in different work activities
- Maps of the developed countries

### STARTER ACTIVITY

- Do you think work is important? If so why?
- Do you think that you can enjoy work?
- How? Discuss these questions.

Students could work in small groups to do this activity, sharing their ideas with another group after a brief discussion.

### READINGS

- Explanations about the importance of work
- Job satisfaction was referred to in the previous lesson and here it is linked to self-fulfillment. As well as satisfying basic needs and providing some satisfaction, work can also provide money for those things we want in life. These may be for recreation during leisure time, or luxury items that make life easier or more enjoyable. Some people not only do a good job themselves but provide opportunities for others to gain employment and produce commodities that serve the people. Such individuals are called entrepreneurs and the case study describes one such man.

### CASE STUDY

1. Henry Ford
  - In 1879, Ford left home for the city of Detroit to work as an apprentice machinist. During the next few years, Henry divided his time between operating or repairing steam engines, finding occasional work in a Detroit factory, and over-hauling his father’s farm implements,

as well as lending a reluctant hand with other farm work. In 1891, Ford became an engineer in Detroit and made a conscious decision to dedicate his life to industrial pursuits. His promotion to Chief Engineer in 1893 gave him enough time and money to devote attention to his personal experiments on internal combustion engines.

- These experiments culminated in 1896 with the completion of his own self-propelled vehicle-the Quadricycle. Although Ford was not the first to build a self-propelled vehicle with a gasoline engine, he was one of the pioneers who helped the US become a nation of motorists.
- In 1903, the Ford Motor Company was incorporated with Henry Ford as vice-president and chief engineer. Groups of two or three men worked on each car from components made to order by other companies.
- Henry Ford realized his dream of producing an automobile that was reasonably priced, reliable, and efficient with the introduction of the Model T in 1908. This vehicle initiated a new era in personal transportation. It was easy to operate, maintain, and handle on rough roads, immediately becoming a huge success.
- Henry Ford combined precision manufacturing, standardized and interchangeable parts, a division of labour, and, in 1913, a continuous moving assembly line. Workers remained in place, adding one component to each automobile as it moved past them on the line. Delivery of parts by conveyor belt to the workers was carefully timed to keep the assembly line moving smoothly and efficiently. The introduction of the moving assembly line revolutionized automobile production



by significantly reducing assembly time per vehicle, thus lowering costs. Ford’s production of Model Ts made his company the largest automobile manufacturer in the world. Source: Adapted from <http://www.hfmgv.org/EXHIBITS/HF/>

### ACTIVITIES

1. Discuss in groups

- Do you think that it was good that Henry Ford worked hard, even in his spare time, to build his first car?

- Do you think what Henry Ford did was beneficial for him? In what ways?
  - Do you know any entrepreneurs in your community?
  - The answers to some of these questions can be found in the texts. Students, in groups, should locate entrepreneurs in their locality, find out how they work, whether their standard of life has changed and what their ambitions are. These findings can be discussed with the whole class.
-

## LESSON 3

# ECONOMIC SYSTEMS

### CLASS PREPARATION: INSTRUCTIONAL AIDS

- Media items showing trade activities in Ethiopia, China and the US

### STARTER ACTIVITY

- Do you have any idea what economic systems are?

In groups of three, students should think about how the country's exports are produced and priced. They should consider who chooses what the farmers will grow and who decides what price they will get for their exports.

### READINGS

- Explanations about economic systems
1. Command/planned economic system
    - Each of these systems will need further explanation and possibly some demonstration for students to appreciate the differences and the importance of each. The command economic system can be described as state run and one example might be Ethiopia during the military regime. At that time farmers were forced to produce and sell at a price set by the government. Manufacturing industries were also nationalized and put under government control. Likewise, these industries were required to sell their commodities at a price fixed by the government. The role of the private sector was negligible. As a result, due to central control, the farmers were not motivated to be productive; due to poor management and the patrimonial system that prevailed, the manufacturing industries were not profitable. Consequently the whole economic system was in a shambles.

2. Free market system
  - In contrast to the command system, if every farmer decided what to grow and what price to charge for the produce they would be following a free market system. One advantage of this system is that it encourages entrepreneurs to identify new markets and more efficient systems of producing goods. The disadvantages include lack of capital and experience of the competition from world market prices, and subsidies given by other countries to their own producers. This happened in the US with cotton production, enabling the farmers to sell their produce at a less competitive price in the international market.
  - Unimpeded technological development is also responsible for destroying many businesses in the developing world while creating new opportunities in the developed world. For example, "Experiments are... under way to produce a bio-coffee, capable of competing with the best-quality coffee in the world, and at lower prices." Source p103 de Rivero
3. Mixed economic system
  - In simple terms, this is a mixture of the two above systems. The state encourages private enterprise through the provision of incentives, such as tax allowances or government loans, to support the production of those commodities that it believes will be of greater economic value to the country. In some cases, the state controls some of the large scaled industries such as the steel manufacturing industries. Assuming that the state has appropriate knowledge, the resources to invest and no corruption, this would appear to be a good option for producers who could be more

effective knowing they had the freedom with the opportunity of valuable support.

#### 4. Globalization

- There are opposing views on globalization; some believe it has advantages while others see it as being negative. A number of international organizations (IMF and World Bank etc.) which provide loans for poorer countries actually encourage free trade which leads to developing countries having to compete on world markets. Those in favour of globalization believe it is good for poor nations as international trade brings jobs to the developing world, thus increasing prosperity and reducing poverty. However, in the 21st century, globalization has become such a fact of life, like breathing, so the only option a country has is to accept this fact and make the necessary effort to benefit from it.
- Ethiopia, along with many other sub-Saharan African countries, relies mainly on an unstable income from primary or semi-processed export products.
- “For such countries, attaining food security will not be easy, since it does not depend exclusively on national policies. In fact, the world trend in agricultural trade is to expose national farmers to global competition. The globalization and the liberalisation of the agricultural trade have granted a great power for penetrating the market to the transnational enterprises that produce food. Their very competitive prices eliminate from the competition the farmers from poor countries and erode their national food security policies. This transnational power, moreover, is blessed by the new liberalising rules for agricultural trade promoted by the WTO. These tend to penalise any state intervention to help local farmers and assure the supply of food. To

replace food security policies, then, foreign programmes for food aid are promoted, making the poor countries even less able to produce their own food.” Source: p166 de Rivero

#### CASE STUDY

1. The Chinese and United States’ economies
  - China has a population of approximately 1.2 billion but only 300 million have a reasonable standard of living. In spite of this, it is a rising economy with exports across the world as well as activities relating to infrastructure development in many sub-Saharan countries including Ethiopia. While China benefits from an increasing income from its activities elsewhere in the world, it still suffers from social and environmental problems including the impact of urbanization and the greater demands for food, energy and water. Yet China, while still exhibiting its communist roots, is regarded as having accepted the need for capitalism to increase its own economy. “China, a totalitarian state, had to concede a series of autonomous economic zones on its coast...This situation has created a loss of central control that an engineer of totalitarianism, such as Mao, never could have imagined.” Source: p38 de Rivero
  - The United States has benefited from a free market economy with some state intervention, particularly during periods of depression such as in 1930s and late 1970s. Production and distribution tend to be governed by free market principles with the state defining and enforcing the market rules and sometimes providing other services such as subsidies to help its producers in the world market.

#### ACTIVITIES

1. Try to describe the features of the activity undertaken in each group.
  - How are the two groups similar and how are the two groups different?

- Which one of the activities do you think will benefit the members of the group?
  - This activity will require one set of questions duplicated for the two groups. Where the number in the class is high the teacher may need to have two or more sets of groups to ensure all students participate.
  - Students must be encouraged to thoroughly explore the activity and come up with their responses. As the activities of Group 2 are transparent and have taken into account the capacity of students and their interests, it will benefit the members more than Group 1.
  - Similarities could be that in both groups the members are students; in both groups the time allotted is equal. Differences could include the fact that in Group 2 how students carry out the exercise is transparent, in keeping with the students' ability. Group 1 lacks this transparency and focus on students' abilities.
2. What do you think about the different types of economic systems?
- Which system do you think is better?
  - This activity requires the student to fully understand the basic principles of each system. It may be possible to combine this activity with the additional activity set below. Examples of the advantages and disadvantages of each system are indicated in the text on the previous page.

### **AN ADDITIONAL ACTIVITY**

In the same groups of three that discussed the starter activity, ask each student to take on the role of either the command economic system, the free market system and the mixed economic system. In their groups they should justify why their system is better than the others.

See sample lesson plan on page 97

## LESSON 4

### WORK ETHICS

#### CLASS PREPARATION: INSTRUCTIONAL AIDS

- Pictures, posters, charts etc. showing people engaged in different work activities

#### STARTER ACTIVITY

- What do you think ‘work ethic’ means?
- Discuss this with your class

Students could write down what they understand then share it with the class.

#### READINGS

- Explanations about work ethics
- The principles associated with a good work ethic are briefly described in the student text. Punctuality was also covered in the first lesson of this unit. Honesty in the work place (including the classroom) may need further explanation. It is not just about telling the truth and not taking time or resources from the workplace. It is also about acknowledging strengths and weaknesses in yourself and others. For example, a person may accept a task knowing that he/she does not have the full skills or knowledge to complete the task effectively. That is dishonest. It links to the next principle, willingness to learn.
- Some people stay in the same job for a number of years and do not see the need to update and upgrade their skills and knowledge. This leads to problems for the person and their employer. A teacher who does not participate in continuous professional development cannot learn new skills needed in the changing classroom or identify current knowledge that will benefit the students. All careers require staff to update knowledge, either through additional training courses, or by sharing

skills in the workplace and by personal study through books and journals.

- Such endeavours show initiative. Being aware of the skills, activities and resources that will enable a job to be done more effectively and more efficiently, an employee can help his/her company to improve. Time is the most precious resource that we have. Once spent, it cannot be regained. Therefore, anything which can save time without losing quality is a benefit. Use of information technology has helped save hours of writing and manually duplicating information etc in the office. It allows more work to be done by each person and better communication but needs knowledge and experience to use if effectively. A person who takes the initiative to develop these skills not only shows initiative for their personal development, but also displays loyalty to their organization.
- Although people move from one career to another for their own benefit, loyalty to the organization they are currently employed by is important. It offers more opportunity for promotion and ensures greater job satisfaction as well as enabling the organization to prosper.
- If more can be achieved by an individual, through improved time management, better use of resources, greater knowledge and understanding of the situation and improved skills, the total production of that organization should also increase and provide greater security for employers and their families.

#### CASE STUDIES

1. Warren Stanley

There are many examples of hardworking

individuals, like Warren Stanley, across Ethiopia. Try to identify local entrepreneurs, possibly developers working in education or tourism industries who put in long hours to achieve a successful business.

### ACTIVITIES

1. How did Stanley develop a work ethic?
  - The student text will provide the answers which can be expanded by considering other hardworking individuals who have developed a successful business in the local area.
2. Copy this table in your exercise book and try to rate yourself. Put a tick against the

right description for you. How can you improve your performance if it is not good or excellent?

- This is an exercise that should be done individually but can lead to discussion among groups or the whole class to identify ways of improving performance in some areas.

### AN ADDITIONAL ACTIVITY

Find a hardworking individual who has been successful and ask how they became successful. What difficulties did they encounter and how did they surmount them?

## SAMPLE LESSON PLAN

### LESSON 3

Time	Teacher Activity	Student Activity
5	Warm up activity <ul style="list-style-type: none"> <li>Do you have any idea what economic systems are?</li> </ul>	In groups of three, discuss how the country's exports are produced and prices and who chooses what the farmers will grow and who decides what price they will get for their exports.
5	Note some responses on board or paper then help students to read text	Read individually stopping to reflect on each of the systems and globalization.
15	Explain activity and provide each group with a set of pre-prepared questions	Carry out the activity in the groups (2 or more depending on class size) then discuss: <ul style="list-style-type: none"> <li>the features of the activity undertaken in each group?</li> <li>how are the two groups similar and how are the two groups different?</li> <li>which one of the activities do you think will benefit the members of the group?</li> </ul>
10	Reflect on the responses with the class and relate it to the two systems then set the next activity. <ul style="list-style-type: none"> <li>What do you think about the different types of economic systems?</li> <li>Which system do you think is better.</li> </ul>	Work in original groups of three (each representing either the command economic system, free market system or mixed system) to justify why their system is better than the others. Share ideas with the rest of the class.
5	Draw conclusions from the lesson and ask students to read 'remember'.	

## ANSWERS TO UNIT REVIEW EXERCISES

### PART I – MULTIPLE CHOICE

1. \_\_\_\_\_ is to produce something useful.  
(a) job                      (b) career                      (c) work                      (d) time

*Answer: (c)*

2. \_\_\_\_\_ is worker with a job involving manual labour.

- (a) blue collar worker  
(b) career  
(c) white collar worker

*Answer: (a)*

3. \_\_\_\_\_ is a worker with a job not involving manual labour.

- (a) blue collar worker  
(b) career  
(c) white collar worker

*Answer: (c)*

### PART II – TRUE OR FALSE

1. Needs and wants are the same.  
*Answer: false*
2. A command economic system is where economic decisions are made by the people.  
*Answer: false*

3. Initiative means taking decisions by oneself.

*Answer: true*

4. Punctuality means arriving at work on time.

*Answer: true*



## UNIT 8 SELF-RELIANCE

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

- be familiar with the meaning of self-reliance.
- recognize the meaning of dependency.
- appreciate the importance of decision-making.

	Lesson	Specific Competencies Students should be able to:	Other resources that may be used
1	What is Self-reliance?	<ul style="list-style-type: none"> <li>• define self-reliance.</li> <li>• explain aspects of self-reliance.</li> </ul>	
2	Dependency	<ul style="list-style-type: none"> <li>• define dependency.</li> <li>• describe the bad effects of dependency.</li> <li>• fight the habits of dependency.</li> </ul>	
3	Decision Making	<ul style="list-style-type: none"> <li>• explain what decision making means.</li> <li>• make appropriate decisions as a self-reliant person.</li> </ul>	

## LESSON 1

### WHAT IS SELF-RELIANCE ?

#### CLASS PREPARATION: INSTRUCTIONAL AIDS

- Pictures, posters, charts etc. showing citizens engaged and working confidently

#### STARTER ACTIVITY:

- Which one of these people is trying to be self-reliant? Why?
- Do you think giving some coins to beggars (who are healthy) can help them to be self-reliant?

The illustrations of a child begging and a shoeshine boy should make students realize that self-reliance is linked to activity that attempts to make a person independent. The class could be asked to give their opinions.

#### READINGS

- Explanations about self-reliance
- When we are morally competent, we develop the sense of self-respect believing on our own worth and in the worth of others. When we give credit to the worth of others, we pay them due respect. In particular, when we choose values and set aims which we work to accomplish, it is a sign of self-reliance and self-confidence which comes out of our self-knowledge.
- Kant wrote, “Act in such a way that you always treat humanity, whether in your own person or in the person of any other, never simply as a means, but always at the same time as an end.”
- “The gist of Kant’s requirement is that we respect moral agency, our own as well as others’. Moral agency involves three things: first, *moral competence*, or the ability to work out our

duties and to act accordingly; second, *moral responsibility*, which is the willingness to act on our duties; and, third, *self-determination*, which embraces choosing values, setting ends for ourselves, and shaping our lives accordingly.”

Source: p152-3 Luper S. (2002) *A Guide to Ethics* US: McGraw Hill

- Kant’s theory will be explored further in later Grades. For this lesson the importance of respect for oneself, as well as for others, is explored. The proverbs expand on the need for respect. You and the students could add more if you know of any.

#### CASE STUDY

Chaltu — a hard working student

- Chaltu’s way of study, particularly her sense of time, preparedness for the exam and self reliance in doing the exam, is well articulated. On the basis of this case study you can add some further points or make students identify their own. These will be developed in the additional activity below.

#### ACTIVITIES

1. Form groups and discuss these questions:
  - Do you think that a self-reliant person is completely independent? Why?
  - Why is self-respect important?
  - Do you think it is important to know your weaknesses? Why?
  - Students need to recognize that self-reliance does not assume independence but helps a person avoid being totally dependent. A person who has a disability, like a child, has to rely on other people for support but can be independent in many ways including earning a living through work. Thus they should

acknowledge the importance of self-reliance.

- They could refer to the chart they completed in the previous lesson showing their personal reflection of work ethic principles to identify their skills and weaknesses. This should show that weaknesses need to be recognized and addressed.
2. Discuss these questions in pairs
- Do you think that Chaltu is a self-reliant girl? Why?
  - Chaltu asks others for help when she faces problems with her studies. Do you think that this is a sign of dependency? Discuss this.

- Chaltu clearly shows signs of self-reliance which could be listed. The fact that she asks for help indicates that she is trying to be more self-reliant, gaining skills and knowledge to enable her to proceed with her studies and achieve a better outcome. At the same time, her willingness to help others by explaining those concepts she understands, is another sign of self-reliance and self-confidence.

### **AN ADDITIONAL ACTIVITY**

In groups, list the features of a model self-reliant student.

## LESSON 2

### DEPENDENCY

#### CLASS PREPARATION: INSTRUCTIONAL AIDS

- Pictures showing beggars on a street begging and/or food aid being distributed

#### STARTER ACTIVITY

- Do you think that receiving food aid from outside can increase dependency?

All students should be aware of the fact that food aid is used in some parts of the country and this activity could encourage a brief class discussion on the links between food aid and dependency.

#### READINGS

- Explanations about dependency
- See the notes on Unit 7 Lesson 3 related to food security.
- Dependency is linked to poverty. Although there are many people in the developed world who are highly dependent, most have access to state security systems to provide financial support or other assistance. According to a UNESCO report in 2004, one billion children across the world are suffering from one or more forms of deprivation including nutrition, water, sanitation, education, health and shelter. Without these basic requirements, people are forced into dependency, often through begging or international aid.
- Overcoming such vast levels of dependency therefore requires international aid, government mechanisms and NGO support to be effective. On a small scale there is very little that an individual can do but that does not mean that

enterprise activities are not affective as the first case study shows.

- For those who have the capacity and the support, positive outcomes are possible but they require the individual to also be motivated and have self-esteem. Teachers can instill self-esteem into students from an early age by praising their achievements and encouraging them to be confident in what they do. Faults and weaknesses can be identified but should not be ridiculed. Rather they should be overcome through training, education and good role models. Everyone should be aware of their good qualities but sometimes it needs others to point them out.

#### CASE STUDIES

1. Car wash enterprise
  - The car wash enterprise is just one example of activities that people have become involved in to gain an income. In previous lessons students have been encouraged to identify entrepreneurs who have not only gained an income for themselves but, through hard work, have offered others opportunities for employment. Students may be able to identify other examples of entrepreneurs in their area.
2. Kediri — a student who does not work hard
  - Hopefully there are no students who follow the example of Kediri in your school but this example is not unique. Students, for a variety of reasons, resort to cheating to improve their results. But they must be strongly advised that Kediri is not a good role model.

## ACTIVITIES

1. Discuss the following questions in groups, list the main points and read you points to the class. Do you think that the wise man helped the beggar in a better way? Why? Do you think that we should depend upon external support to solve our problems?
  - The ways that the wise man helped the beggar include: listening to him; giving him a meaningful task to earn money; trusting the beggar and offering him long term paid employment.
  - In the second part of the question the advantages and disadvantages of external support could be listed. External support obviously results in people gaining essential sustenance and help to enable them to survive following a catastrophe such as drought, famine or war. However, reliance on such support can lead to dependency on the developed world at the expense of local business development etc.
  - Particularly in a war situation, aid can change economy — sometimes creating new ‘industries’ to support the situation like security; sometimes undermining peacetime production and local productivity.
  - “In some circumstances external aid can fill so great a proportion of civilian needs for food, shelter, safety, and health services that significant local resources are thereby freed up for the pursuit of war.” Source: p49 Anderson M.B (1999) *Do No Harm - how aid can support peace - or war* London: Rienner
2. Make groups and discuss the importance of the activities of these young people. They became independent with the help of government and non-government organizations. Do you know organizations that support people to create jobs and become self-reliant? If you find one, write a report about the organization and read it to the class.
  - This activity should encourage students to find out more about organizations like the Business Development Service. It may be helpful to identify some local organizations that offer this type of service. See the additional activity.
3. Discuss these questions as a class
  - What do you think are your good qualities? Why? What do you think are your weaknesses? Discuss the importance of self-esteem?
  - What do you understand by the term ‘political will’? Discuss
  - This will depend on individual students attributes but it should encourage them to recognize their strengths and weaknesses. If some students are unable to identify any strengths, try to give them an example to help raise their self esteem (believing in one’s worth). For those students who cannot find fault with themselves, perhaps they should realize that lack of humility is, in itself, a weakness. All should recognize how important self-esteem is for everyone, regardless of their academic ability or other strengths. Because a person who does not have faith in his worth considers him/herself unable to fit anywhere, this will be detrimental to both personal or national growth. Remember that a country is as good as its citizens.
  - Finally, political will should be explained if students are unable to define it. Anyone who believes that they have no influence on society, however small, lacks political will. Whether it is through casting a vote, taking an interest in the local government activities or performing some form of community participation, people will gain self esteem by realizing that their actions have an impact on society.

4. Form groups and discuss these questions.
- Do you think that students like Kedir are self-reliant?
  - Shamebo allows Kedir to copy answers at exam time. Is Shamebo’s behaviour acceptable? Explain.
  - The answers to these questions should be obvious and will hopefully discourage any student from trying to cheat in schoolwork or

examinations. Students must be aware of the fact that, by permitting Kedir to copy, Shamebo inhibits the development of the former and erodes his sense of worth - his self-esteem.

#### **AN ADDITIONAL ACTIVITY**

Invite a local entrepreneur, or someone from an organisation that helps people to set up a new venture, to talk to the students about their work.

See sample lesson plan on page 107.

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## LESSON 3

### DECISION MAKING

#### CLASS PREPARATION: INSTRUCTIONAL AIDS

- Pictures, posters etc. showing the FDRE Parliament in session

#### STARTER ACTIVITY

- Do you think that the decisions that you make today will affect your future life?

Students could work in small groups to discuss how a decision that one member makes could affect his/her future life. Some ideas could be shared with the class.

#### READINGS

- Explanations about decision making
- The ‘decision making steps’ could be used to check some of the examples from the starter activity. If students identified ‘revising to pass exams’ as a decision, they could follow each step to ensure that it would be a good decision.
- Students should also consider how these steps will influence bigger decisions that people make on behalf of others. An individual problem at home would require much the same process as dealing with a community problem such as littering the environment.
- First the problem has to be identified - in the case of litter. the impact will be evident through visual unsightliness and blocked waterways etc. Then, some ideas for solving it have to be considered. At this stage, any support or information on the problem should be used to help make the decision. This may come from the environmental departments and agencies in local government and NGOs. Taking each possible option, advantages and disadvantages should be explored. For

example, local community clear ups may have short term effectiveness but there may be a greater impact through educating people to discard waste in alternative ways (rubbish collection, specified tipping sites and recycling points for glass, plastics and paper products). Once a decision is made, action is needed as early as possible. This may be immediate but could require identification and procurement of appropriate resources. Finally the project should be evaluated. If it proves successful it can be continued and publicised to be used in other places. If there are problems not previously considered, the action may need to be revised to address these issues or an alternative solution may be needed.

#### CASE STUDY

1. Wrong decision: bad results
  - Often life requires people to make decisions when they are not prepared. It may be due to external influences or circumstances — having to give up school to take work to help support the family is one example. However, many decisions can be made based on knowledge and this case study shows how a wrong decision led to time and resources being wasted. Students should learn from this example to consider their future options based on their skills and abilities.

#### ACTIVITIES

1. Why is it important to make decisions at the right time?
  - What could happen if you make a decision very late or too quickly without thinking?
  - We cannot live without making a decision. This activity could be done in small groups,

encouraging students to think of one wrong decision that was made and what the impact of it was.

2. Discuss the following questions as a class.
  - Do you think that Chombe made his decision as a self-reliant person?
  - Have you ever made a poor decision because you were influenced by your friends?
  - What is the result of these kinds of decisions?
  - Peer influence is frequently the cause of wrong decisions in life. It may simply be

choosing a sport or club to stay with friends even though there is no real interest in that activity. Sometimes peer influence can be more detrimental, encouraging others to take up smoking or other harmful substances. When life changing decisions have to be made, particularly relating to education, careers and families, students need to know that the choices have to be carefully considered at the outset. There may be opportunities for a second chance but these often come at a cost — wasted years, wasted resources and wasted lives.

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## SAMPLE LESSON PLAN

### LESSON 2

Time	Teacher Activity	Student Activity
5	Warm up activity Do you think that receiving food aid from outside can increase dependency?	Briefly discuss the links between food aid and dependency as a class
5	Note responses on board or paper then help students to read text and explain more about food aid in Ethiopia and the first case study	Read individually stopping to reflect on the dependency issues on a nationwide scale and on an individual case.
5	Explain activity which is to discuss the questions in groups, then ask groups to list the points to the class.	Work in groups to identify main points. Do you think that the wise man helped the beggar in a better way? Why? Do you think that we should depend upon external support to solve our problems?
15	Ask a local entrepreneur to talk to the class about their experience of setting up a successful business.	Listen to the short talk by the entrepreneur and ask questions.
5	Read second case study and set a task to make groups discuss the importance of the activities of these young people.	Read case study and briefly discuss whether you know organizations that support people to create jobs and become self-reliant? Try to find one after school, write a report about the organization to share with the class.
5	Draw conclusions from the lesson and ask students to read the rest of the texts and the 'remember'.	Read the texts and try to do the remaining activities as homework.

# ANSWERS TO UNIT REVIEW EXERCISES

### PART I – TRUE OR FALSE

1. A self-reliant person does not receive any help from other people.  
*Answer: false*
2. Helping the needy is not good at all because it makes them dependent.  
*Answer: false*
3. We have to make decisions quickly because looking at different alternatives wastes our time.  
*Answer: false*

### PART II – MATCHING

Column A	Column B
1. Self-reliance (D)	A. To know your good points and weaknesses
2. Dependency (C)	B. Considering yourself important
3. Self- knowledge (A)	C. Making decisions influenced by others
	D. Depending on your own ability

### PART III – MISSING WORDS

1. \_\_\_\_\_ is a choice that you make after looking at different alternatives and possibilities.  
*Answer: decision*
2. “Knowing others is good: knowing yourself is wisdom.” This saying tells us the importance of \_\_\_\_\_.  
*Answer: self knowledge*

### PART IV – MULTIPLE CHOICE

1. Which of the following goes with this saying: “Respect others and others will respect you.”
  - (a) You need to respect your friends so that they respect you.
  - (b) Respect yourself to be respected by others.
  - (c) People do not respect you unless you have high self-esteem.
  - (d) Self respect and respecting others are not related.*Answer: (a)*
2. Which of the following helps you to develop your self-reliance?
  - (a) knowing your good qualities
  - (b) fighting against the habit of dependency
  - (c) avoiding asking help from other people
  - (d) considering yourself superior and great
  - (e) (a) and (b)*Answer: (e)*

## UNIT 9 SAVING

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

- realize the essence of saving and extravagance.
- understand the relationship between planning and saving.

	Lesson	Specific Competencies Students should be able to:	Other resources that may be used
1	Saving and Extravagance	<ul style="list-style-type: none"> <li>• define what saving is.</li> <li>• identify extravagant practices in Ethiopia.</li> <li>• avoid extravagant practices.</li> </ul>	
2	Planning and Saving	<ul style="list-style-type: none"> <li>• define what planning is.</li> <li>• describe how to live within your own means.</li> <li>• explain why it is important not to waste resources.</li> </ul>	
3	Money as a Source of Wealth	<ul style="list-style-type: none"> <li>• define wealth.</li> <li>• explain the importance of money.</li> <li>• describe the method(s) one should use to get money.</li> </ul>	

## LESSON 1

# SAVING AND EXTRAVAGANCE

### CLASS PREPARATION: INSTRUCTIONAL AIDS

- Pictures, posters etc. showing saving institutions
- Pictorial description denoting extravagant practices

### STARTER ACTIVITY

- Why do you think people save?
- Discuss if you have ever saved anything.
- What do you think extravagance means?
- What is the most extravagant thing you have done?

Individually, students could consider these questions and write down their responses. The teacher could note some of them on the board.

### READINGS

- Explanations about saving and extravagance
1. Saving
    - There are a number of reasons why people save and different ways of saving which will be explained in the student texts in this lesson and future grades. The example provided in the first case study is saving for emergencies. This is followed by examples of events which people spend vast amounts of money on when savings could be made.
  2. Extravagant practices
    - Religious festivities and practices are an important part of any culture and should be respected. This can be achieved without resorting to borrowing huge amounts of

money and going into debt but it may require a change in attitudes from family members, communities and acquaintances. The example of the typical Indian wedding illustrates how attitudes have begun to change from following extensive and expensive traditional practices to modern alternatives which still ensure respect for the occasion and continue some of the traditions.

### CASE STUDIES

1. Playing tezar
  - This game is played in many parts of Ethiopia by one or more children. It is usually a very safe game, though it is not advisable to play it on an electric pole. The point of this case study is to illustrate how people need to be prepared for any situation and have money saved for an emergency.
2. A typical Indian wedding
  - A traditional Hindu wedding ceremony may involve many rituals that have evolved over time. They differ from the modern western weddings and are very colorful usually lasting over several days.
  - The pre-wedding ceremonies include engagement and the arrival of the groom's party at the bride's house, often in the form of a formal procession. The post-wedding ceremonies involve welcoming the bride to her new home.
  - All of the rituals vary based on family traditions. Approximately 15 days prior to

the actual wedding, a piece of mauli (thread) is tied to the hands of the groom, and his parents. This is done so that the wedding happen without any problems.

- Another ceremony is performed by the maternal uncle of the groom/bride, who, along with his wife and family, arrives with much fanfare, and is received by the bride/groom’s mother with the traditional welcome. The clothes that the uncle gives are then worn by the family during the wedding.
- The *sangeet sandhya* is an evening of musical entertainment. The bride’s family puts on a show for the groom and bride. Included as part of this event is an introduction of all the family members for the bride.
- There are further pre marriage ceremonies until the day itself when the groom, leaves for the wedding venue riding a decorated horse or elephant in a very colorful and grand ceremony. On arriving at the wedding venue, the groom is welcomed and led to a small stage where he is greeted and “showered” by the bride’s family with flowers. The maternal uncle, brother or brides’ best friends bring the bride to the stage. where they are handed the garlands while the priest is chanting the religious hymns. Following this, the groom and bride exchange garlands before the *baraatis* (groom’s party) are received by the bride’s family at the entrance to the wedding venue. The bride’s sisters hide the groom’s shoes and ask for money if he (groom) wants them back and be able to go home with the bride.
- Modern Hindu weddings are often much shorter and do not involve all of the rituals

of the traditional ceremony which sometimes were for five days. Instead certain ceremonies are picked by the families of the bride and the groom depending on their family tradition, caste, jāti, etc. Hence the ceremonies vary among the various ethnic groups that practice Hinduism. The wedding is normally conducted under a mandap, a canopy traditionally with four pillars, and an important component of the ceremony is the sacred fire (Agni) that is witness to the ceremony. Sometimes, the bride comes to her husband’s house in a doli which is a palanquin traditionally made of wood and decorated with jewels. Source: Adapted from [http://en.wikipedia.org/wiki/Hindu\\_wedding](http://en.wikipedia.org/wiki/Hindu_wedding)

### ACTIVITIES

1. Discuss the importance of saving in terms of insuring yourself and your family.
  - The main points to be considered are: the cost of medical treatment or other support if an emergency occurs; the sources of funding to cover such expenses; the amount that can be put aside regularly to meet such expenses. Insurance agencies sometimes provide support for these type of emergencies. There are traditional saving methods for other unplanned events such as funerals.
2. What do you think about the expense of wedding ceremony practice in India?
  - Do you think it is sensible to spend so much money on weddings, particularly if you are poor and have to borrow the money?
  - Some students may be aware of the impact of the cost of a wedding ceremony from their

own family experience. Encourage them to share their experiences with others in small groups. They should also consider the impact on the rest of the family if their are debts to repay and a reduction in family resources.

**AN ADDITIONAL ACTIVITY**

Students could identify how much their family spends during a festival period such as Easter or Ramadan.

See sample lesson plan on page 117

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## LESSON 2

### PLANNING AND SAVING

#### CLASS PREPARATION: INSTRUCTIONAL AIDS

- Pictures, posters films etc. showing improper use of resources like pipe water running uselessly

#### STARTER ACTIVITY

- What do you think ‘planning’ is?
- What do you think family planning is?
- What do you think is the impact of misuse of resources?

Students could work in pairs to discuss these questions, sharing their responses with another pair.

#### READINGS

- Explanations about planning and saving
1. Planning
    - The importance of identifying goals, aims and steps to achieve those aims is all part of planning. This is something teachers should be familiar with (planning the syllabus and each lesson to enable students to meet the course aims). It is also important to use planning for future personal achievements (such as a career goal) and financial stability (budgets).
  2. Family planning
    - This is covered in other lessons including Unit 5 Lesson 4. The example in the case study indicates the problems of not planning a family.

#### CASE STUDIES

1. Wro Woinshet and family planning
  - This case study provides a typical example of the problems facing some mothers who want to limit the size of their families but do

not have the support of their husbands or community. There are areas in Ethiopia where women are denied sexual and reproductive rights, meaning they cannot decide when to have sex, how many children to have etc. In these societies it is the men who dictate and administer every social activity. Such situations, while still common in some parts of the country, are decreasing, but the importance of family planning, being a joint responsibility between both partners, is not fully recognized.

#### ACTIVITIES

1. Discuss what do you think about the situation?
  - Many students may have experience of being part of a large unplanned family or a small planned family (although, where resources allow, some families may plan to have a greater number of children). Although children who were born after a number of siblings often survive and sometimes prove to be famous and influential (*e.g.*, Charles Wesley — an English church leader) in many poor families, children may suffer from lack of resources and no education.
2. Share your goal
  - On a small piece of paper write down what you want to become in the future.
  - Also write five things you are going to do in order to achieve that goal.
  - Next exchange it with the student next to you. On his or her list add more things which you think your friend needs to do in order to achieve his or her goals and give the paper back.

- Then talk about your goals in class.
  - This activity could result in some interesting outcomes for the students, supported by their classmates. In the discussion the students may identify not only their interest, but also their capacity and self-esteem as discussed in Unit 8 Lesson 2 activities.
3. Look around your school and try to find examples of bad treatment of school property. What would be the consequences of improper use of school property like furniture? Suggest what needs to be done to look after this properly.
- Copy the following table and complete it in your notebook. The first example is given.
  - Wastage of resources, whether they are human resources or items, is introduced in this lesson and the activity gives students an opportunity to look around their school and identify possible items that are being misused. After identifying the wastage, they should be able to say what it costs the school and the government and what should be done in the future to overcome this problem.
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## LESSON 3

# MONEY AS A SOURCE OF WEALTH

### CLASS PREPARATION: INSTRUCTIONAL AIDS

- Pictures, posters etc. showing people in working activities
- Reports on the wealthy individuals in the world

### STARTER ACTIVITY

- What do you think wealth is?

This is a suitable topic to brainstorm as a class with concepts being written on a board or paper for all to read.

### READINGS

- Explanations about money as a source of wealth
- An interesting exercise related to wealth is to look at charts identifying the richest people in the world. Although this changes annually, those who appear in the top hundred do not necessarily come from families who have inherited wealth, but have accumulated it by work and astute management of resources, or through luck, chance and possibly even corrupt practices. Among the most wealthy individuals in the past were dictators such as Mbote of Congo-Zaire, who is the subject of a Grade 12 Unit 1 lesson.
- Some people gamble to increase their wealth and are occasionally successful through government lotteries etc. However, for every successful person who becomes a millionaire this way, millions of others lose their stake.
- The only sure way to become wealthy is through hard work and luck. Hard work alone does not guarantee wealth — many people make enough to survive yet work long

hours for many years. Some, however, succeed in making a lot of money through business ventures and ‘being in the right place at the right time’. Samuel Tafesse, the subject of the next case study, was successful, largely due to his hard work, but also to the opportunities that life offered him and the choices he made.

### CASE STUDY

1. Samuel Tafesse

Samuel Tafesse directs a company involved in a massive real estate and hotels project at the heart of Addis Ababa and on its peripherals. The company came into being in 1984. Sustained hard work and conducive atmosphere have enabled the Company to build a name for itself in the construction sector. He said,

“Since my childhood, I had a very strong aspiration to engage myself in the construction field. Fortunately, I happened to be brought up in a family where the idea and practice of construction was prevalent and that has greatly helped me in acquiring the basics of the profession. This added to the formal education I obtained and the continuous experience from a level of local painter to a registered contractor, gave birth to the realization of a construction company...”

Source: Adapted from <http://www.sunshinecon.com/aboutus.html>

### ACTIVITIES

1. Do you think Samuel deserves to be a wealthy man? Discuss
  - The answers will depend on the students’ perceptions of how his wealth was obtained. As a teacher you may need to provide additional information on how a person could be successful in an economic venture.

For a person to be successful in a business undertaking, market research is needed *i.e.*, what commodity is needed by customers, what is the profit margin, what is the tax system, and, if workers are to be hired, what skills are available and how much should they be paid.

2. Form two groups. Each group should discuss one of the following issues:
  - You do not need to work hard to make money because, through corruption and other means, you can get money.

- You need to work hard to make money. You can build your career and become wealthier over time.
- Discuss the main outcomes as a class.
- This debate covers issues that were discussed in this lesson but also subjects from previous lessons such as corruption which was in Unit 2 Lesson 4.

#### **AN ADDITIONAL ACTIVITY**

Ask the students to come up with an idea for a successful economic venture and how they would go about starting it.

## SAMPLE LESSON PLAN

### LESSON 1

Time	Teacher Activity	Student Activity
5	Warm up activity <ul style="list-style-type: none"> <li>• Why do you think people save?</li> <li>• Discuss if you have ever saved anything.</li> <li>• What do you think extravagance means?</li> <li>• What is the most extravagant thing you have done?</li> </ul>	Write down ideas individually
5	Note some responses on board or paper then help students to read text and first case study.	Read individually stopping to reflect on issues related to saving.
10	Explain activity to discuss the importance of saving in terms of insuring yourself and your family.	Work in small groups to discuss the activity
15	Share some of the responses then read section on extravagant practices and the second case study, illustrating it with further oral information and/or film of an Indian or Ethiopian wedding showing the extravagance.	Read individually reflecting on the extravagant practices. Listen to additional information provided by the teacher on an Indian wedding or watch a short film on a wedding. As a class discuss the questions: <ul style="list-style-type: none"> <li>• What do you think about the expense of wedding ceremony practice in India?</li> <li>• Do you think it is sensible to spend so much money on weddings, particularly if you are poor and have to borrow the money?</li> </ul>
5	Draw conclusions from the lesson and ask students to read 'remember'.	For homework students could research the cost to their family of a festival.

## ANSWERS TO UNIT REVIEW EXERCISES

### PART I – MULTIPLE CHOICE

1. Saving is important:

- (a) to buy big things
- (b) for emergencies
- (c) both (a) and (b)
- (d) none of the above

*Answer: (c)*

2. Planning helps to:

- (a) achieve our goals
- (b) properly use our resources
- (c) have a lot of children
- (d) (a) and (b)

*Answer: (b)*

3. Wealth means:

- (a) money earned from selling drugs
- (b) the amount of money and property accumulated over time
- (c) something that can be obtained easily

*Answer: (b)*

### PART II – TRUE OR FALSE

1. Saving only helps to buy big things

*Answer: false*

2. Having a goal helps you to make good plans

*Answer: true*

3. Extravagant things are important

*Answer: both true and false*

*Notes:* The last question is tricky. It is okay to enjoy extravagance if it is affordable.

## UNIT 10 ACTIVE COMMUNITY PARTICIPATION

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

- understand the meaning of active community participation.
- understand the role which civic societies play in the community.

	Lesson	Specific Competencies Students should be able to:	Other resources that may be used
1	The Meaning of Community Participation	<ul style="list-style-type: none"> <li>• describe what community participation means.</li> <li>• participate in the affairs of your class, school and community.</li> </ul>	
2	The Role of Civic Societies in Community Participation	<ul style="list-style-type: none"> <li>• define what civic societies/ community organizations are.</li> <li>• explain the role of civic societies.</li> </ul>	

**LESSON 1****THE MEANING OF COMMUNITY PARTICIPATION****CLASS PREPARATION: INSTRUCTIONAL AIDS**

- Pictures, posters etc. showing public participation in different activities

**STARTER ACTIVITY**

- Do you have any idea what community participation means?
- Have you ever participated in your community?
- Discuss the opportunities for community participation in your area with your class

The first part of this task could be done individually, sharing responses with the whole class later.

**READINGS**

- Explanations about the meaning of community participation
1. Community participation
    - Community participation implies citizens' willing engagement in areas where they can make a difference.
    - This term will emerge many times over the following grade levels so it is important that students understand what it means. There are many organizations that encourage community participation, both local and national, with the goal of improving the conditions in the community. The positive outcomes may be environmental, social, educational etc. Such participation may be voluntary or funded through a variety of sources.
    - One form of community participation is political participation which ensures democracy and protects everyone's rights. Once students reach the age of eighteen they can participate

in elections as voters. They do not have to wait until that age, however, to begin to form their political opinions which should be based on what they read, hear and observe.

- Another form of community participation is social participation. A social participation is one that is undertaken for the betterment of society. This includes protecting society against crime, disease and corruption.

**CASE STUDIES**

1. Participation of family members
  - The aim of this case study is to identify different levels of community participation by members of one family.
2. Participation in a women's association
  - In this second case study, a wife and mother plays an active role in her community through a women's association. Students could identify where they make a strong impact by their participation as a family member. They could also suggest ways that they could discourage the attitude of Ato Birarra.
3. Juvenile delinquency
  - Across the world, society has for many years had problems with young people, particularly men, who create problems as a result of lack of employment, peer pressure, boredom and other social reasons. In each area where this happens, the local government and community often supported by other agencies, try to deal with the problem and the issues that arise. Taking steps to avoid the problem may include intervention measures — providing facilities for youth, creating job opportunities, raising awareness of issues such as drug use and sex

outside marriage, and involving the youth in many of these plans.

- In this case, the youths were involved initially in substance abuse which then turned to crime, possibly as a result of using drugs etc and also to pay for them. Although the response was, initially, to imprison the offenders, such a punishment does not always have the desired effect, and may even lead to more criminal activities when the prisoners leave with no hope, career or support. The alternative was to provide education and training, rehabilitation and job opportunities to give them a reason not to offend in the future.

### ACTIVITIES

1. Talk about what community participation means in a kebele, school and in different clubs.
  - What type of associations have you participated in? Tell your group and the class.
  - Discuss the benefits of active community participation in your group.
  - This activity will depend on the students' experiences. Having heard their experiences, on the basis of the information you could suggest areas where they could participate.
2. What do you think about Ketema's participation at school and in his kebele?
  - Is Helen doing the best she can in the HIV/AIDS club? How?
  - Do you appreciate Jittu and Eshetu for what they do? Why?
  - Again the students' opinions will reflect their own experiences. Some may consider such activities are worthy and everyone should be involved. Others may believe that it depends on the individual and their other commitments, to home, study and possibly work. But it should be made explicit that being a registered member of an association does not mean anything. It is only when members

actively participate that a cause is promoted and a desired outcome achieved in a manner that fulfills the interests of an institution, groups or individuals.

3. Have you done anything to help your school or your local community? In class, discuss what you have done to help.
  - Does active community participation help you to get support from government bodies and NGOs better than being passive. How? Discuss the issue
  - Here is an opportunity to find out more about the students' activities outside the classroom. Encourage students to share their ideas. The second part of the question enables them the discussion to focus on active and passive participation.
4. Form groups and let each choose to study either political participation or social participation.
  - Discuss as a group and present findings to the class.
  - This activity may need some stimulation to encourage students to share ideas. One way to achieve this would be to give particular cases to the class and let them decide if it is an issue that involves political participation or social participation. Whose responsibility is it and what will the likely outcomes be for issues such as: substance misuse, secondary education for all and dealing with street children.
5. List Zeyneba's political and social activities.
  - Does Ato Birarra's attitude help the well-being of the community?
  - Were the children right to be critical of their father? What do you think?
  - The list of activities that Zeyneba is involved in include: helping others in business; raising issues at meetings; voting for effective members during elections; raising awareness of weak members and exposing corrupt officials etc.

- The remaining questions should lead to interesting debate, particularly in those schools where the male is still seen as the dominant person in the household and community.
6. Do you appreciate what the NGO has done? How?
- Is it helpful for society to train the jobless to get work? Why?
  - What do you think the community can do for the jobless in your kebele?
  - The additional information provided in the text on the previous page of this guide may help with this question. The point here is, any participation by an individual or association, so long as it promotes the well-being of society, is commendable. Therefore, the work of the NGO is to be appreciated because it deals with juvenile delinquents who were problems

to the community.

- The case study is explanatory in terms of what would follow if the community is unable to create job opportunities for the jobless. The failure of the community to create jobs through the provision of skills will endanger its stability and threaten its very existence. The additional activity should provide more enlightening answers to this.

#### **AN ADDITIONAL ACTIVITY**

Students could be divided into small groups, each identifying the level of job opportunities for young people in their localities. Ask them what measures could be taken by the community, the local administration and the federal government to alleviate the problems. If there are no problems of job opportunities students could identify the reasons for that situation.



## LESSON 2

# THE ROLE OF CIVIC SOCIETIES IN COMMUNITY PARTICIPATION

### CLASS PREPARATION: INSTRUCTIONAL AIDS

- Pictures, posters etc. showing civic societies engaged in different activities
- Information on local NGOs active in the area

### STARTER ACTIVITY

- Do you know anything about civic societies? Give some examples that you can think of?
- List some of the civic societies working in your kebele and explain the role which they play in your community?

This could be done as a full class brainstorm activity to enable all information to be shared.

### READINGS

- Explanations about the role of civic societies in community participation
- Non-governmental organizations are set up and run by individuals or groups separate to public bodies (though sometimes they may receive financial aid or support from the government).
- But organizations are subject to the laws and regulations of the country. The activities into which some civic organizations participate could be restricted for various reasons by a government. For example, according to the proclamation of the Nigaret Gazete No..... those civic societies who get their funds from sources other than Ethiopia, cannot participate in political areas like sensitizing the public about election and related issues.
- Members and participants have common

goals, usually linked to improving some aspect of society. Some are huge, international organizations, like the Red Cross, with worldwide membership, while others will be much smaller and more localized.

- Refer to Unit 5 Lesson 5 for examples of some community organizations in Ethiopia. It will help the class if leaflets or information on other local societies is made available for their first activity.

### CASE STUDIES

1. Forming a consumer association
  - This case study shows what influences the setting up of a community organization and the impact that it has on a community.
  - See the additional activity.

### ACTIVITIES

1. Make groups. Each should identify a voluntary organization and discuss it?
  - Think about the types of activities and the members who are involved.
  - This can be supported by information made available to students on local civic societies.
2. Do you think that starting an association like this is helpful? Why?
  - How can town dwellers participate as members of the consumer association?
  - What can you do if traders sell bad food?
  - This activity raises awareness of the role that ordinary people can play in creating change in a community. Students should realize that

they too can make a difference where they see something is not operating efficiently or there is a gap.

### **AN ADDITIONAL ACTIVITY**

If there are local examples of civic societies or

voluntary organizations that have been set up, try to arrange for someone to come and explain to the students how it was conceived, what procedures had to be followed to make it a legal organization and what influence it now has on the community.

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## SAMPLE LESSON PLAN

### LESSON 2

Time	Teacher Activity	Student Activity
5	Warm up activity <ul style="list-style-type: none"> <li>• Do you know anything about civic societies? Give some examples that you can think of?</li> <li>• List some of the civic societies working in your kebele and explain the role which they play in your community?</li> </ul>	Brainstorm the questions as a class
5	Note responses on board or paper then help students to read text	Read individually stopping to reflect on the roles of civic societies
5	Explain activity and provide additional information as necessary.	Work in small groups to identify a voluntary organization and discuss it? Think about the types of activities and the members who are involved.
15	Introduce a representative from a local civic society and ask them to explain how their organization was set up and what it achieves	Listen to the talk and ask questions at the end.
5	Read case study and discuss the question with the class	Read individually then contribute to the discussion explaining why you think that starting an association like this is helpful? Why? <ul style="list-style-type: none"> <li>• How can town dwellers participate as members of the consumer association?</li> <li>• What can you do if traders sell bad food?</li> </ul>
5	Draw conclusions from the lesson and ask students to read ‘remember’.	

## ANSWERS TO UNIT REVIEW EXERCISES

### PART I – MULTIPLE CHOICE

1. Which one is not a community?

- (a) Iddir                      (b) village                      (c) kebele                      (d) none

*Answer: (d)*

2. What is community participation?

- (a) participation of all members                      (b) participation of few members  
(c) participation of some members                      (d) all of the above

*Answer: (d)*

3. Common good means:

- (a) action which is good for every body                      (b) action which is good for one person  
(c) action which is not good                      (d) none

*Answer: (a)*

4. Political participation includes:

- (a) elections                      (b) voting  
(c) discussion of public issues                      (d) all

*Answer: (d)*

5. Social participation is participation to control

- (a) crime                      (b) corruption                      (c) drug abuse                      (d) all

*Answer: (d)*

### PART II – TRUE OR FALSE

1. Civic societies have the right to hold political power.

*Answer: false*

2. Government establishes and properly organizes civic societies.

*Answer: false*

3. Among the duties of civic societies is political participation.

*Answer: false*

4. Civic societies must be legal and have to be registered by the government.

*Answer: true*

5. Civic societies have a significant role to create and lobby legislators for new legislation based on the community's interests.

*Answer: true*

**PART III – SHORT ANSWERS**

1. The best possible benefits for the whole community come from community participation.
2. Name two different types of community participation
  - (a) political
  - (b) social
3. Pulling together actions for social development is called willing engagement.
4. Discussing public issues, attending political meetings and voting is called political participation.
5. Associations which are based on common interests and which are non-governmental are called civic societies.

## UNIT 11 THE PURSUIT OF WISDOM

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

- acknowledge the importance of knowledge.
- realize the necessity of information and data.

	Lesson	Specific Competencies Students should be able to:	Other resources that may be used
1	The Basis of Knowledge and Wisdom	<ul style="list-style-type: none"> <li>• define what knowledge is.</li> <li>• explain the methods of acquiring knowledge.</li> <li>• describe the necessity of knowledge.</li> </ul>	
2	Information and Data	<ul style="list-style-type: none"> <li>• define what information is.</li> <li>• explain the purpose of information.</li> <li>• define what data is.</li> </ul>	
3	Reading and Studying	<ul style="list-style-type: none"> <li>• explain the purpose of reading.</li> <li>• describe the purpose of studying lessons.</li> <li>• describe how to study in a lesson.</li> </ul>	
4	The Pursuit of Truth	<ul style="list-style-type: none"> <li>• explain what truth is.</li> <li>• adhere to truth not falsehood.</li> </ul>	

## LESSON 1

# THE BASIS OF KNOWLEDGE AND WISDOM

### CLASS PREPARATION: INSTRUCTIONAL AIDS

- Pictures, posters etc., showing students in their class or playing

### STARTER ACTIVITY

- Can you say something about wisdom? In groups discuss what makes a person wise.

This can be done in small groups of two or three with ideas from some of the groups being gathered and shared with the class.

### READINGS

- Explanations about the basis of knowledge and wisdom.
- In Grade 12 there is further explanation on the links between information, knowledge and wisdom but for this grade it is sufficient to know how knowledge is gathered through learning. Students will all have experience of formal learning and informal learning. They should understand how reading contributes to learning in any form and through this gained knowledge they will be able to understand as well as question the facts that they discover.
- As teachers you are still learning. The main sources of your information will be gathered from written sources including books, newspapers, journals and on the internet. You will also be exposed to oral information, images on television and film and observations of what is happening around you and elsewhere in the world. You have an obligation to share

relevant information with your students but may need to consider what is appropriate, what is accurate and what is necessary. The following description from a book has been included here to inform teachers unfamiliar with the practice of FGM and is not intended to be read to students.

### CASE STUDIES

1. The story of a girl who faced genital mutilation
  - The following story details the horrific practice, reported by someone who suffered FGM:
  - Mende, in telling her story of life in Sudan before being captured and sold as a slave in the 1990s, vividly described the ordeal she, and every other village girl, went through in order to be, as her mother explained, be 'healthy' and get married. It was the local midwife who carried out the circumcision in her village. Mende's words describe the horrific process:
    - "The woman sat me down on a small wooden stool, pushing my legs apart as far as they would go. She scooped out a hole in the bare earth beneath me. I was numb with terror as she got out an old razor blade and washed it in some water. Then, without a word, she crouched down between my legs.
    - I could feel her take hold of me. I let out a blood-curdling scream: with a swift downward cut of the blade she had sliced into my flesh. I was crying and kicking and trying to fight

free. The pain was worse than anything I could ever have imagined....

- I felt blood gushing down my thighs onto the ground. I felt the woman taking hold of my flesh, slicing it off and dropping it into the hole in the ground that she had made...
- But the worst was far from over yet. The woman then reached down and I felt her grab hold of something and start sawing with the razor blade. The pain was even worse than before, if that was possible....Finally, her arms covered in blood, she pulled something else out of me, and threw it down into the hole.”
- The midwife then continued to sew up the flesh, leaving a tiny little opening where her vagina had been. She spent the next three days in a painful daze. This operation is called infibulation, one of the most severe forms of female circumcision, which could result in risks to herself and baby if she becomes pregnant. Source: p75-6 Nazer M. & Lewis D (2007) *Slave* London:Virago

### ACTIVITIES

1. Form groups and discuss the contribution of formal and informal learning in your life.
  - What types of learning are taking place in each activity?
  - The responses may vary but 2 and 5 are probably examples of formal learning with the rest being informal apart from 6 which may be a combination of both.
2. Form groups to discuss the ways that enquiry and research help in the development of Ethiopia. Group leaders should present your ideas to the class for discussion.
  - This group discussion offers an opportunity for students to use all the information they have gained throughout the Grade 9 Civics and Ethical Education course (and what they learnt in primary school). They should identify the need to be objective and locate accurate facts as the basis of any action. Their research should cover first hand experiences as well as broad information from reputable sources. Facts and figures must be current but can also be compared with data from previous years and decades to study trends.
  - On the basis of these authentic sources, students could undertake research on the ways to improve the economy of the country, how to strengthen entrepreneurship, and other factors which would be instrumental for the acceleration of development in the country.
3. Female genital mutilation is still practiced. Form groups to discuss how knowledge is instrumental to stop this practice. Group leaders should present the ideas to the class for further discussion.
  - In Ethiopia, data states that, of 80% of Ethiopian women circumcized in 2000, only 38% continued the practice on their daughters. However, while the practice has declined over the 5 years preceding a report in 2008 from 80% to 74%, the progress in some regions was much lower. In Somale it was reported that 97% of women over 15 years old have had FGM carried out on them and most mothers resort to the practice with their daughters (usually aged between 4 and 8 years old) In parts of Afar region over 85% of mothers had cut their daughters and figures were higher still among the indigenous pastoralist population.



Source: Rapid Assessment of FGM in Somale and Afar Regions - Norway Safe the Children Fund

- Knowledge based on data such as this is important to provide evidence which will result in change and the eradication of such practices.

### **AN ADDITIONAL ACTIVITY**

Students could ask their families or carers what their perceptions are towards FGM. These findings could be discussed in class.

**LESSON 2****INFORMATION AND DATA****CLASS PREPARATION: INSTRUCTIONAL AIDS**

- Pictures, posters etc. showing radio, newspapers, TV etc.
- Newspapers, journals and other forms of media

**STARTER ACTIVITY**

- What can you say about information and data?

This can be a brainstorm activity with the whole class contributing.

**READINGS**

- Explanations about information and data
1. Information
    - In a democratic society views are often expressed through the press and media. In some countries the government keeps control of the information to be communicated by the press, arguing that it is for the good of the country. Other governments believe that a democratic system must allow anyone to have their views broadcast or published. When information is withheld by the government in this way, the public fails to be able to make judicious decisions be they political, economic or social etc.
    - In the French Revolution hundreds of newspapers were published and people shared copies to find out what was happening in France during its journey towards democracy.
  2. Data
    - Facts are data available in various forms including newspaper articles as well as reports, books and the internet pages. Students have to learn to judge the validity of any data —

its currency (how recent the facts are), its accuracy (how the facts were obtained) and its reliability (including who obtained the facts or where they came from).

- Most international reports contain accurate information that has been validated. Government sources are usually also trustworthy. Newspaper data may vary depending on who owns the paper (in some countries the press is privately owned but the views may represent a particular political persuasion) but it is often current and may be drawn from reliable sources such as Reuters.

**ACTIVITIES**

1. Form groups to discuss the use of data and information and complete the chart.
2. Form groups to analyze the information and data shown in the table to determine the following:
  - How many students would like to become medical doctors, chemists and agriculturalists?
  - Which profession is most preferred and which is least preferred? Based on this sample, is the result indicative of a wider trend?
  - This activity concerns the same information gathered by the students so the same groups could be maintained. If the class is small in numbers, the activity could be carried out for the whole of Grade 9.

**AN ADDITIONAL ACTIVITY**

The value of the press for gathering and distributing information has been recognized. School newspapers are one way of communicating relevant information to students and possibly

other groups such as staff and parents. As well as providing a means to share information, a school newspaper also offers an opportunity to practice the skills of cooperation, negotiation, time management and teamwork. It encourages students to find information, sort through data and present facts that are interesting and accurate. The newspaper does not have to be produced in

multiple copies but can be displayed in the school library or put on walls for all to access. So, if the school does not have a newspaper already, let the students identify how to set one up. They should take into account what procedures to fulfill, what the aims of the newspaper should be and in what ways they can contribute if the newspaper is to materialize.

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## LESSON 3

### READING AND STUDYING

#### CLASS PREPARATION: INSTRUCTIONAL AIDS

- Pictorial description showing individuals reading or students studying
- Notes on study skills

#### STARTER ACTIVITY

- What do you think about developing studying and reading habits?

This could be done in small groups, sharing some of the feedback with the whole class.

#### READINGS

- Explanations about reading and studying
- The information gathered in the starter activity can extend the ideas students may already have on how to develop good habits for reading and studying.
- Developing good study skills can also be taught. This should include time management, to help students plan their study routine and not leave revision and assignments till the last minute. It can cover essay and report writing skills, from gathering appropriate information on a subject, through making notes, to completing the draft and making corrections until it is satisfactory. It should also include guidance on how to read for different purposes: skimming to quickly locate information (such as in a directory or index); scanning to find more specific information from a text (such as finding relevant facts on a historical event); and reading for a purpose — either, to understand a concept or gain knowledge by reading a whole section, chapter or even a book, or to gain pleasure for example from a novel or poem.

#### CASE STUDY

1. The story of a bright student

- This example shows how reading can broaden the mind and lead to success in education, work and life. There may be other examples among local people or ex students of the school who can demonstrate the value of reading.

#### ACTIVITIES

1. Form groups to discuss why you should read and study. List the benefits you can achieve.
  - Benefits should include: pleasure, information, extending knowledge and wisdom, being prepared for assignments and examinations, raising aspirations about future career prospects etc.
2. አገልግሎት አስተማሪ ያለበት አገልግሎት አስተማሪ ለጠያቂ ጊዜ።
  - What is the relevance of this poem to reading and studying?
  - The students should be able to explain the gist of the poem. The general idea is that a knowledgeable student can challenge his teacher's academic capability. This power comes not from the conventional learning, but also from his/her reading of different books.
3. Form groups to discuss how you can study. Group leaders should present your ideas to the class for further discussion.
  - Refer to the notes on study skills and find additional material to help the groups in their discussion.

#### AN ADDITIONAL ACTIVITY

Let each student provide a summary of the book(s) he/she has read, the benefits they gained and the losses incurred (cost and time). If some students claim they have not read a book, be aware that this is a weakness in their behaviour which can be rectified at this stage in their learning.

See sample lesson plan on page 136

## LESSON 4

# THE PURSUIT OF TRUTH

### CLASS PREPARATION: INSTRUCTIONAL AIDS

- Stories, poems and proverbs about the harm of telling lies

### STARTER ACTIVITY

- Can you explain how telling lies is harmful and telling the truth is helpful?

This could be done as a class discussion with students being encouraged to give examples where appropriate.

### READINGS

- Explanations about the pursuit of truth
- There are many fictional stories for children and adults which provide excellent material for explaining why telling the truth is important.
- In each region there could be different sayings which encourage truth to prevail, rather than falsehood. Try to come up with some of your own and encourage students to ask their families or the elderly in their locality for other examples.
- Although some people may be caught out telling lies by their body language (they may not be able to look a person in the eye, or may perspire) it is often impossible to check when a person is telling a truth or untruth. We rely on trust and honor. In courts witnesses and defendants have to swear on a holy book that they will tell the truth. Failing to do so can lead to breaking the law and sentence as the case study shows.

### CASE STUDY

Witness in court room

- The case clearly indicates that, in terms of a legal system, false witness is a criminal offence. Most legal systems use a religious book (the

Bible, the Koran etc) to make witnesses speak the truth.

### ACTIVITIES

1. Form groups to discuss why it is necessary to tell the truth; and what will happen when we choose to tell false stories. Group leaders should present your ideas to the class.
  - Speaking an untruth makes the individual's integrity questionable, the stability of the society will be affected, and mistrust develops among members of the society.
2. Form groups to discuss why the court penalized this person.. Do you think that the decision of the court was right? Why?
  - By penalizing the person, the court is showing that the truth must be upheld at all times. It is the judge and jury that should decide whether a person is innocent or guilty based on accurate evidence put before the court. By trying to change that evidence, their decision may be affected and this may impact on society. A criminal may be released to commit another crime.
  - The students could be made to react to these procedures, and whether or not they speak the truth out of fear of punishment or morality. The students could come up with different answers. But, in any case, speaking the truth nourishes a stable society. Life will be predictable and confidence will be built up among members of society because of mutual trust.

### AN ADDITIONAL ACTIVITY

Each student could present a falsehood that they remember from their own experience, or that of a friend, and explain what their feelings are in retrospect.

## SAMPLE LESSON PLAN

### LESSON 3

Time	Teacher Activity	Student Activity
10	Warm up activity What do you think about developing studying and reading habits?	Share ideas in a class discussion, giving examples where possible.
5	Note responses on board or paper then help students to read text	Read individually stopping to reflect on the skills needed to read and study.
5	Explain activity and organize students into small groups, providing additional support as necessary	Work in small groups to discuss why you should read and study. List the benefits you can achieve.
5	Read Amharic phrase: አወይ አስተማሪ ያለበት አባዜ የተማሪ አስተዋይ በጠየቀ ጊዜ። to class and explain it if necessary.	In the same small groups discuss the relevance of this poem to reading and studying?
10	Read case study with class and set final activity. Provide additional materials on study skills to help students achieve this task.	Read individually reflecting on the benefits of reading and form small groups to discuss how you can study, then present your ideas to the class for further discussion.
5	Draw conclusions from the lesson and ask students to read 'remember'.	

## ANSWERS TO UNIT REVIEW EXERCISES

### PART I – MULTIPLE CHOICE

1. Which one of the following statements defines knowledge?

- (a) to be wise in handling acquired knowledge for good use
- (b) understanding or learning that which is known
- (c) using data for a purpose
- (d) to be informed

*Answer: (b)*

2. Information means:

- (a) that which helps to conduct a survey
- (b) knowledge about a specific subject or situation
- (c) that which is obtained only through the internet
- (d) the technique that helps to acquire knowledge

*Answer: (b)*

3. Which one of the following statements is correct?

- (a) reading and studying are the same in all aspects.
- (b) when you study you read textbooks for pleasure or enjoyment.
- (c) reading and studying are sources of knowledge
- (d) you learn only for your own personal benefit not for parents and the country

*Answer: (c)*

4. Which one of the following does not go together with truth?

- (a) honesty
- (b) truthfulness
- (c) knowledge
- (d) none

*Answer: (c)*

5. What will help you most in life?

- (a) reading
- (b) studying
- (c) observation
- (d) all

*Answer: (d)*

### PART II – MATCHING

Column A	Column B
1. Wisdom (A)	A. Applying knowledge for good use.
2. Learning that which is known (C)	B. Obtained in schools
3. Formal learning (B)	C. Knowledge
4. Life time process (E)	D. Dangerous established belief
5. Harmful Traditional Practices (D)	E. Informal learning

**PART III – SHORT ANSWERS**

1. What do you understand by knowledge?

Ans. Knowledge is the totality of what we know and understand and practice.

2. How can you have wisdom?

Ans. One can have wisdom when he/she applies their knowledge and understanding in productive way.

3. Why should you tell the truth?

Ans. One has to tell the truth because in most cases it brings the desired result and is productive.

4. Why do you have to study your subjects?

Ans. Primarily to pass exams but more than this to develop knowledge and be wise.



## GRADE 9

### MINIMUM LEARNING COMPETENCIES (MLCs)

No.	Major Competencies	Content	Minimum Learning Competencies (MLCs)
1	To behave in a democratic way	Building a Democratic System	1.1 Identifying the main characteristics of democratic system, and appreciates the transition to democratic rule in Ethiopia.
			1.1.1 Defining what democracy means.
			1.1.2 Stating the components of states.
			1.1.3 Defining what human and democratic rights are.
			1.1.4 Stating their duties in terms of respecting the rules of their schools.
			1.1.5 Defining what tolerance means.
			1.1.6 By listing the three kinds of states ever seen in Ethiopia, indicate which of them established through popular consent.
			1.1.7 Describing the essence of federalism and unitary states.
2	To be governed by the rule of law	Rule of Law	1.1.8 Listing the principles of the FDRE's Foreign policy.
			2.1 Understanding the concept of rule of law.
			2.1.1 Defining and describing the importance of a constitution.
			2.1.2 Differentiate the concept of rule of law and rule of men.
			2.1.3 Stating two characteristics of limited government.
2.1.4 Defining what corruption means.			

No.	Major Competencies	Content	Minimum Learning Competencies (MLCs)
3	Working for equality and justice	Equality	3.1 Recognizing the importance of equality and justice in building democratic system.
			3.1.1 Defining what equality means.
			3.1.2 Giving two examples that manifest equality of nations, nationalities and peoples of Ethiopia.
			3.1.3 Explaining equality in terms of individual rights.
			3.1.4 Defining what burden and benefit mean.
		Justice	3.1.5 Explaining the difference between gender and sex using two examples.
			3.1.6 Defining the essence of equality in diversity.
			3.1.7 Defining what justice and equity means.
			3.1.8 Giving three examples that show acts of injustice.
			3.1.9 Explaining what social services are.
4	Patriotism and Responsibilities	Patriotism	3.1.10 Explaining foundations of courts.
			4.1 Appreciate the new dimension of patriotism and the responsibility of a citizen.
			4.1.1 Defining the concept of patriotism.
			4.1.2 Stating two examples of the old and the new dimension of patriotism in Ethiopia.
			4.1.3 Defining what is meant by terrorism.
		Responsibility	4.1.4 Defining what is meant by sustainable development.
			4.1.5 Defining what volunteerism means within the school context.
			4.1.6 Explaining what environment means.
			4.1.7 Defining what natural resources and cultural heritages are.
			4.1.8 Defining what is meant by responsibility.
			4.1.9 Stating three sources of responsibilities.
			4.1.10 Stating the cause and effects of HIV/AIDS.

No.	Major Competencies	Content	Minimum Learning Competencies (MLCs)
5	Self-Reliance	Industriousness	5.1 Appreciate the importance of industriousness and the role of saving for self-reliance.
			5.1.1 Explain the notion of industriousness.
			5.1.2 Giving two examples how work is important for personal enrichment.
			5.1.3 Defining what ethics means.
			5.1.4 Identifying the economic system of Ethiopia.
		Self-Reliance	5.1.5 Defining what is meant by globalization.
			5.1.6 Defining what self-reliance means.
			5.1.7 Differentiating self-reliance and dependency.
		Saving	5.1.8 Explaining the necessity of making decisions.
			5.1.9 Defining the essence of saving.
			5.1.10 Enumerating three extravagant practices in their schools and localities.
5.1.11 Explaining the importance of family planning.			
6	Active Community Participation	Active Community Participation	6.1 Realizing the essence of active community participation.
			6.1.1 Differentiating political participation from social participation.
			6.1.2 Giving two examples of the role of civic societies in community participation.
7	The Pursuit of Wisdom	The Pursuit of Wisdom	7.1 Appreciating the importance of knowledge.
			7.1.1 Defining knowledge and wisdom.
			7.1.2 Listing sources of information.
			7.1.3 Defining what information and data are.
			7.1.4 Explaining the importance of a reading habit.

# GRADE 9 SYLLABUS

## INTRODUCTION

Ethiopia is a land of antiquity that has long centuries of political existence. The long years of political experience to which the country was exposed capacitated her to maintain its sovereignty and territorial integrity in the face of attempts by foreign powers to violate its independence from time to time. The country has also played a commendable role in international affairs which enabled her to be one of the founding members of the Organization of African Unity, now the African Union, the United Nations Organization and many more others. But the country's good international image had been dwarfed by her internal instability and backwardness which was the results of her political system.

Internally Ethiopia was ruled for many years by autocratic emperors, and in her recent history, by a military dictatorship of the worst kind. The rulers of Ethiopia had never been accountable to the people and never observed the rule of law. Consequently, the Ethiopian peoples were forced to pass through gross violation of rights in the hands of their governments, leading them to revolt against their oppressors, resulting in civil wars that brought human and material destruction and negatively impacted on the development of the country.

Following the transition to democracy in the 1990s, attempts have been made to institutionalize the protection of human and democratic rights of citizens, and also a popular constitution was set in place. To further enhance the ideals of democracy and constitutionalism, civics education was introduced into the education system. In the quest to consolidate the democratic process in the country and enlighten citizens in their rights and obligations, since 2002/03 the curriculum of civic education was revised and a new Civics and Ethical Education, which is based on major social values, is adopted across the grade levels.

## OBJECTIVES OF CIVICS AND ETHICAL EDUCATION

Civics and Ethical Education aims to create:

- through inculcating notions of democracy and good governance, enabling students to participate in the social, economic and political activities of their country.
- building a student imbued with good citizenship values who will be capable of shouldering social, economic and political responsibilities.
- producing a citizen built and guided on the basis of scientific knowledge that never shoulder backward thinking and make his/her decision based on knowledge and adhere to truth.

Bearing these objectives in mind, especially teachers have a national responsibility to work diligently for the materialization of the mission of civics and ethical education. Moreover, attempts should be made to include the contents of the civics and ethical education in pre and in in-service teachers training program at any level, in the organization of manuals and in all other educational activities pertaining to capacity building of teachers.

Last but not least, it should be noted that methodologies for contents at each topic are indicated. However, we will like to draw the attention of teachers to the fact that these methodologies are not exhaustive and meant to serve only as models. Cognizant of this fact teachers need to be creative to come up with their own methodologies which they deem fit for the accomplishment of their tasks.

# CONTENT OUTLINE AND PERIOD ALLOTMENTS

## **UNIT 1: BUILDING A DEMOCRATIC SYSTEM (Total Periods Allotted: 14)**

- 1.1. Democracy and the Democratic System
- 1.2. Rights
- 1.3. Obligations
- 1.4. Tolerance of Diversity
- 1.5. Systems of Government in Ethiopia
- 1.6. Limits of Power
- 1.7. Ethiopia's Foreign Relations

## **UNIT 2: RULE OF LAW (Total Periods Allotted: 9)**

- 2.1. Constitution
- 2.2. Rule of Law
- 2.3. Power of Government
- 2.4. Rule of Law and Corruption

## **UNIT 3: EQUALITY (Total Periods Allotted: 9)**

- 3.1. Equality of Nations, Nationalities and Peoples of Ethiopia
- 3.2. Equality of Citizens in the Ethiopian Constitution
- 3.3. Gender Equality
- 3.4. Equality within Diversity

## **UNIT 4: JUSTICE (Total Periods Allotted: 10)**

- 4.1. Justice and Equity
- 4.2. Justice in Social Services
- 4.3. Struggling against Injustice
- 4.4. The Justice System
- 4.5. Justice in Taxation

## **UNIT 5: PATRIOTISM (Total Periods Allotted: 10)**

- 5.1. Citizenship and Patriotism
- 5.2. Objectivity in Ethiopian History
- 5.3. Duties of a Patriot
- 5.4. Patriotism and the Fight Against Poverty
- 5.5. Voluntarism

**UNIT 6: RESPONSIBILITY (Total Periods Allotted: 10)**

- 6.1. What is Responsibility?
- 6.2. Personal, Social and Constitutional Responsibilities
- 6.3. Natural Resources and our Historical and Cultural Heritage
- 6.4. The Responsibility to Combat HIV/AIDS

**UNIT 7: INDUSTRIOUSNESS (Total Periods Allotted: 8)**

- 7.1. Work Hard and be on Time
- 7.2. The Importance of Work
- 7.3. Economic Systems
- 7.4. Work Ethics

**UNIT 8: SELF-RELIANCE (Total Periods Allotted: 6)**

- 8.1. What is Self-Reliance?
- 8.2. Dependency
- 8.3. Decision Making

**UNIT 9: SAVING (Total Periods Allotted: 6)**

- 9.1. Saving and Extravagance
- 9.2. Planning and Saving
- 9.3. Money as a Source of Wealth

**UNIT 10: ACTIVE COMMUNITY PARTICIPATION (Total Periods Allotted: 4)**

- 10.1. The Meaning of Community Participation
- 10.2. The Role of Civic Societies in Community Participation

**UNIT 11: THE PURSUIT OF WISDOM (Total Periods Allotted: 8)**

- 11.1. The Basis of Knowledge and Wisdom
- 11.2. Information and Data
- 11.3. Reading and Studying
- 11.4. The Pursuit of Truth

## UNIT 1: BUILDING A DEMOCRATIC SYSTEM

### (Periods Allotted: 14)

**Unit Learning Outcomes:** The students will be able to:

- appreciate the essence of democracy.
- realize the basic rights of Ethiopian citizens as formulated in the Federal Constitution.

Competencies	Main Contents	Suggested Activities
<ul style="list-style-type: none"> <li>• Define what democracy means.</li> <li>• State the major characteristics of a democratic system.</li> </ul>	<p><b>1.1 Democracy and the Democratic System: (2 periods)</b></p> <p>1.1.1 What is Democracy?</p> <p>1.1.2 Characteristics of a Democratic system</p>	<p>Ask each student to explain what he/she knows about the system of democracy so that this could serve as a revision. Then try to create common understanding with the students, through presenting different examples, that a democratic system is the best system the world has ever seen. At the end let the students give their own conclusions.</p>
<ul style="list-style-type: none"> <li>• Explain the basic human and democratic rights of a person.</li> <li>• Defend their human and democratic rights.</li> </ul>	<p><b>1.2 Rights: (2 periods)</b></p> <p>1.2.1 The basic human rights of a person</p> <p>1.2.2 The basic democratic rights of a person</p> <p>1.2.3 Human and democratic rights abuses in Ethiopia (historical perspective)</p>	<p>Acquaint students with human and democratic rights abuses that had been exercised in the country as is known in history. Let the students try to explain their human and democratic rights as well as their duties as they deem it to be proper. Then you add your own and correct any mistakes the students have committed. Then read some articles from the federal constitution pertaining to human and democratic rights. On the basis of what you have read from the constitutions. Let the students give their conclusions which rights they value most? And why?</p>
<ul style="list-style-type: none"> <li>• Explain what their obligations are.</li> <li>• Explain human and democratic rights abuses in Ethiopia.</li> </ul>	<p><b>1.3 Obligations: (2 periods)</b></p> <p>1.3.1 Obligations in terms of respecting the rules of their schools</p> <p>1.3.2 Respecting the rights of fellow students and friends</p>	<p>Divide the students into fair groups and motivate them to hold discussions on what they presume their obligations are as citizens of their school. Do they live to the expectations of the community and the constitution at large in executing their obligations properly? Let them air their views.</p>



Competencies	Main Contents	Suggested Activities
<ul style="list-style-type: none"> <li>Describe what tolerance of diversity is.</li> <li>Explain the distinctive characteristics of the Ethiopian society after the establishment of democratic rule.</li> <li>Demonstrate tolerance of diversity.</li> </ul>	<p><b>1.4 Tolerance of Diversity: (2 periods)</b></p> <p>1.4.1 Definition of tolerance of diversity</p> <p>1.4.2 Diversity in Ethiopia</p> <ul style="list-style-type: none"> <li>- presence of different cultures</li> </ul> <p>1.4.3 Distinctive characteristics of the Ethiopian society since the transition to democracy</p> <ul style="list-style-type: none"> <li>- peaceful coexistence</li> <li>- tolerance of differences</li> </ul>	<p>Let the students air their views on what tolerance of diversity is as well as its importance for co-existence. You can easily demonstrate and draw the student's attention to the fact that the class is composed of different individuals. The smooth running of the class could be possible if the students respect each others' differences and all the students abide by the rules of the class and the school. Then divide the students into groups and let them come up with the distinctive characteristics of the Ethiopian society after the dawn of democratic governance.</p>
<ul style="list-style-type: none"> <li>Describe the nature and structures of the Ethiopian states.</li> </ul>	<p><b>1.5 Systems of Government in Ethiopia: (2 periods)</b></p> <p>1.5.1 Unitary</p> <p>1.5.2 Federal</p> <p>1.5.3 Confederal</p>	<p>Divide the class into three groups. Let each group represent one of the types of the Ethiopian state. Let each group, with your support, discuss the nature of the state it represents. Then let each group present the nature of the state it represents to the whole class and hold discussion. For example, considering the whole class as a single unit under the jurisdiction of a teacher will serve as an example of a unitary state. Likewise taking each column of the class as an autonomous unit in the larger class under the rule of an elected monitor can exemplify federalism.</p>
<ul style="list-style-type: none"> <li>Explain the source of political power under the three governments of Ethiopia.</li> </ul>	<p><b>1.6 Limits of Power: (2 periods)</b></p> <p>1.6.1 The essence of political power in Ethiopia under the three governments</p>	<p>Tell the students that the Ethiopian emperors believed that they got the power to govern from god, the military government covertly believed its power to have come from its military might. However, under democracy it is believed that political power comes from the consent of the people. Then divide the student into groups to discuss and come up with their own conclusion which essence of power is preferable and why?</p>

Competencies	Main Contents	Suggested Activities
<ul style="list-style-type: none"> <li>State the principles of the Ethiopian foreign policy.</li> </ul>	<p><b>1.7 Ethiopia's Foreign Relations: (2 periods)</b></p> <p>1.7.1 The aims of the Ethiopian foreign policy</p> <p>1.7.2 Foreign policies and relations as instruments to accelerate the country's development</p>	<p>Read the Ethiopian foreign policy to the students from the federal constitution as well as from the strategies of the FDRE foreign policy and security. Show how it promotes peaceful relations with foreign countries as well as the development effort of the country. And then let the students give their own conclusion whether the foreign policy of the country promote the country's development.</p>

### ASSESSMENT

Student performance has to be assessed continuously over the whole unit. The assessment will be made by comparing student performance with specified levels of competencies. Besides, the teacher has to recognize the level of performance of each student and provide assistance accordingly.

Thus,

#### A STUDENT AT A MINIMUM REQUIREMENT LEVEL

A student at a minimum requirement level will be able to define what democracy means, state the major characteristics of a democratic system, explain the basic human and democratic rights of a person, defend their human and democratic rights, explain what their obligations are, explain human and democratic rights abuses in Ethiopia, describe what tolerance of diversity is, explain the distinctive characteristics of the Ethiopian society after the establishment of democratic rule, demonstrate tolerance of diversity, describe the nature and structures of the Ethiopian states and mention the principles of the Ethiopian foreign policy.

#### A STUDENT WORKING ABOVE THE MINIMUM REQUIREMENT LEVEL

In addition, a student working above the minimum requirement level considered as higher achiever should be able to evaluate definition of democracy, analyse characteristics of a democratic system, elaborate the difference between human and democratic rights, practice his/her obligations, assess human and democratic rights abuse in Ethiopia, practice tolerance of diversity, justify characteristics of democratic rule, and assess the nature and organizational structures of unitary, Federal and Confederal systems of government.

#### STUDENTS WORKING BELOW MINIMUM REQUIREMENT LEVEL

Students working below minimum requirement level will require extra help if they are to catch up with the rest of the class.

## UNIT 2: RULE OF LAW

### (Periods Allotted: 9)

**Unit Learning Outcomes:** The students will be able to:

- recognize the essence of rule of constitution.
- realize the concept of rule of law.

Competencies	Main Contents	Suggested Activities
<ul style="list-style-type: none"> <li>• Define what a constitution is.</li> <li>• Explain basic function of a constitution.</li> <li>• Describe the forms of a constitution.</li> <li>• Explain the history of a constitution in Ethiopia.</li> </ul>	<p><b>2.1 Constitution: (3 periods)</b></p> <p>2.1.1 Defining a constitution</p> <p>2.1.2 Basic function of a constitution</p> <p>2.1.3 Forms of a constitution</p> <p>2.1.4 The history of constitution in Ethiopia</p> <ul style="list-style-type: none"> <li>- evolution of constitution (from 1931-1999: does not include how they were formulated and ratified)</li> </ul>	<p>Describe to the students that a constitution is an embodiment of the will of the people; it serves to generally regulate the relation between the citizens and between citizens and state. A constitution could be written in form, like that of Ethiopia, or unwritten like that of England. The first constitution in Ethiopia appeared in 1931 which was revised in 1955. Then the Derg produced another constitution in 1987, and following the fall of the Derg, the EPRDF-led government came up with a new constitution in 1995.</p> <p>Divide the students into groups and let them discuss and verify the difference between the three constitutions. Let the class give its conclusion which constitution is the best.</p>
<ul style="list-style-type: none"> <li>• Define rule of law.</li> <li>• Explain sources of rule of law.</li> <li>• Respect the rule of law.</li> </ul>	<p><b>2.2 Rule of Law: (2 periods)</b></p> <p>2.2.1 Definition of rule of law</p> <p>2.2.2 Sources of rule of law</p> <ul style="list-style-type: none"> <li>- constitution;</li> <li>- other domestic laws;</li> <li>- international conventions</li> </ul>	<p>Ask the students can they behave in schools in a manner contrary to the rule of the school? Is it possible to insult and mistreat the school community? Divide the students into groups and let them discuss how they will violate the rule of law or how they will respect rule of in their dealings within the school or at the level of their community.</p> <p>Since the students had already dealt with the topic “constitution” let in their groups discuss and give their own conclusion how a constitution serves as sources of rule of law.</p>

Competencies	Main Contents	Suggested Activities
<ul style="list-style-type: none"> <li>Distinguish the power of limited and unlimited government.</li> </ul>	<p><b>2.3 Power of Government: (2 periods)</b></p> <p>2.3.1 Characteristics of states with limited power</p> <p>2.3.2 Characteristics of states with unlimited power</p>	<p>Draw the attention of the students to the fact that the principals of their schools, by virtue of their positions have certain administrative rights they can exercise. But can they exercise these rights without any limit? For example, can they kick out students from the school without any reason? Divide the students into fair groups and let them discuss and come up with their own conclusion how power can be exercised with limit or unlimitedly.</p>
<ul style="list-style-type: none"> <li>Explain the nature of corruption.</li> <li>Describe the effects of corruption on development.</li> </ul>	<p><b>2.4 Rule of Law and Corruption: (2 periods)</b></p> <p>2.4.1 Definition of corruption</p> <p>2.4.2 Types of corruption</p> <ul style="list-style-type: none"> <li>- abuse of power</li> <li>- bribery</li> <li>- nepotism</li> <li>- embezzlement</li> </ul> <p>2.4.3 The impacts of corruption on social and economic development</p>	<p>Let each student in his/her own words, describe what corruption is. Ask them how corruption can be manifested at the class level, at the school level and community level.</p> <p>Then divide the class into groups and let them elaborate on the consequences of corruption on social and economic development of their community. They have to be aware that corruption retards the social and economic development of a community and a nation because the wealth intended for public welfare will be diverted to enrich corrupt individuals.</p>

### ASSESSMENT

Student performance has to be assessed continuously over the whole unit. The assessment will be made by comparing student performance with specified levels of competencies. Besides, the teacher has to recognize the level of performance of each student and provide assistance accordingly.

Thus,

### A STUDENT AT A MINIMUM REQUIREMENT LEVEL

A student at a minimum requirement level will be able to define what a constitution is, explain basic function of a constitution, describe the forms of a constitution, explain the history of constitution in Ethiopia, distinguish the power of limited and unlimited government, explain the nature of corruption, and describe the effects of corruption on development.

### **A STUDENT WORKING ABOVE THE MINIMUM REQUIREMENT LEVEL**

In addition, a student working above the minimum requirement level considered as higher achiever should be able to evaluate definition of constitution, elaborate functions of constitution, assess forms of constitution, appreciate evolution of constitution in Ethiopia, compare and contrast power of limited and unlimited government, recognize the nature of corruption, and realize the effects of corruption on development.

### **STUDENTS WORKING BELOW MINIMUM REQUIREMENT LEVEL**

Students working below minimum requirement level will require extra help if they are to catch up with the rest of the class.

## UNIT 3: EQUALITY

### (Periods Allotted: 9)

**Unit Learning Outcomes:** The students will be able to:

- recognize the equality of nations, nationalities and peoples of Ethiopia.
- understand the essence of gender equality.

Competencies	Main Contents	Suggested Activities
<ul style="list-style-type: none"> <li>• Define what equality means.</li> <li>• Explain the history of equality in Ethiopia.</li> </ul>	<p><b>3.1 Equality of Nations, Nationalities and Peoples of Ethiopia: (2 periods)</b></p> <p>3.1.1 What is equality?</p> <p>3.1.2 The history of equality of nations, nationalities and peoples of Ethiopia</p> <ul style="list-style-type: none"> <li>- marked by prevalence of inequalities.</li> </ul>	<p>Ask students to express their views on the composition of the Ethiopian people. How many nations, nationalities and peoples of Ethiopia can they name? Try to explain some of the problems manifested in Ethiopia in terms of equality of nations, nationalities and peoples of Ethiopia. And then let the students give their own conclusion on the prevalence of inequality and its damaging effects on the country.</p>
<ul style="list-style-type: none"> <li>• Explain the different dimensions of equality as stated in the federal constitution.</li> </ul>	<p><b>3.2 Equality of Citizens in the Ethiopian Constitution: (3 periods)</b></p> <p>3.2.1 Equal political opportunities</p> <ul style="list-style-type: none"> <li>- the right to elect.</li> <li>- the right to be elected and hold public office.</li> <li>- the right to speech and assembly.</li> <li>- equal economic opportunities.</li> <li>- equal access to work.</li> <li>- equal right to own property and dispose of it.</li> <li>- equal right to enter into contract.</li> </ul>	<p>Read relevant articles from the federal constitution that deal with equal political and economic rights of the Ethiopian citizens. Then let the students discuss in groups and give their own conclusion how all Ethiopians are equal before the law and have the right to equal access to all kinds of opportunities without discrimination on the basis of their origin of nationality.</p>

Competencies	Main Contents	Suggested Activities
<ul style="list-style-type: none"> <li>Explain the concept of gender equality and its place in contemporary Ethiopia.</li> </ul>	<p><b>3.3 Gender Equality: (2 periods)</b></p> <p>3.3.1 The meaning of gender equality</p> <p>3.3.2 The difference between gender and sex</p> <p>3.3.3 The history of gender equality in Ethiopia</p> <p>3.3.4 The importance of gender equality in contemporary Ethiopia</p>	<p>Ask the class to give their views on whether they consider their female/male counterparts as equal? Apart from natural differences between males and females all other differences are learned as a result of attitudes based on practices, biases and assumptions. Consequently, females in Ethiopia still suffer from gender discrimination. Try to motivate students to speak their minds regarding the difference between male and female and give their conclusion how to address women's problems.</p>
<ul style="list-style-type: none"> <li>Explain the respect that should be accorded to different cultures in order for equality to prevail.</li> <li>Respect the culture of their citizens.</li> </ul>	<p><b>3.4 Equality within Diversity: (2 periods)</b></p> <p>3.4.1 The desirability of diversity</p>	<p>Remind the students that their class is composed of different cultures because the students came from different backgrounds. The composition of different cultures in their class enables them to have opportunity of choices. Divide the class into groups and let them discuss and give their conclusion on the importance of equality among the Ethiopian people.</p>

### ASSESSMENT

Student performance has to be assessed continuously over the whole unit. The assessment will be made by comparing student performance with specified levels of competencies. Besides, the teacher has to recognize the level of performance of each student and provide assistance accordingly.

Thus,

### A STUDENT AT A MINIMUM REQUIREMENT LEVEL

A student at a minimum requirement level will be able to define what equality means, explain the history of equality in Ethiopia, Explain the different dimensions of equality as stated in the federal constitution, explain the concept of gender equality and its place in contemporary Ethiopia, explain the respect that should be accorded to different cultures in order for equality to prevail and respect the culture of their citizens.

### **A STUDENT ABOVE A MINIMUM REQUIREMENT LEVEL**

A student above a minimum requirement level will be able to evaluate what equality means, assess the history of equality in Ethiopia, appreciate the different dimensions of equality as stated in the federal constitution, interpret the concept of gender equality and its place in contemporary Ethiopia, recognize the respect that should be accorded to different cultures in order for equality to prevail and respect the culture of their citizens.

### **STUDENTS WORKING BELOW MINIMUM REQUIREMENT LEVEL**

Students working below minimum requirement level will require extra help if they are to catch up with the rest of the class.



## UNIT 4: JUSTICE

### (Periods Allotted: 10)

**Unit Learning Outcomes:** The students will be able to:

- recognize the essence of justice for democracy to prevail.
- realize the history of taxation in Ethiopia.
- know the foundation of the justice system.

Competencies	Main Contents	Suggested Activities
<ul style="list-style-type: none"> <li>• Define justice and equality.</li> </ul>	<p><b>4.1 Justice and Equity: (2 periods)</b></p> <p>4.1.1 What is justice?</p> <p>4.1.2 What is equity?</p>	<p>Let the students air their views on what is meant by justice, equity and their importance. Then either correct the students' ideas if they committed mistakes or strengthen their explanations of justice by adding your own.</p>
<ul style="list-style-type: none"> <li>• Explain what social services are.</li> <li>• Describe the importance of equality of access in social services.</li> </ul>	<p><b>4.2 Justice in Social Service: (2 periods)</b></p> <p>4.2.1 Meaning of justice in social service</p> <ul style="list-style-type: none"> <li>- equity of access to education.</li> <li>- equity of access to health care.</li> <li>- equity of access to other public facilities.</li> </ul>	<p>Divide the students into groups and let them come up with what is meant by social services and justice in social services. Let them discuss also whether there is fair distribution of social services or not in their regions; and let them explain their implications in terms of equity, in the face of all citizens paying taxes.</p>
<ul style="list-style-type: none"> <li>• Explain the role of citizens in the operation of justice, struggle against acts of injustice within the limits of their capacity.</li> </ul>	<p><b>4.3 Struggling Against Injustice: (2 periods)</b></p> <p>4.3.1 The role of citizens in the operation of justice</p> <ul style="list-style-type: none"> <li>- sensitivity too any acts of injustice.</li> <li>- courage to demand one's rights and protect them.</li> </ul>	<p>Let the students air their views on the following hypothetical case. Suppose a teacher mistreats some students while favouring others. How should all the students of the class react to the behaviour of the teacher? In particular, how should the wronged students struggle to protect their rights? Divide the class into groups and come up with their conclusions. In both cases, if the students remain docile, justice will never prevail in their class. This same case can be viewed on a national level.</p>

Competencies	Main Contents	Suggested Activities
<ul style="list-style-type: none"> <li>• Explain the foundation of justice.</li> <li>• Enumerate the instruments of justice.</li> <li>• Describe the role of courts and judges in the administration of justice.</li> </ul>	<p><b>4.4 The Justice System: (2 periods)</b></p> <p>4.4.1 Foundation of justice</p> <ul style="list-style-type: none"> <li>- moral foundation</li> <li>- norms</li> <li>- values</li> <li>- legal foundation</li> <li>- constitution</li> <li>- international conventions</li> <li>- instrument of justice</li> <li>- legal institutions</li> <li>- courts</li> <li>- Human Rights Commission</li> <li>- the ombudsman</li> <li>- police</li> <li>- traditional institutions</li> <li>- the Sheri court</li> <li>- the Court of Elders</li> <li>- the judiciary</li> <li>- appointment of judges</li> <li>- judges and courts as the main organs for the administration of justice.</li> </ul>	<p>Take students to visit a nearby court and see for themselves how the institution administers justice.</p> <p>Upon return to their class let them recount what they observed in the court. Ask students on what grounds the judges they had observed pass their verdict. Judges had directives upon which to base their judgment. Primarily there is the constitution which is the supreme law of the land. Also, since international conventions, which Ethiopia signed, are part of the constitution, judges are required to make sure that their verdict is in keeping with these international conventions. On the other hand all types of cases are not necessarily directed to court. It is evident that different communities have their own mechanisms for resolving misunderstandings. Divide the students into groups and let them ask their parents, or any one, what instruments their communities have to resolve differences among members. Let the students enumerate the instruments of justice in the class and at the level of the school. For example, the monitor, the students' council, the school administration. Compare these instruments with instruments at the national level i.e. Human Rights Commission and the Ombudsman.</p>
<ul style="list-style-type: none"> <li>• Explain the history of taxation in Ethiopia.</li> <li>• Identify who should pay tax.</li> </ul>	<p><b>4.5 Justice in Taxation: (2 periods)</b></p> <p>4.5.1 History of taxation in Ethiopia (highlights)</p> <p>4.5.2 Who must pay tax?</p>	<p>Explain the history of taxation in Ethiopia briefly and who must pay tax as such.</p> <p>Let the students air their views on the importance of tax and give their own conclusion.</p>

## **ASSESSMENT**

Student performance has to be assessed continuously over the whole unit. The assessment will be made by comparing student performance with specified levels of competencies. Besides, the teacher has to recognize the level of performance of each student and provide assistance accordingly.

Thus,

### **A STUDENT AT A MINIMUM REQUIREMENT LEVEL**

A student at a minimum requirement level will be able to define justice and equality, explain what social services are, describe the importance of equality of access in social services; explain the role of citizens in the operation of justice, struggle against acts of injustice within the limits of their capacity, explain the foundation of justice, enumerate the instruments of justice, describe the role of courts and judges in the administration of justice, explain the history of taxation in Ethiopia and Identify who should pay tax.

### **A STUDENT ABOVE A MINIMUM REQUIREMENT LEVEL**

A student above a minimum requirement level will be able to interpret justice and equality, relate social services with justice. Justify the importance of equality of access in social services, suggest his/her role in the operation of justice, struggle against acts of injustice within the limits of their capacity, identify the foundation of justice, evaluate the instruments of justice, realize the role of courts and judges in the administration of justice, explain the history of taxation in Ethiopia and Identify who should pay tax.

### **STUDENTS WORKING BELOW MINIMUM REQUIREMENT LEVEL**

Students working below minimum requirement level will require extra help if they are to catch up with the rest of the class.

# UNIT 5: PATRIOTISM

## (Periods Allotted: 10)

**Unit Learning Outcomes:** The students will be able to:

- understand the essence of citizenship.
- appreciate the new dimension of patriotism.
- recognize the importance of voluntarism.

Competencies	Main Contents	Suggested Activities
<ul style="list-style-type: none"> <li>• Define the concept of citizenship and patriotism.</li> <li>• Explain ways of acquiring citizenship in Ethiopia.</li> <li>• Describe the perspectives of patriotism under a democracy.</li> <li>• Explain the disreputable form of patriotism.</li> <li>• Be dedicated citizens of Ethiopia.</li> </ul>	<p><b>5.1 Citizenship and Patriotism: (2 periods)</b></p> <p>5.1.1 The origin and development of the concept of citizenship</p> <p>5.1.2 Becoming a citizen of Ethiopia</p> <ul style="list-style-type: none"> <li>- birth</li> <li>- naturalization</li> </ul> <p>5.1.3 What is patriotism?</p> <ul style="list-style-type: none"> <li>- the new perspectives of patriotism in Ethiopia.</li> <li>- due respect for the laws of the land.</li> <li>- due respect for the rights of other people.</li> <li>- concern for national issues (defending the sovereignty and territorial integrity of the nation, involvements in developmental activities etc)</li> </ul> <p>Disreputable forms of patriotism</p> <ul style="list-style-type: none"> <li>- chauvinism</li> <li>- warmongering.</li> </ul>	<p>Ask students whether they are the members of the class or not. What makes them the citizen of their class? The very fact that they are the legitimate members of their class enables them to be the citizens of their class. By the same token, being born an Ethiopian gives them Ethiopian citizenship. As members of their class they have rights to enjoy and responsibilities to shoulder.</p> <p>Divide the students into groups and let them enumerate their rights and responsibilities as members of their class as well as their country. In former times patriotism was directly related with only defending one's country militarily. Is this enough of a patriot? Let the students discuss this point in their groups as well. Suppose we highly praise everything Ethiopian while degrading others. Can we live in harmony with others in this word? Briefly, in collaboration with a history teacher, recount the political program of the fascist party of Mussolini and how it contributed to the causes of the Second World War.</p> <p>And at last let the students give their conclusion on what they have been taught on fascism.</p>

Competencies	Main Contents	Suggested Activities
<ul style="list-style-type: none"> <li>Describe the importance of objectivity in the Ethiopian history.</li> <li>Explain Ethiopian history as the history of nations, nationalities and peoples of the country.</li> </ul>	<p><b>5.2 Objectivity in Ethiopian History: (2 periods)</b></p> <p>5.2.1 The history of Ethiopia as the history of its entire people</p> <ul style="list-style-type: none"> <li>- the contributions of all nations, nationalities and peoples of Ethiopian in the defence of the country.</li> <li>- common cultural identity.</li> <li>- honesty.</li> <li>- hospitality.</li> <li>- national pride.</li> </ul>	<p>Ask the students what gives life to their school. Their school is nothing except a building. It is the students, who come from different backgrounds that make the school real. The success and failure of the school is the success and failure of the students. In the same way, the history of Ethiopia is the history of its people i.e. nations, nationalisations. Divide the student into groups and let them describe what communality of culture they observe among the Ethiopian people, notwithstanding their differences.</p>
<ul style="list-style-type: none"> <li>Define the common good.</li> <li>Endeavour to promote the common good.</li> </ul>	<p><b>5.3 Duties of a Patriot: (2 periods)</b></p> <p>5.3.1 Having an ethical quality</p> <ul style="list-style-type: none"> <li>- what is ethics?</li> </ul> <p>5.3.2 Upholding the national symbols</p> <ul style="list-style-type: none"> <li>- knowing the national flag.</li> </ul> <p>5.3.3 Maintenance of domestic peace</p> <p>5.3.4 Knowing the danger of terrorism</p> <p>5.3.5 Tolerance of differences</p> <p>5.3.6 Being fair in dealing with others</p> <p>5.3.7 Being an example of truthfulness</p> <p>5.3.8 Upholding the national interest above all other interests</p> <p>5.3.9 Keeping the confidentiality of State's secrets</p>	<p>Brief students what ethics is and why it is important. Let the students state what they understand by the term "common good". What should they do to promote the common good? For example, they live in a country where there are different cultures. Divide the students in groups and let them discuss what should they do in order to live in harmony with others. In the same groups let the students discuss what they know about the national flag and then supplement what the students have come up with.</p>

Competencies	Main Contents	Suggested Activities
<ul style="list-style-type: none"> <li>Describe the role of patriots.</li> <li>Fight against backwardness and poverty within the limits of their capacity.</li> </ul>	<p><b>5.4 Patriotism and the Fight Against Poverty: (2 periods)</b></p> <p>5.4.1 Characteristics of backwardness</p> <p>5.4.2 Illiteracy and lack of scientific knowledge</p> <ul style="list-style-type: none"> <li>- lack of family planning.</li> </ul> <p>5.4.3 Poverty</p> <ul style="list-style-type: none"> <li>- definition.</li> <li>- types of poverty.               <ul style="list-style-type: none"> <li>○ relative poverty.</li> <li>○ absolute poverty.</li> </ul> </li> </ul> <p>5.4.4 Working against environmental pollution</p>	<p>Divide the students into groups and distribute the contents mentioned in 5.3 and let them come up with their own conclusions how the factors mentioned are really manifestations of backwardness. In what ways is Ethiopian poverty reflected? If there is an economic teacher in the school invite him to explain indicators of poverty and backwardness. As true patriots of Ethiopia what do they feel about the backwardness of their country? What do they think their responsibilities are in reversing this state of affairs? Let them discuss in their groups and give conclusions.</p>
<ul style="list-style-type: none"> <li>Define voluntarism.</li> <li>Explain the role of voluntarism in societal development.</li> <li>Be involved in voluntary activities.</li> </ul>	<p><b>5.5 Voluntarism: (2 periods)</b></p> <p>5.5.1 Definition</p> <ul style="list-style-type: none"> <li>- concern for the well-being of others               <ul style="list-style-type: none"> <li>○ helping the needy.</li> <li>○ supporting the disabled.</li> </ul> </li> </ul>	<p>Let the students present their views on the idea of voluntarism. Do they know of any organization(s) that gives free social services in their locality? Get them in groups and let theme come up with the names and works of the organizations; and give their conclusions whether these organizations are of any value or not.</p>

### ASSESSMENT

Student performance has to be assessed continuously over the whole unit. The assessment will be made by comparing student performance with specified levels of competencies. Besides, the teacher has to recognize the level of performance of each student and provide assistance accordingly.

Thus,

### A STUDENT AT A MINIMUM REQUIREMENT LEVEL

A student at a minimum requirement level will be able to define the concept of citizenship and patriotism, explain ways of acquiring citizenship in Ethiopia, describe the perspectives of patriotism under a democracy, explain the disreputable form of patriotism be dedicated citizens of Ethiopia, describe the importance of objectivity in the Ethiopian history, explain Ethiopian

history as the history of nations, nationalities and peoples of the country, define the common good, endeavour to promote the common good, describe the role of patriots fight against backwardness and poverty within the limits of their capacity, define voluntarism, explain the role of voluntarism in societal development, be involved in voluntary activities.

#### **A STUDENT ABOVE A MINIMUM REQUIREMENT LEVEL**

A student above a minimum requirement level will be able to relate the concept of citizenship with patriotism, justify ways of acquiring citizenship in Ethiopia, elaborate the perspectives of patriotism under a democracy, interpret the disreputable form of patriotism, be dedicated citizens of Ethiopia, assess the importance of objectivity in the Ethiopian history, justify Ethiopian history as the history of nations, nationalities and peoples of the country, evaluate the common good, endeavour to promote the common good, involve in the fight against backwardness and poverty within the limits of their capacity as a patriot citizen, evaluate voluntarism, appreciate the role of voluntarism in societal development, be involved in voluntary activities.

#### **STUDENTS WORKING BELOW MINIMUM REQUIREMENT LEVEL**

Students working below minimum requirement level will require extra help if they are to catch up with the rest of the class.

## UNIT 6: RESPONSIBILITY

### (Periods Allotted: 10)

**Unit Learning Outcomes:** The students will be able to:

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

Competencies	Main Contents	Suggested Activities
<ul style="list-style-type: none"> <li>• Define what responsibility is.</li> <li>• Differentiate individual and group responsibilities.</li> <li>• Enumerate sources of responsibilities.</li> <li>• Execute their responsibilities dutifully.</li> </ul>	<p><b>6.1 What is Responsibility? (2 periods)</b></p> <p>6.1.1 Individual responsibility</p> <p>6.1.2 Group responsibility</p> <p>6.1.3 Sources of responsibility</p> <ul style="list-style-type: none"> <li>- promise</li> <li>- appointment</li> <li>- occupation</li> <li>- custom</li> <li>- moral principles</li> <li>- citizenship</li> <li>- law</li> </ul>	<p>Let students give their own definitions of “responsibility”</p> <p>Divide the students into groups and distribute the contents mentioned in 6.1.3; let them come up with their conclusions how these factors could serve as sources of responsibilities. For example, by the virtue of being a student they have the responsibility to be punctual to attend classes. In this way they have to come up with their conclusions.</p>
<ul style="list-style-type: none"> <li>• Describe the various responsibilities an individual has.</li> <li>• Be responsible in their endeavour.</li> </ul>	<p><b>6.2 Personal, Social and Constitutional Responsibilities: (3 periods)</b></p> <p>6.2.1 Personal responsibility</p> <ul style="list-style-type: none"> <li>- self governance</li> <li>- keeping one’s promise</li> <li>- respect other people’s privacy and property</li> </ul>	<p>Divide the students into three groups and distribute the contents under 6.2. Let them come up with their conclusions regarding responsibilities under each category. For example, under social responsibility they can discuss the necessity of giving primacy to a community’s interest. This is because human beings live collectively and unless they strive for the common good, following individual selfish interests would eventually harm all the members and result in the undoing of the community. All the personal responsibilities’ could be covered in this way.</p>



Competencies	Main Contents	Suggested Activities
<ul style="list-style-type: none"> <li>Define what natural resources and cultural heritages are.</li> <li>Protect natural resources and cultural heritages.</li> </ul>	<ul style="list-style-type: none"> <li>- supporting one's own family</li> <li>- loyalty to a spouse</li> <li>- caring for one's child</li> </ul> <p>6.2.2 Social responsibilities</p> <ul style="list-style-type: none"> <li>- subordinate personal interest to the community interest.</li> </ul> <p>6.2.3 Constitutional responsibilities</p> <ul style="list-style-type: none"> <li>- respecting the values and principles of the constitution</li> <li>- obeying laws and rules without force from others.</li> </ul>	<p>Likewise, respect should be accorded to the values and principles of the constitution because the constitution is our common denominator that binds us together. As we are individuals with different outlooks and interests, it is through the constitution that we can reconcile our differences and live in harmony.</p>
<ul style="list-style-type: none"> <li>Define what natural resources and cultural heritages are.</li> <li>Protect natural resources and cultural heritages.</li> </ul>	<p><b>6.3 Natural Resources and our Historical and Cultural Heritage: (3 periods)</b></p> <p>6.3.1 What are natural resources?</p> <p>6.3.2 What are historical heritages?</p> <p>6.3.3 Preservation and protection of natural resources and historical heritages;</p> <p>6.3.4 Protection and preservation of the environment using natural resources sustainable</p>	<p>Divide the students into two groups. Let one group study the cultural heritage; and the other group the natural resources of their locality; and let them present their findings and how to protect and preserve these resources to class. One thing must be clear from the outset. And that is preservation of the environment does not mean not using natural resources at all. Let students air their views within their groups and come up with their own conclusions regarding the use of resources sustainably.</p>

Competencies	Main Contents	Suggested Activities
<ul style="list-style-type: none"> <li>• Define HIV/AIDS.</li> <li>• Protect themselves from the pandemic of HIV/AIDS.</li> <li>• Give the necessary support to the HIV victims.</li> </ul>	<p><b>6.4 The Responsibility to Combat HIV/AIDS: (2 periods)</b></p> <p>6.4.1 Definition</p> <p>6.4.2 What are the individuals' responsibilities in combating HIV/AIDS and other transmittable diseases?</p> <p>6.4.3 Due support for HIV victims</p>	<p>Let the students say what they know about HIV/AIDS. Then divide the students into groups to discuss what their responsibilities are in combating HIV/AIDS as well as in providing support to HIV victims.</p>

### ASSESSMENT

Student performance has to be assessed continuously over the whole unit. The assessment will be made by comparing student performance with specified levels of competencies. Besides, the teacher has to recognize the level of performance of each student and provide assistance accordingly.

Thus,

### A STUDENT AT A MINIMUM REQUIREMENT LEVEL

A student at a minimum requirement level will be able to define what responsibility is, differentiate individual and group responsibilities, enumerate sources of responsibilities, execute their responsibilities dutifully, describe the various responsibilities an individual has, be responsible in their endeavour, define what natural resources and cultural heritages are, protect natural resources and cultural heritages, define HIV/AIDS, protect themselves from the pandemic of HIV/AIDS and give the necessary support to the HIV victims.

### A STUDENT ABOVE A MINIMUM REQUIREMENT LEVEL

A student above a minimum requirement level will be able to evaluate definition of responsibility, analyse individual and group responsibilities, justify sources of responsibilities, execute his/her responsibilities dutifully, assess the various responsibilities an individual has, be responsible in his/her action, recognise importance of natural resources and cultural heritages, participate in the protection of natural resources and cultural heritages, justify definition of HIV/AIDS, protect themselves from the pandemic of HIV/AIDS and be a role model in giving the necessary support to the HIV victims.

### STUDENTS WORKING BELOW MINIMUM REQUIREMENT LEVEL

Students working below minimum requirement level will require extra help if they are to catch up with the rest of the class.

## UNIT 7: INDUSTRIOUSNESS

### (Periods Allotted: 8)

**Unit Learning Outcomes:** The students will be able to:

- recognize the significance of work.
- understand the various economic systems.

Competencies	Main Contents	Suggested Activities
<ul style="list-style-type: none"> <li>• Define what is meant by work.</li> <li>• Explain the purpose of work.</li> <li>• Identify positive attitudes towards work.</li> </ul>	<p><b>7.1 Work Hard and be on Time: (2 periods)</b></p> <p>7.1.1 What is work?</p> <p>7.1.2 Why working?</p> <p>7.1.3 Types of work:</p> <ul style="list-style-type: none"> <li>- blue collar work</li> <li>- white collar work</li> <li>- avoidance of discrimination toward work.</li> </ul>	<p>Ask the students to express their views on what work is. Then divide them into groups to discuss what enabled them to attend schools? Would they have been able to be in school if either their mother or father had no work to earn their living? Bearing this in mind let the students give their own conclusion why working is important?</p> <p>Draw the students' attention to the fact that medical doctors, engineers etc. have symbiotic relations with the peasants and labourers because one cannot live without the other. So it is wrong to discriminate between types of work. All work is noble and important to oneself and to one's country, irrespective of its type. Let the students air their views on whether they agree with this.</p>
<ul style="list-style-type: none"> <li>• Describe the importance of work.</li> <li>• Be industrious in their work habit.</li> </ul>	<p><b>7.2 The Importance of Work: (2 periods)</b></p> <p>7.2.1 An instrument for self-fulfilment</p> <p>7.2.2 An instrument for sustaining the life of the community</p>	<p>Divide the students into two groups; and distribute them the contents under 7.2.</p> <p>Let them come up with their own conclusions why work is an instrument for sustaining life and self-fulfilment as well as for tackling poverty. It is only their relentless work effort that enabled the advanced countries to register significant development. It should be borne in mind that the Ethiopian people have no other alternative than to be industrious in order to speed up the development of the country and do away with poverty.</p>
<ul style="list-style-type: none"> <li>• Explain the different economic systems.</li> </ul>	<p><b>7.3 Economic Systems: (2 periods)</b></p> <p>7.3.1 The command economic systems</p>	<p>First try to elaborate the three economic systems. The command economy is mostly led by authoritarian states having the power to regulate the life of the nation in a way they deem it appropriate; giving orders on what to produce, when to produce and for whom</p>

Competencies	Main Contents	Suggested Activities
<ul style="list-style-type: none"> <li>• Describe what work ethic is.</li> <li>• Act in an ethical way in their schools and classes.</li> </ul>	<p>7.3.2 The market economic system</p> <p>7.3.3 The mixed economic system</p> <p>7.3.4 Globalization (general view)</p>	<p>to produce. The market economy is a free economic system that is regulated by the rules of a market without strong interference from the governments. The mixed economic system is a mid-way economic system where both the governments and the citizens have their respective roles to play in the economic life of their country.</p> <p>Ask students to explain which economic system they prefer for their country. Currently we found ourselves in situations where there is strong interdependence among the communities of the world. This was made possible by what is known as “Globalization”. Let the students air their views what they understood by the term globalization.</p>
<ul style="list-style-type: none"> <li>• 7.4 Work Ethics: (2 periods)</li> <li>• 7.4.1 Punctuality and duty-bound</li> <li>• 7.4.2 Maximum productivity</li> <li>• 7.4.3 Proper use of resources</li> <li>• 7.4.4 Endeavour to learn more to improve one’s skills</li> </ul>		<p>Divide the students into groups and let them discuss and come up with their own conclusion what ethical values they should adhere to in order to be successful learners. For example, as students, they have to respect their teachers, be punctual and attentive as well as study their lessons properly. What ethical values are expected of a teacher? A farmer? A doctor? Let the students air their views.</p>

### ASSESSMENT

Student performance has to be assessed continuously over the whole unit. The assessment will be made by comparing student performance with specified levels of competencies. Besides, the teacher has to recognize the level of performance of each student and provide assistance accordingly.

Thus,

### A STUDENT AT A MINIMUM REQUIREMENT LEVEL

A student at a minimum requirement level will be able to evaluate definition of work, justify the purpose of work, develop positive attitudes towards work, interpret the importance of work, be industrious in their work habit, compare and contrast the different economic systems, evaluate definition of work ethic, and act in an ethical way in their schools and classes.

### **A STUDENT ABOVE A MINIMUM REQUIREMENT LEVEL**

A student above a minimum requirement level will be able to define what is meant by work, explain the purpose of work, identify positive attitudes towards work, describe the importance of work, be industrious in their work habit, explain the different economic systems, describe what work ethic is, and act in an ethical way in their schools and classes.

### **STUDENTS WORKING BELOW MINIMUM REQUIREMENT LEVEL**

Students working below minimum requirement level will require extra help if they are to catch up with the rest of the class.

## UNIT 8: SELF-RELIANCE

### (Periods Allotted: 6)

**Unit Learning Outcomes:** The students will be able to:

- recognize the essence of self-reliance.
- realize the essence of dependency.
- understand the damaging nature of contraband.
- appreciate decision making.

Competencies	Main Contents	Suggested Activities
<ul style="list-style-type: none"> <li>• Define what self-reliance mean.</li> <li>• Explain the manifestations of self-reliance.</li> </ul>	<p><b>8.1 What is Self-reliance? (2 periods)</b></p> <p>8.1.1 Knowing one-self</p> <p>8.1.2 Self-respect</p> <p>8.1.3 Taking initiative</p> <p>8.1.4 Respect the good works of others</p>	<p>Encourage the students to explain what they understood by the term self-reliance. Then divide them into groups and let them discuss and come up with their conclusion what symbolizes self-reliance.</p>
<ul style="list-style-type: none"> <li>• Describe the consequences of dependency.</li> <li>• Combat against dependency within the limit of their capacity.</li> </ul>	<p><b>8.2 Dependency: (2 periods)</b></p> <p>8.2.1 What is dependency?</p> <p>8.2.2 Loss of personal esteem</p> <p>8.2.3 Loss of political will</p> <p>8.2.4 Believing in outside support</p>	<p>Take a simple beggar as an example. Does this person have sufficient self-esteem to drive him to engage in any productive activity? Does he have the will to resist his benefactor? Divide the students into groups and let them discuss these points. On the other hand, Ethiopia is still unable to attain food security and is provided, as a dependent state, with food aid by donor countries. Under such circumstances can the country escape from being influenced by foreign powers? Let the student discuss this point as well.</p>

Competencies	Main Contents	Suggested Activities
<ul style="list-style-type: none"> <li>• Define what decision is.</li> <li>• Make decisions.</li> </ul>	<p><b>8.3 Decision Making: (2 periods)</b></p> <p>8.3.1 What is a decision?</p> <p>8.3.2 What is decision making?</p> <p>8.3.3 The necessity of making decisions, as a self-reliant person</p>	<p>In one way or another life forces us to make decisions. Students have to decide whether to continue or discontinue with their studies and join the world of work. Divide the students into groups and let them discuss which area of their life calls for decision. Could they live without making decisions? Whether a teacher has to teach civics and ethical education or teach other subjects calls for his/her decision. Likewise, whether or not a government has to initiate a certain policy, it must be decided. Life is full of requirements to make decisions. However, a self-reliant person makes decisions without being influenced or pressurized by anyone. Let the students come up with their conclusion on the necessity of making decisions and also on the independence they have to feel in making decisions.</p>

### ASSESSMENT

Student performance has to be assessed continuously over the whole unit. The assessment will be made by comparing student performance with specified levels of competencies. Besides, the teacher has to recognize the level of performance of each student and provide assistance accordingly.

Thus,

#### A STUDENT AT A MINIMUM REQUIREMENT LEVEL

A student at a minimum requirement level will be able to define what self-reliance mean, explain the manifestations of self-reliance, and describe the consequences of dependency. Combat against dependency within the limit of their capacity, define what decision is, and make decisions.

#### A STUDENT ABOVE A MINIMUM REQUIREMENT LEVEL

A student above a minimum requirement level will be able to evaluate what self-reliance mean, justify the manifestations of self-reliance, elaborate the consequences of dependency, involve in combating against dependency within the limit of their capacity, evaluate definition of decision, and make rational decisions.

#### STUDENTS WORKING BELOW MINIMUM REQUIREMENT LEVEL

Students working below minimum requirement level will require extra help if they are to catch up with the rest of the class.

## UNIT 9: SAVING

### (Periods Allotted: 6)

**Unit Learning Outcomes:** The students will be able to:

- realize the essence of saving and extravagance.
- understand the relationship between planning and saving.

Competencies	Main Contents	Suggested Activities
<ul style="list-style-type: none"> <li>• Define what saving is.</li> <li>• Enumerate extravagant practices in Ethiopia.</li> <li>• Avoid extravagant practices within the limit of their capacity.</li> </ul>	<p><b>9.1 Saving and Extravagance: (2 periods)</b></p> <p>9.1.1 What is saving?</p> <p>9.1.2 Extravagant practices in Ethiopia</p> <ul style="list-style-type: none"> <li>- lavish wedding ceremony</li> <li>- funeral expenditure</li> <li>- teskar</li> <li>- other expenditures on religious festivities</li> </ul>	<p>Let the students explain what saving and extravagant practices are.</p> <p>Divide the class into groups and distribute the contents under 9.1.2; and let them come up with their own conclusions how the said factors are extravagant practices and how these practices negatively affect the culture of saving.</p>
<ul style="list-style-type: none"> <li>• Define what planning is.</li> <li>• Describe how to live within one's own capacity.</li> <li>• Explain the necessity of proper use of public utilities.</li> </ul>	<p><b>9.2 Planning and Saving: (2 periods)</b></p> <p>9.2.1 What is planning?</p> <ul style="list-style-type: none"> <li>- family planning               <ul style="list-style-type: none"> <li>o management of family resources to meet the needs of the family.</li> </ul> </li> </ul>	<p>Divide the students into groups and discuss on the following issues. What would happen to the living conditions of a family if more children were born while the family's income remains constant? Could the family get the same quality of food, the same medication etc., with the addition of more children? What is the remedy? Let the students comment on the wasteful use of resources in their homes and the remedies to this problem.</p>



Competencies	Main Contents	Suggested Activities
<ul style="list-style-type: none"> <li>• Define wealth.</li> <li>• Explain the importance of money.</li> <li>• Describe the method(s) one should use to get money.</li> </ul>	<p>living within the limit of one's income</p> <ul style="list-style-type: none"> <li>○ avoidance of misuse of available resources at home.</li> <li>- proper use of public utility</li> <li>○ water</li> <li>○ electricity</li> <li>○ transport facilities</li> <li>○ office furniture and equipment.</li> </ul> <p><b>9.3 Money as a Source of Wealth: (2 periods)</b></p> <p>9.3.1 What is wealth?</p> <p>9.3.2 The importance of wise use of money</p> <p>9.3.3 Efforts required to get money</p>	<p>Divide the students into groups. Let them discuss how one should get money and what the importance of money is.</p>

### ASSESSMENT

Student performance has to be assessed continuously over the whole unit. The assessment will be made by comparing student performance with specified levels of competencies. Besides, the teacher has to recognize the level of performance of each student and provide assistance accordingly.

Thus,

### A STUDENT AT A MINIMUM REQUIREMENT LEVEL

A student at a minimum requirement level will be able to define what saving is, enumerate extravagant practices in Ethiopia, avoid extravagant practices within the limit of their capacity, define what planning is, describe how to live within one's own

capacity, explain the necessity of proper use of public utilities, define wealth, explain the importance of money and describe the method (s) one should use to get money.

**A STUDENT ABOVE A MINIMUM REQUIREMENT LEVEL**

A student above a minimum requirement level will be able to evaluate definition of saving, assess extravagant practices in Ethiopia, avoid extravagant practices within the limit of their capacity, evaluate definition of planning, suggest different methods to live within one's own capacity, justify the necessity of proper use of public utilities, evaluate definition of wealth, elaborate the importance of money and show the method (s) one should use to get money.

**STUDENTS WORKING BELOW MINIMUM REQUIREMENT LEVEL**

Students working below minimum requirement level will require extra help if they are to catch up with the rest of the class.

## UNIT 10: ACTIVE COMMUNITY PARTICIPATION

### (Periods Allotted: 4)

**Unit Learning Outcomes:** The students will be able to:

- realize the essence of active community participation.
- appreciate the role of civic societies.

Competencies	Main Contents	Suggested Activities
<ul style="list-style-type: none"> <li>• Describe the essence of community participation.</li> <li>• Participate in the affairs of their class, school and community within the limits of their capacity.</li> </ul>	<p><b>10.1 The Meaning of Community Participation: (2 periods)</b></p> <p>10.1.1 What is active community participation?</p> <p>10.1.2 Why making community participation?</p> <p>10.1.3 Types of community participation</p> <ul style="list-style-type: none"> <li>- political participation               <ul style="list-style-type: none"> <li>○ discussing public issues</li> <li>○ attending political meetings</li> <li>○ voting</li> </ul> </li> <li>- social participation               <ul style="list-style-type: none"> <li>○ cooperative actions for development</li> <li>○ fighting against crime</li> <li>○ fighting against drug abuses</li> <li>○ fighting against HIV/AIDS</li> <li>○ fighting against corruption</li> </ul> </li> </ul>	<p>Ask the students what they think the role of a government in administering a country is. Whatever roles they mention, it should be understood that a government cannot tackle all problems of a country without public participation. Citizens have a variety of areas where their participation can make a difference. Particularly in a democracy which can solely be realized through citizens' participation. For example, a democratic system owes its existence to the active participation of citizens in the voting process. Without public consent there is no democracy. Divide the students into groups; then distribute the contents under 10.1.2 and 10.1.3 between the groups let them come up with their own conclusions on how participation can make a difference at the class, school and community level.</p>

Competencies	Main Contents	Suggested Activities
<ul style="list-style-type: none"> <li>Define what civic societies are.</li> <li>Explain the role of civic societies.</li> </ul>	<p><b>10.2 The Role of Civic Societies in Community Participation: (2 periods)</b></p> <p>10.2.1 What are civic societies?</p> <p>10.2.2 The role of civic societies creating awareness in public issues influence the formation and implementation of public policies—dealing with social problems of a country</p> <p>10.2.3 How are civic societies organized?</p>	<p>Divide the students into groups and making use of their previous knowledge.</p> <p>Let them discuss what civic society is; the civic societies that works in their locality and their (societies’) role in alleviating the problems of the communities or influencing the decisions of the local government. Take a women’s association as an example. How can this association influence the decision of the government in issues related to the interest of females?</p>

### ASSESSMENT

Student performance has to be assessed continuously over the whole unit. The assessment will be made by comparing student performance with specified levels of competencies. Besides, the teacher has to recognize the level of performance of each student and provide assistance accordingly.

Thus,

#### A STUDENT AT A MINIMUM REQUIREMENT LEVEL

A student at a minimum requirement level will be able to describe the essence of community participation, participate in the affairs of their class, school and community within the limits of their capacity and define what civic societies are, explain the role of civic societies.

#### A STUDENT ABOVE A MINIMUM REQUIREMENT LEVEL

A student above a minimum requirement level will be able to involve in community participation, participate in the affairs of their class, school and community within the limits of their capacity and evaluate definition of civic societies and elaborate the role of civic societies.

#### STUDENTS WORKING BELOW MINIMUM REQUIREMENT LEVEL

Students working below minimum requirement level will require extra help if they are to catch up with the rest of the class.

# UNIT 11: THE PURSUIT OF WISDOM

(Periods Allotted: 8)

**Unit Learning Outcomes:** The students will be able to:

- acknowledge the importance of knowledge.
- realize the necessity of information and data.

Competencies	Main Contents	Suggested Activities
<ul style="list-style-type: none"> <li>• Define what knowledge is.</li> <li>• Explain the methods of acquiring knowledge.</li> <li>• Describe the necessity of knowledge.</li> </ul>	<p><b>11.1 The Basis of Knowledge and Wisdom: (2 periods)</b></p> <p>11.1.1 What is knowledge?</p> <p>11.1.2 What is wisdom?</p> <p>11.1.3 How do we acquire knowledge?</p> <ul style="list-style-type: none"> <li>- formal learning</li> <li>- informal learning</li> <li>- inquiry or research</li> </ul> <p>11.1.4 Why do we need knowledge?</p> <ul style="list-style-type: none"> <li>- to make wise decisions</li> <li>- to overcome poverty</li> <li>- to avoid harmful traditional practices</li> <li>- for the betterment of life.</li> </ul>	<p>Divide the class into four groups. In their groups let them discuss what the objectives of their learning are. What do they hope to get from their studies in the future? Let the group leaders present what they have discussed in their respective groups to the whole class and then let the students deliberate on what was presented. On the other hand, it is a common perception that schools (formal learning) are considered the only source of knowledge but this is not wholly true. Life itself is a school. Allow each student to comment on this i.e. whether schools are the only place where we acquire knowledge or not.</p>
<ul style="list-style-type: none"> <li>• Define what data is.</li> <li>• Define what information is.</li> <li>• Explain the purpose of information.</li> </ul>	<p><b>11.2 Information and Data: (2 periods)</b></p> <p>11.2.1 What is information?</p> <p>11.2.2 The need for information</p> <ul style="list-style-type: none"> <li>- freedom of the press for dissemination of information.</li> </ul>	<p>Let students explain what information is. Information is fact that creates awareness on an issue, phenomena etc. In today's world it is said that information is power. Let the students be divided into groups and discuss about this. Data is a figurative form of information. What then is the real difference between information and data? Let the students discuss in their groups. You can make your students practice the collection and systematization of data. For example, divide the class into 3 or 4 groups.</p>

Competencies	Main Contents	Suggested Activities
<ul style="list-style-type: none"> <li>• Explain the purposes of reading.</li> <li>• Describe the purpose of studying a lesson.</li> <li>• Describe how to study a lesson.</li> </ul>	<ul style="list-style-type: none"> <li>- what is data               <ul style="list-style-type: none"> <li>o definition</li> <li>o collecting and systematizing data.</li> </ul> </li> </ul> <p><b>11.3 Reading and Studying: (2 periods)</b></p> <p>11.3.1 The purpose of reading</p> <ul style="list-style-type: none"> <li>- reading as sources of knowledge</li> <li>- studying</li> <li>- why studying a lesson?</li> <li>- program of studying</li> </ul>	<p>Let each group study the civics and ethical education grade results of a section of 9<sup>th</sup> grade or another grade level. What they do is collect the results and categorize them in the following manner. Those who got below 50% are placed in one column, those above 50% but below 90% in the second column and those above 90% in another column.</p> <p>Let the students comment on what their study habit is. Hold a discussion on the importance of reading. Students must be convinced that reading is a good habit. Equally let the students discuss their method of studying their lessons. Do they delay studying their lesson until an examination approaches? If they do, this is the sign of a weak student and bad habit that must be corrected before it is too late. Do they have a program to study? Let them explain and give conclusions.</p>
<ul style="list-style-type: none"> <li>• Explain what truth is.</li> <li>• Adhere to truth as opposed to falsehood.</li> </ul>	<p><b>11.4 The Pursuit of Truth: (2 periods)</b></p> <ul style="list-style-type: none"> <li>- What is truth?</li> <li>- Why should we stick to truth?</li> </ul>	<p>Let the students speak their minds on the importance of truth.</p>

### ASSESSMENT

Student performance has to be assessed continuously over the whole unit. The assessment will be made by comparing student performance with specified levels of competencies. Besides, the teacher has to recognize the level of performance of each student and provide assistance accordingly.

Thus,

### A STUDENT AT A MINIMUM REQUIREMENT LEVEL

A student at a minimum requirement level will be able to define what knowledge is, explain the methods of acquiring knowledge, describe the necessity of knowledge, and define what data is. Define what information is, explain the purpose of information,

explain the purposes of reading, describe the purpose of studying a lesson, describe how to study a lesson, explain what truth is and adhere to truth as opposed to falsehood.

**A STUDENT ABOVE A MINIMUM REQUIREMENT LEVEL**

A student above a minimum requirement level will be able to evaluate what knowledge is, interpret the methods of acquiring knowledge, justify the necessity of knowledge, elaborate the difference between data and information, explain the purpose of information, explain the purposes of reading, describe the purpose of studying a lesson, describe how to study a lesson, explain what truth is and adhere to truth as opposed to falsehood.

**STUDENTS WORKING BELOW MINIMUM REQUIREMENT LEVEL**

Students working below minimum requirement level will require extra help if they are to catch up with the rest of the class.

