

# CIVICS AND ETHICAL EDUCATION

## Teacher Guide Grade 5

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



**Laxmi Publications**

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## *Acknowledgements*

The redesign, printing and distribution of this teacher guide has been funded through the General Education Quality Improvement Project (GEQIP), which aims to improve the quality of education for Grades 5–8 students in government schools throughout Ethiopia.

The Federal Democratic Republic of Ethiopia received funding for GEQIP through IDA Credit No. 4535-ET from the International Development Associations, the Fast Track Initiative Catalytic Fund (FTICF) and other development partners — Finland, Italian Development Cooperation, the Netherlands and UK aid from the Department for International Development (DFID).

Many individuals and organisations, too many to mention here, also gave their unreserved support to make the teacher guide and accompanying textbook a reality. However, special thanks must go to Myra Murby who devotedly spent time to build the capacity of the Ministry textbook writers to enable them to produce interactive and student friendly teaching and learning materials. The European Union’s financial support of Myra’s work in Ethiopia is greatly appreciated.

Gratitude is also extended to the House of Federation of the Federal Democratic Republic of Ethiopia, the Ethiopian Press Agency, the Ministry of Culture and Tourism, the former Ministry of Information, the Institute of Ethiopian Studies, the Ethiopian Teachers’ Association and the Ethiopian Educational Material Production and Distribution Agency, all of which provided pictures that are used in the textbook.

The work of Helen Papworth, a VSO volunteer, who, with the former Civics and Ethical Education Department, edited, reviewed and formatted the draft textbook and teacher guide, is gratefully acknowledged. Thanks also go to the Voluntary Service Overseas for arranging the placement of British volunteers in the Ministry and enabling us to use their expertise on this and other projects.

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First edition, 2002 (E.C.)

Redesigned, printed and published for the Ministry of Education by Laxmi Publications (P) Ltd., India in joint venture with Gopsons Paper Ltd., India under GEQIP Contract No. ET-MoE/GEQIP/IDA/ICB/G-10/09-B.

ISBN: 978-99944-2-099-5

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# Foreword

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

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

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

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

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

Ministry of Education



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# INTRODUCTION

This grade five Civics and Ethical Education teacher guide comprises different educational inputs. It is designed to make the teaching-learning activity successful. The guide will support the teachers to explain and promote the 11 Civics and Ethical Education values mentioned in the student textbook.

With regards to the brainstorming questions, exercises, group works and the teacher's and students' activities, the guide tries to show direction on how the activities should be done.

It is obvious that the guide has a great contribution to achieve the educational objectives set. To make the lessons interactive and participatory, the teachers are highly expected to make use of the approaches and lesson delivery techniques presented in the guide taking into account the background of their students. The concepts, principles, and directions presented in the teacher guide are only to help and promote the experiences of the teacher. Therefore, it should not be taken as the sole source and mode of delivery of grade five Civics and Ethical Education. It is essential to consider the following points to successfully use the guide.

## HOW TO USE THE GUIDE

### 1. Introductory Question

- The basic aim of the introductory questions is to enable students recall their prior knowledge and experience in order to understand the lesson at hand easily. In addition, the questions help students to explain their understandings and ideas about the lesson. Further, they promote students' interest to actively participate in the lesson. The teachers should use introductory questions in order to initiate students' interest and finalize it within ten minutes and pass to the main lesson or to the next activity.
- All the brainstorming questions may not have answers or the answers may not be found in this teacher guide. Therefore, the teachers are encouraged to prepare their own. In order to

correct the response given by the students for the brainstorming questions it is possible to use ideas mentioned under the explanation parts as supportive concepts. However, the teacher should go beyond the objective of brainstorming questions and talk about the main points of discussion in the main part of the lesson. However, try to avoid extensive discussion and burden on ideas in the introductory part of the lesson.

Sometimes to correct students' response of introductory questions, the concepts given in the teacher guide and student textbook may not be enough. Hence, the teacher is expected to use his or her knowledge and experience to give appropriate correction.

### 2. Activities

- As much as possible attempts have been made to set answers for activities. Some activities are answered separately, and yet other can be answered together with others. Moreover, the teacher guide indicates possible source to answer questions.

### 3. Titles and Time allotments

The time allocated in the guide may not be enough to cover some topics or lessons. In this time, the teacher is expected to be selective enough, and give emphasis to the very important activities and ideas or concepts from the lesson.

### GROUP WORKS

Group work activities presented on the teacher guide are expected to be done by all students; however, there might be a situation some group works can be done by very few students. In this time, the teacher is expected to give emphasis for all students to participate in the group work and to avoid discrimination and alienation of some students from the work. He should develop a mechanism which helps all students to gain knowledge and experience from the group work.

# UNIT 1 DEMOCRATIC SYSTEM

(10 Periods)

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

- understand the principles of democratic system.
- explain the concepts of Human and Democratic Rights with respect to Democratic Systems.
- understand the concept of diversity.
- define the Federal and Regional governments.
- conceptualized the idea of foreign relation.

No.	Contents/ Lessons	Specific Competencies Students will be able to:	Important Resources
1.	What is Democracy?	<ul style="list-style-type: none"> <li>• define the meaning of democracy.</li> <li>• identify the ways in which democratic practices is implemented in their schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures, photographs and cartoons that suggest democratic culture.</li> </ul>
2.	Human and Democratic Rights	<ul style="list-style-type: none"> <li>• define the concepts of human and democratic rights.</li> <li>• respect the rights of their colleagues.</li> <li>• describe the difference between human and democratic rights.</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures, photographs, reports etc. that describe human and democratic rights.</li> </ul>
3.	Diversity	<ul style="list-style-type: none"> <li>• state the differences revealed among the students.</li> </ul>	<ul style="list-style-type: none"> <li>• Posters, pictures and photographs that display nations and nationalities of Ethiopia.</li> </ul>
4.	Government System in Ethiopia	<ul style="list-style-type: none"> <li>• list out the role of the Federal and Regional governments.</li> <li>• explain the very nature of Regional governments.</li> <li>• describe the nature of City administrations.</li> </ul>	<ul style="list-style-type: none"> <li>• Maps, diagrams, posters etc. that describe Ethiopian government structure.</li> </ul>
5.	Foreign Relation	<ul style="list-style-type: none"> <li>• describe the meaning of foreign relations.</li> <li>• explain the principles of foreign relations.</li> <li>• state two different examples that suggest the advantage of maintaining foreign policy.</li> </ul>	<ul style="list-style-type: none"> <li>• Posters that shows unity in diversity.</li> </ul>

## 1.1 WHAT IS DEMOCRACY? (2 PERIODS)

### Preparation: Instructional Materials

- Photographs of the classical Greek philosophers.
- A picture that displays a situation while students are electing for their class monitor.
- A picture that displays a situation while residents of a certain village are electing for their administrators.

### Introduction

#### Brainstorming questions on pictures 1.1 and 1.2

- What do you observe from picture 1.1? Do you have any idea about what is going on in the classroom?
- As you observe picture 1.2, can you suggest what is going on in the class?

- I hope you have heard the term “democracy” repeatedly: anyway, would you tell me what idea comes to your mind as you hear the term?

Dear Teacher! Would you please encourage the students to have a look at the given pictures (picture 1.1 and picture 1.2) on page 1 of the student textbook? It is possible to let the students respond orally to the questions either as a whole class, in pair or in group of three after they discuss for a while.

### Activity (Class work in group)

- Dear Teacher! Having divided your students into different small groups, let them read the passage entitled “Electing Monitor”, then, tell them to do exercise one that follows the passage. You need to observe the activities of the group. Encourage them to notice the questions critically.
- Finally, give them brief explanations about the every nature of democracy. Also, you need to provide them opportunity to ask questions, if they have any.

### What is Democracy?

According to the meaning provided in the dictionaries, democracy means a government of the people, by the people and for the people.

The concept of democracy comprises of basic principles in which the ultimate power of the government resides in the hands of the people, a government established by the people, government officials elected by the people from among them who run the system according to the will of the people, and above all, a government legitimized by the people. Here, the idea of government power emanates from the people implies that the people is endowed with the rights to establish and structured governments the way they like. Likewise, the term ‘people’ suggests the whole citizens of a state who reach beyond the age of 18, excluding mentally retarded individuals and criminals whose democratic rights are suspended by law.

Basically, democratic system is categorized into direct and indirect system. Direct democracy implies the personal involvement of individuals in the decision-making process without proxy. Direct democracy can be

practiced within small number of people in limited a territory. For instance, societal organizations of a certain village such as Idir and Iqub.

Practically, in ancient city states of Greece and Athens, about five to six thousand residents used to make a meeting to participate in decision-making activities. In fact, this was a form of direct democracy. As the number of the residents dramatically getting increased, it became difficult to run a direct democratic system. Therefore, they were forced to apply representative democratic system as the best alternative. In the representative democracy, citizens of a state elect their representative who act on their behalf in public security matters and pass political decisions, design and amend laws and set a platform to run the government activities.

In our country, Ethiopia, representatives are elected from a constituent that has one hundred thousand (100,000) residents. Thus, each constituencies of the country elect a person to be a representative of the constituent in the House of Peoples’ Representatives.

### Activity (Class work in group)

Dear Teacher! Let the students do Activity 2. Give them a chance to react on each question orally. In order to motivate them to make active participation, encourage them by giving the following clues:

#### Supportive Clues

1. Indicatives of implementing democracy in schools:
  - Involvement and participation in co-curricular clubs as per their interests.
  - Resolving their problems through discussion.
2. The advantages of promoting democratic systems in schools:
  - It helps to uphold the rights of both students and the staff members properly.
  - It promotes mutual respect, tolerance and cooperation.

## 1.2 HUMAN AND DEMOCRATIC RIGHTS (2 PERIODS)

### Class Preparation: Instructional Media

- Pictures, posters etc. that can explain concepts about democratic rights.

Democratic System

- Documents of the Federal and State Constitutions.

### 1.2.1 The Concept of Human Rights

#### Introduction

##### Brainstorming questions

- Explain the meaning of human right in your own idea on pieces of paper.
- Discuss with your colleague about the meaning of democracy.

Dear Teacher! Let them react on the following questions.

##### Presentation

- Now, describe the concept of human rights for the students. Give them an opportunity to ask for clarification.

#### The Concept of Human Rights

Human rights are endowed by nature for all people equally. By their nature, human rights are inalienable rights which all men should enjoy without any obstructions or restrictions. Accordingly, the constitution of the FDRE, chapter 2, article 9, states that *“Human rights and freedoms, emanating from the very nature of mankind are inalienable and inviolable.”*

Human rights have to be respected in order to recognize the dignity of individuals as human beings. Human rights comprises the privacy of individuals, the right to life, liberty, equality, the right to think, the right to belief, etc. The purposes of human right is to protect the citizens of a state from arbitrary arrest, secure their lives, to secure their material possession, their right to move from place to place and their privacy of home life.

According to the FDRE constitution, under no circumstances can the state officials or group of people violate human rights. This does not mean that laws concerning human rights are unnecessary to be designed. Such laws are, of course, essential in order to guarantee their protection and to use the law as a guide line to enjoy human rights properly.

The FDRE constitution, chapter three, section 1, from article 14-48, state about human rights.

### 1.2.2 The Concept of Democratic Rights

#### Introduction

##### Brainstorming questions on the basis of picture 1.3

- Explain the democratic rights reflected in the picture.
- Describe the meaning of democratic rights on the basis of the picture.
- Dear Teacher! Based on the picture presented under this lesson, (picture 1.3 organizing a club). Let the students discuss together and react on the following questions. You might request the students to respond orally.
- Then, present the explanation about the concept of democratic rights. If there is something misunderstood, provide them an opportunity to ask. At this point, you need to give emphasis on the very fact that rights and obligations are inseparable entities; as there are always obligations to be fulfilled in order to enjoy ones rights. Thus, substantiate your explanation with examples.

#### The Concept of Democratic Rights

Democratic rights are freedoms that enable individuals to legally participate in political and other activities of their country. Freedom of participation should be given to every citizen without discrimination based on the governing law. It guarantees individuals to hold and advocate different political thoughts in a peaceful manner.

Democratic rights comprise of freedom of expression, the right to assembly and to stage demonstration, the right to involve in trade unions, freedom of movement, the right to citizenship, the right to private and home life, the right of women, the right to seek justice, the right to elect and be elected, property right, the right of labour work, as well as the right to live in secured environment.

According the FDRE constitution, democratic rights can be limited by the legislative, judiciary or executive bodies of the government.

The FDRE constitution, chapter three, section 2 from article 29-44 deeply deals with democratic rights.

#### Activity (Individual class work)

Dear Teacher! Activity 3 enables you to evaluate the

understanding level of your students whether they can properly identify human and democratic rights or not. Therefore, let them write the answers individually. Move around the classroom to observe their answers and encourage them by providing feedbacks.

### 1.3 DIVERSITY (2 PERIODS)

#### Preparation: Materials needed for Teaching Aids

- Pictures, posters and photographs that display the Nation, Nationalities and Peoples of Ethiopia.

#### 1.3.1 Differences Noticed Among the Students in the School Compound and in the Classroom

##### Introduction

##### Brainstorming questions on the basis of picture 1.4

- With your colleagues, notice picture 1.4.
- List out the differences that you observe among the students of your school.
- Describe five points of differences and similarities you share with your colleagues.

Dear Teacher! Having motivated them observing picture 1.4., let them work in pairs on the above brainstorming questions. Please, move around to have a look on what they would do.

##### Presentation

On the basis of the above student activities, give them an opportunity to explain the concept of diversity. Having listened to the ideas of about five students, explain the meaning of diversity as stated in the student textbook.

##### Activity (Class work)

- Dear Teacher! Once you provide the first question of activity 4 to the whole class, listen to the response of few students and pass over it.
- After you let them discuss in pairs or in groups the second question of activity 4 within a considerable time, give them a brief conclusion.

#### 1.3.2 Peaceful Coexistence by Accommodating Diversities

##### Introduction

##### Brainstorming questions

- Remember the time when failure to reach at a consensus to your brothers or sisters' idea caused

conflict or quarrel among you and your brothers or sisters.

- Please, share your experience to your colleagues. Tell them the cause of the conflict and the consequence.

Dear teacher, let the students be in pairs and perform the above brainstorming questions. You are supposed to move around and encourage them to speak. Then, choose the experience of few students that you thought exemplary. Invite them to share their idea with the whole class. Finally, ask them to tell the lesson that they have learned from the experiences. Give them some explanations on the problems that occurred due to conflict and disagreement.

##### Activity (Individual class work)

Dear teacher, after the students finish reading the passage on page 4 about the personal experiences of “Keredin and Nuria”, let them write the answer of each question under activity 4. You need to observe their activities by moving around the class. When they finish, let few students read their answers for the class. You need to let them notice the 2nd and 3rd questions with especial attention to help them notice the importance of tolerance and peaceful coexistence. Proceed to the presentation part after you give them a sort of advice about the importance of tolerance and peaceful co-existence.

##### Presentation

Dear teacher! Explain the following passage which is about the importance of tolerance and peaceful co-existence. Your explanation should have the following points of emphasis:

- The fact that tolerance and mutual understanding are the crucial factors to accommodate diversity and live in peace and harmony.
- The fact that there are several grounds in which individuals are different from one another. Therefore, it is wrong to label ones idea as always correct at the expense of others.
- The fact that in the pretext of “mine is always correct”, imposing ones own idea on others leads to conflicts and chaos.
- The fact that respecting individual differences is to mean that respecting the rights of individuals regardless of differences in belief system, race, attitude etc.

Democratic System

- The fact that considering the advantages of living in diversity to promote peace and value differences.

### Activity (Individual Home work)

Dear teacher!

- Encourage student to do the two questions under activity 5 properly.
- Have a look on their responses. Choose the best performance and read it for the class.
- Provide them an opportunity to discuss the lesson they have learned from each other's personal experience.
- Finally, conclude the lesson making sure that all students have noticed the importance of living in peace accepting differences.

## 1.4 GOVERNMENT SYSTEMS IN ETHIOPIA (2 PERIODS)

**Preparation: The concept of Democratization and the Need for it**

- Photographs, posters, maps etc., that display the FDRE government structures.

### 1.4.1 The Meaning and Necessity of Democratic Government

**Brainstorming questions based on pictures 1.6 and 1.7**

- Do you describe the activities of peoples in picture 1.6?
- What does picture 1.7 indicate?
- Explain the idea that comes to your mind as you hear the term "government".

Dear teacher!

- Having provide them an opportunity to observe pictures 1.6 and 1.7, let them react on the above three questions orally.
- Give a brief explanation about the nature of democratic government and the need for it.

### The Meaning and Necessity of Democratic Government

Democratic Government is established by the will of the people and under the centre of the supremacy of the rule

of law. As it has been already mentioned, in democratic systems all officials would be elected by the people. Among the candidates, the people would elect the most able one to hold the government office. He/she might be deposed before he/she finishes the stated term fails to run the office according to the will of the people. This clearly shows that the power of government officials is always under the centre and will of the people. Since democratic government secures the liberty and freedom of mankind, people usually need it.

### Activity (Class work to be done orally)

Dear teacher! When you complete the explanation, let students do the two questions under activity 6. Use your effort to encourage everyone to react. The questions are provided to evaluate the level of students understanding. Therefore, you need to ask even those who are not yet willing to respond.

## 1.4.2 The Meaning of the Federal Government

**Introduction**

**Brainstorming questions**

- Write the idea that immediately comes to your mind as you hear the term federalism.
- Compare and contrast your answer about federalism with your colleague. How much similarities and differences are there?
- Dear Teacher! let them do the questions in this lesson according to the instruction.
- Observe the activities of the student by moving around the class and encourage them to write their own answers.

**Elaboration**

- Elaboration on the concept of federalism.

### The Meaning of Federal Government

The Federal government structure is the division of power into two. On one hand, the Federal government is organized at the center, on the other hand, there would be the government of the states which get together and willingly provide authority to the federal government.

The fact that Ethiopia is the home of different Nations, Nationalities and People, its peace and prosperity is determined by mutual interest and willingness of the people. It is very essential to guarantee the nations,

nationalities and people's autonomous power for a peaceful co-existence. It is a federal government structure which is suitable for such kind purpose. The federal government power is powers given by the different states of the federal government to enable it run autonomous rights. The power of the central government should not be for the sake of formality which is unable to safeguard the common interest of the states. Likewise, power should not be concentrated at the center since it endangers the political autonomy of the states. Although there are different method of demarcating the boundaries of states, Ethiopia employs population settlement patterns, language, social identity and willingness. This would give people an opportunity to self rule, to develop their own culture, language and make their own history. The FDRE government-state structure is designed on the basis of the articles stated in the constitution. The first article of the constitution clearly states the naming of the government by saying: "This constitution decides a form of federal and democratic government." On the basis of this article, the Ethiopian government is named as the "Federal Democratic Republic of Ethiopia". In article number eight, the constitution states that "*All sovereign power resides in the Nations, Nationalities and Peoples of Ethiopia.*" The sovereignty of the people is manifested by electoral process to designate their own representatives and through direct participation in accordance to the constitution. Moreover, article 46 states that "*The federal government is structured by the Region. The Regions are organized on the basis of settlement patterns, language, and common psychological make up.*"

### Activities (Class work to be done orally)

Dear Teacher! Having done the elaboration, encourage them to do the two questions under activity 7. The questions are presented in order to evaluate the level of their understanding. Thus, let all of them try to answer the questions. At the end, tell them the appropriate answers.

### 1.4.3 The Meaning of Regional Governments

#### Introduction

#### Picture 1.8 and Brainstorming questions

- What do we mean by state government?
- How many state governments are there in

Ethiopia? List out the name of each state government.

#### Dear Teacher!

- On the basis of picture 1.8, let them attempt the above questions.
- Let them explain the concept of state government in brief.

As it has been already described, state governments are the group of autonomous political entities that are willing to establish the federal government in order to safeguards their common interest. Each state government has its own constitution which is not against the constitution of the federal government.

#### Activity

Dear Teacher! Encourage all students to do the two questions under activity 8. Since the questions are designed to evaluate the understanding level of each student, encourage those students who would not raise their hands to answer. At the end, give them the appropriate answer.

### 1.4.4 The Concept of Urban Administration

#### Introduction

#### Picture 1.9 and Brainstorming questions

- What do we mean by urban administration?
- Dear Teacher, on the basis of picture 1.9, let them react on the concept of urban administration.
- Provide them a brief explanation on urban administration.

#### What is City?

City settlement is determined by the form of job occupation and the number of residents in a given area. In Ethiopia, a certain settlement is regarded as urban if more than 2000 people resides in an area and engaged in non-agricultural activities. For example, a place where people are engaged in service giving sectors and factory works is called an urban center.

#### City Administration

City administration implies the fulfillment of certain criteria and a system of administration established to administer the City settlement.

There are many city administrations in our country. All City administrations are administered by regional

Democratic System

governments except Addis Ababa and Dire Dawa. These two City administrations are administered by the federal government. All City administrations are lead by city Myers.

The establishment of City administration systems leading by Myers is very important in enhancing urban development and alleviates the inhabitant's social and economic problems. It also helps the people to be beneficiaries from the development activities.

### *Addis Ababa City Administration*

Addis Ababa is the capital city of the Federal Democratic Republic of Ethiopia. The city is an independent administration but accountable to the federal government.

Addis Ababa city administration is lead by the city parliament constituted by members, elected by the people. The city parliament elects the Myer, the vice Myer and administrators.

The city administration is the highest administrative body of the city followed by sub-city, and kebele administrative systems. Kebele is the lowest administrative body of the city.

All the city administration, sub-cities and Kebele's possessed their own parliaments. Kebele parliaments are directly responsible to the Kebele residents and sub-city parliaments.

Addis Ababa city administration is accountable to the federal government and the city inhabitants. All hierarchically structured city administration structures have their own executives and spokes persons.

The city administration parliament allocates the necessary budgets for the development activities, works to minimize the economic and social problems of the people, searches mechanisms of overcoming disasters, and plans future development works.

### **Group Activity**

Dear teacher! Please, having divided your students into groups, let them discuss one question in activity 9.

- Follow them, while they are discussing.
- Make them to present the findings of their discussion.
- Give them a conclusion about their discussion.

## **I.5 FOREIGN RELATION (2 PERIODS)**

### **Class Preparation: Instructional Media**

- Pictorial accounts on the necessity of togetherness.

### **I.5.1 The Meaning of Foreign Relationship and Foreign Relation Policy**

#### **Introduction**

#### **Picture 1.10 and introductory questions**

- What are the neighbouring states of Ethiopia shown on the map?
- Do you know on what issues Ethiopia is making a relationship with her neighbouring states?

Dear Teacher! Let students answer questions stated under picture 1.10.

#### **Activity (Group work)**

- Divide students in small or large group and let them discuss on the necessity of having good relationship with their friends and its importance for their success.
- Tell them to focus on one leading principle in their discussion.
- Give them the following concepts:

**Example:** The necessity of respecting family members, helping their own family, washing goods used for meal, fixing their own bed, clearing house etc., help to enhance peaceful relationship among their family.

- Follow their discussion and let them talk about the findings of their discussion.
- Finally, give them conclusion based on the discussion conducted.

Students should realize the necessity of giving respect for their friends, listening other's views, politeness, patience, peaceful dialogue; express one's view in a proper way etc., to enhance good relationship with other people.

#### **Elaboration**

- Give short explanation on foreign relationship and foreign relation policy. The elaboration must focus on the necessity of mutualism and respect among countries and tell them this is the central theme of our foreign policy.



### What do we Mean by Protecting Our Country's Sovereignty and Benefit?

Protecting our countries sovereignty and benefit does not mean to not need to make relationship with foreign countries. The contemporary development of the system of globalization does not allow countries to be isolated. We cannot export our products and import items that we cannot produce, and enhance our economic development in isolation if we stood alone. So, we must make foreign relationship with foreign states for the sake of our benefit.

On the other hand, in our move to protect our sovereignty we should not only focuses on our benefit; we also must focus on the benefits of others. Because, countries are not interested to make a relationship with us only for the benefit of us, hence, in our foreign relation activities, we must work for mutual benefit in order to develop and make our people economically independent.

Our constitution supports the above idea. It is already stated on Article 86 as follows:

- Promote policies of foreign relations based on the protection of national interests and respect for the sovereignty of the country.
- Promote mutual respect for national sovereignty and equality of states and non- interference in the internal affairs of other states.
- Ensure that the foreign relation policies of the country are based on mutual interests and equality of states.
- Observe international agreements which ensure respect for Ethiopia's sovereignty and are not contrary to the interests of its peoples.
- To forge and promote ever growing economic union and fraternal relations of peoples with Ethiopia's neighbours and other African countries.
- To seek and support peaceful solutions to international disputes.

The constitutions do not allow a foreign relationship that is contrary to the above principles. So, we could dare to say, our constitution is a constitution that stood for the benefit and sovereignty of our country.

### Activity (Class work in group)

- Dear teacher, after you complete your explanation, let students discuss on two questions found in activity 10.

### UNIT SUMMARY

- Dear teacher! Ask and encourage your students to express what they have grasped from the lessons in the unit.
- After you let some students talk, give short conclusion by yourself.
- Finally let student work on the unit review exercises.

### ANSWERS TO THE UNIT REVIEW EXERCISES

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

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

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

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

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

1. Patience and listening
2. federalism
3. right.

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

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

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

1. Democracy implies, a system of administration where power possessed by the people.
2. Freedom of Association
  - Right of access of Justice
  - The Right to Thought, Opinion and Expression

## Democratic System

- The Right of Assembly, Demonstration and Petition
  - Rights of men
  - Rights of women
  - Rights of children
- The Right to vote and to be elected
  - The Right to property
  - The Right to development
  - Environmental Rights.

## SAMPLE LESSON PLAN

### I.1 What is Democracy?

Time	Teacher's Activity	Student's Activity
10'	<b>Introduction</b> <ul style="list-style-type: none"><li>● Ask students Brainstorming questions to start the lesson</li><li>● Questions found on pages</li></ul>	<ul style="list-style-type: none"><li>● Students should answer questions by being in pair or group.</li></ul>
10'	<b>Activity (Group work)</b> <ul style="list-style-type: none"><li>● Let students read the article on electing class monitor and make them do the activity.</li></ul>	<ul style="list-style-type: none"><li>● Reading the article entitled electing class monitor.</li><li>● Working on three questions from activity 1.</li></ul>
5'	<b>Explanation</b> <ul style="list-style-type: none"><li>● Explaining what mean by democracy shortly.</li><li>● Answering questions forwarded by students.</li></ul>	<ul style="list-style-type: none"><li>● Listening to the teacher's explanation and Asking questions that are not clear.</li></ul>
10'	<b>Activity (Group work)</b> <ul style="list-style-type: none"><li>● Tell students how to work activity 2.</li><li>● Tell students to form a group with six student and let them discuss on both questions.</li></ul>	<ul style="list-style-type: none"><li>● Discussing on two questions from activity 2 being six in group and present the discussed points to the class.</li></ul>
5'	<b>Conclusion (Summary)</b> <ul style="list-style-type: none"><li>● Summarize main points of the lesson and make sure that students have grasped the day's lesson.</li><li>● Let two students summarize the lesson.</li></ul>	<ul style="list-style-type: none"><li>● Listening to the conclusion.</li><li>● Summarize the lesson in short.</li></ul>

## UNIT 2 THE RULE OF LAW

### (9 Periods)

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

- understand the meaning and advantage of constitution and other laws of the land.
- understand the need of the rule of law.
- know the need of school rules and regulations.
- explain the meaning and the need of limited authority.
- understand the meaning of secret.
- understand the meaning of Ethics.
- know the meaning of corruption, its manifestation and problems.

No.	Contents/ Lessons	Specific Competencies Students will be able to:	Important Resources
1.	What is a Constitution?	<ul style="list-style-type: none"> <li>● explain the difference between federal and regional constitutions.</li> <li>● explain the need of other laws of the land.</li> <li>● explain the importance of school rules.</li> <li>● explain the relationship of school rules with constitution and other laws of the land.</li> <li>● respect rules and regulations in their school and environment.</li> </ul>	Federal and regional constitutions.
2.	Obeying to the Rule of Law	<ul style="list-style-type: none"> <li>● explain the meaning of rule of law.</li> <li>● explain the need to respect rule of law.</li> <li>● explain the meaning of equality of citizens before law.</li> </ul>	Federal and regional constitutions.
3.	Ethics	<ul style="list-style-type: none"> <li>● as student, they act ethically.</li> <li>● explain the need of respecting parents.</li> <li>● respect their parents and elders.</li> </ul>	Charter that demonstrate students are working their home work and study.
4.	Authority and Power	<ul style="list-style-type: none"> <li>● explain the meaning of authority and the importance of limited authority.</li> <li>● when they are elected as a class monitor they use their power properly.</li> </ul>	Pictures that show the source of power.
5.	Secrete	<ul style="list-style-type: none"> <li>● explain the meaning of secrete.</li> <li>● list the characteristics of individual secret.</li> <li>● explain the importance of protecting secret.</li> </ul>	
6.	Corruption	<ul style="list-style-type: none"> <li>● explain the meaning of corruption.</li> <li>● list manifestation of corruption practices.</li> <li>● list the consequences of corruption.</li> </ul>	

## 2.1 WHAT IS A CONSTITUTION? (2 PERIODS)

### Class Preparation: Instructional Materials

- The FDRE Constitution
- Constitutions of regional governments

### Introduction

#### Introductory questions

- Have you ever heard about constitution? What do you understand by constitution?
- What is the advantage of constitution?

Teacher! The above questions are provided on student textbook under topic 2.1, the above two questions are provided. The questions are helpful to evaluate the knowledge of the students on constitution and to introduce the daily lesson. So give them time to discuss on these questions either in pairs or small groups.

Dear Teacher! Please give constitutional documents for students to observe. At the end give them a chance to present the result of their discussion.

### Group work

- Encourage students to read individually about the meaning of constitution that is on page 10 after the photograph.
- After they complete their reading, allow them discuss on the similarity and difference of their understanding of constitutions before they read the coming topic. Dear teacher, follow up their discussion and encourage students to participate actively.
- Dear teacher, at the end of their discussion, give them a short explanation about constitution.

### The Meaning of Constitution

Constitution is a document that focuses on policy issues; it is a supreme law and the sources of all other laws of the land. It is also a set of principles that provide responsibilities of authorities, the rights and duties of the people and the relationship between government and citizens.

Constitution is a legal and political document with two basic objectives:

Firstly, Starting from the period where human being build modern political society and governed based on legal principles constitution establish major organs of

government, such as legislative, executive and judiciary constitution has a great role in institutionalized. These organs of government and assign their power and responsibility.

After 18th century, governmental power becomes concentrated on the hands of individuals, political party and institutions as it had been in period the first objective of constitutions is to avoid abuse of power and dictatorship caused by this power concentration through the principle of power division. Constitution provides major power and responsibility of organs of government and deal about the relationship among organs of government.

In other words, constitution mold basic structure and general objectives of a certain political system. Sign one of the manifestations of constitution is, it serves for a long period of time and it designs a system in which political authority transfer from one party to others in peaceful manner. The other manifestation of constitution is its supremacy over all other laws, which mean that general provisions of the constitution are specifically indicated in other laws of the country.

The second role of constitution is limiting the powers and functions it grants for different organs of government. Unlimited power can be a cause for the loss of human life and damage of property. For instance, in the recent political history of our country, which mean during the period of monarchical and military government because of unlimited power there is damage of property and loss of human life. This problem also does not in the First World War and Second World War.

Because of these reasons indicate that constitutions are not only responsible to grant powers for institutions and political systems but also they have a great role in limiting their power.

### 2.1.1 The Importance of Constitution

#### Introduction

#### Introductory question

- Why do we need a constitution for?

Dear teacher! The above introductory question is important to make students active participants, so encourage your student to answer the questions by themselves. Encourage your students to give oral response for the question provided.

**Activity (Individual class work)****Dear Teacher!**

- Next help your students to read the explanation about the advantage of constitutions on page 10.
- After they finish their reading, encourage them to compare the difference or similarity of their previous response to the introductory question with the information they have acquired from their reading.

**Explanation**

Dear teacher! Give them a short explanation about the importance of constitution.

**The Importance of Constitution**

As it has been mentioned in the previous section constitution is a very important document, which used to accomplish the following objectives:

- Constitution is a guarantee for the people to live together.
- Constitution is a documentary evidence for people on the relationship between citizens and their representation governors.
- Constitution is a supreme law of the country. Because of this reason other specific laws are emanated from it. Constitution guides different laws. It is also a guarantee tool to correct and reuse the law and the wrong decisions.
- When inconsistent laws are designed and wrong administrative decisions are made.
- Constitution creates awareness about rights and duties of citizens. To do this, it should be accessible to citizens read, understand and use it as a means to protect their rights.
- Constitution deals about the responsibility and power of judges and elected government officials such as legislature, executer. It provides information to the public about the power and responsibility of each government organs, which help people to ask their rights. Constitution clearly set accountability and transparency of government officials.
- Constitution deals about all political, economical and social policy of a certain country. Through implementing all these policies, constitution helps both government and citizens to develop their country.

**Generalization/Stabilization****Dear Teacher!**

- Give a chance for students to raise questions. If they do not have questions, you ask one or two student to give explanation regarding what they have understood about the importance of constitution.

**2.1.2 Regional Constitutions****Introduction****Brainstorming question**

- What do you understand from picture 2.1?

**Dear Teacher!**

- In order to make students active and interested in this lesson, make them observe the picture under this topic either individually or in pairs. Help them to talk about their understanding from the picture.
- Explain that, the Federal Democratic Republic of Ethiopians constitution is placed at the center of the picture because of the reason that it is the supreme law of the land. Generalize the point by explaining the point that all constitutions of regional governments are coinciding with the federal constitution because these constitutions are designed based on federal constitution.

**Activity (Class work to be done orally)**

Dear teacher! Questions under activity 2 are important to evaluate the understanding of your students about the basic concepts of lesson 2.1.2. You can ask your students to give oral responses.

**2.1.3 Other Laws and Regulations****Brainstorming questions**

- What do we mean by law?
- Beside the constitution, what is the advantage of designing other laws of the land?

**Dear Teacher!**

- Make your students discuss on the above questions in small group or in pair for a few minutes.
- Observe and listen their discussion.
- Give a chance for few students to present their responses to the class orally.

### Explanation

Dear teacher! At the end of students' activity, give an explanation about the advantage of other laws of the land including the following points.

### The Meaning and Importance of Other Laws

Constitution by its nature deals with general provisions and principles. Because of this we cannot get details for each and every specific issue from constitution. Details for specific issue can be found from specific laws. For instance, the constitution deals about the right to life of a citizen, however, it does not give detailed explanation about the type of punishment when this right is violated by someone, and also it does not give specific explanations about the authorized organ that is responsible to implement this punishment. These kinds of issues are related by other specific laws.

- Law is a principle that helps people to lead their life in peaceful and proper way. Law deals with responsibility of people, forbidden and permitted rights etc.
- Law is made and excited by an authorized organ and it is a unique constitution of political, economical and social regulations.
- Law enables people to have good relationship in the society.
- In order to make it acceptable by the society, law is protected by the government.
- If a law is violated by a certain individual, or organ. The organ or individual that violates the law should be punished.

Although the advantage of law differs from society to society, all societies commonly acknowledge the following advantages.

- A. Law determines social relationship among citizens
- B. Law protects peace and security of the society
- C. Law used as a tool to resolve conflicts or to pass fair judgements
- D. Law limit the power of government in order to protect rights of citizens
- E. Law determines the relations of government organs
- F. Law is used to establish government and government structures
- G. Law is used to protect human rights

H. Law is used as a means to achieve development and social change.

Generally, law has a great advantage for each citizen to lead his/her life peacefully because it gives a clear guide to identify what should be done and what should not be done.

### 2.1.4 School Regulations

Dear teacher!

- Make your students observe pictures 2.2 and 2.3 from their textbooks and mention at least two points on which picture 2.2 different from picture 2.3. Give them a chance to mention the difference between the two pictures and then invite few students to answer questions below the pictures.

### Explanation

At the end, give the following short explanation.

Picture 2.2 shows students listening to their teacher's explanation of the lesson, picture 2.3 shows students who are not attentively listening to the lesson education but disturbing the class. One student is throwing a paper made air plane, the other is running in the class, a female student is writing on the desk, another student is talking with a friend etc.

The teaching-learning activity in picture 2.2 is effective, but the one in picture 2.3 is not. So your class should act like the one shown in picture 2.2.

### Activity (Individual class work)

- Dear teacher! Please let students read the note on page 11 and work on activity 3. Make them aware of the necessity of making their class like one shown on picture 2.2.
- Make them add, examples associated with the issue.
- What is the significance of school rules and regulations?
- Do not let students stop by saying it is necessary to run the teaching-learning process. Rather insist them to explain the issue using examples.

### Conclusion

After you listen to all the students' idea give the following points as a conclusion:

1. School rules and regulations are very important in showing what is expected and not expected

from students both inside and outside the school. In addition, students in the teaching-learning activity are expected to listen properly; they only needed to talk when their teacher allowed them to talk. It is not allowed for students to talk with other students in the class while a lesson is going on. Students are expected to participate in cleaning their school etc. Students outside their class are also expected to respect all people who are found in the school compound. It is forbidden for them to insult each other, they are expected to tolerate and love each other etc. The above issues are clearly explained on the regulations of schools. So that, the rules of schools help to have effective teaching-learning environment.

2. If regulations and rules are not existed in schools, it would not be possible to run the whole teaching-learning process because students will be engaged in talking, chatting, clashing etc. This directly affects and wastes instructional time. Absence of rules and regulations in schools also make students to be engaged in unnecessary activities etc.

## 2.2 OBEYING TO THE RULE OF LAW (2 PERIODS)

### Class Preparation: Instructional Media

- Federal and Regional constitutions.

### 2.2.1 What is being obeyed to the rule of law?

#### Introduction

#### Introductory question

- What do we mean by obeying the rule of law?

After you let some students discuss on the question, give them short explanation about the question.

#### Elaboration

- In addition to the information given on the student textbook, explain the idea to them by adding the following information.

#### What is the rule of law?

Every government institution must pass actions based on what is expressed on the law. It must not be out of the law. The rule of law protects people from such actions. So that, the rule of law shows the fact that officials power

is clearly stated and restricted by the law and nobody could function out of it, if so the action is considered as crime.

#### Activity (Group work)

- Let students discuss on two questions under activity 4 and ask some groups to present a report.

#### Conclusion

Finally give them short summary.

The rule of law means, any person, official or office's decision and activity must be based on the law. The rule of law protects citizens from actions that are out of the law.

Obeying to the rule of law shows the obligation of every one to work on the basis of the law.

### 2.2.2 Why does it necessary to obey the rule of law?

#### Introduction

#### Introductory questions

- What do we mean by obeying the rule of law?
- Insist students to mention the necessity of obeying the rule of law. Give them a chance to respond orally.

#### Activity (Individual class work)

- Let students read the explanation under the topic found in their text. Then, ask some of them to explain the use of obeying the rule of law.

#### Elaboration

Finally give them the following explanation.

#### Reasons to obey the rule of law

- It is important in restricting the power of officials, government offices etc. It makes them not to violate the rights of citizens and it is also makes officials to work properly in a way that is helpful to the society.
- The presence of rule of law helps to live peacefully.
- If the rule of law is not existed, citizens could not function properly and their rights could be violated.

### Activity (Individual class work)

Let students work on three questions from activity 5 after they finish reading the article called “Ato Nememsa’s Grievance” ask them to work in pair or group.

- Follow up their activities while they are discussing and reading. If could not challenge give them additional explanations.

**Example: Question number 1:** Is Ediget Bsira primary school found in a better condition than yours with regard to maintaining rules and regulations?

**Question number 3:** Do you think Kirubel is correct? Is he correct in asking forgiveness? Discuss it.

- After they complete their discussion, let some group to present their responses.
- Finally give conclusion based on the responses of students.
- Ato Nememsa is very certain about the necessity of school rules and regulations both in the school compound and in the classroom. Because, this is the reason why he asked the presence of school rules and regulations. He also tries to express the negligence of the school in enforcing school regulations.
- Kirubel did not realize his deeds are unethical, confess his mistakes asked apology, so we understand that he is good in correcting himself. Other students should learn a lot from him and they should realize and exercise the rules and regulations of the school.
- Tell them to correct themselves immediately when they are engaged in unethical activities.

### 2.2.3 Equality of Citizens before the Law

#### Introduction

#### Introductory question

- What does citizens’ equality before the law refers to?

Let two students respond to the above question. May be the concept is too difficult for them at this level, so encourage and motivate them to read and explain questions under the topic.

#### Elaboration

Finally explain about “The concept of citizens’ equality before the law” with a simple manner with examples.

### The Concept of citizens’ Equality before the Law

Everyone is equal before the law including gender colour, economic status, etc. Equality before the law implies, equality of all rich, poor, illiterate, literate, farmer, merchant, etc., in front of the law. For example, if poor and rich people committed in a similar crime both of them should punished equally based on the rule of law.

If child of a teacher and a farmer committed similar faults, both must be punished by the school rule. The son of the teacher should not be treated smoothly and the son of the farmer seriously because everyone is equal in front of the law.

### Activity (Home work in group)

- Dear teacher! Questions under activity 6 have been already discussed, in order to strengthen and summarize the lesson, tell students to write and answer on their exercise book and finally correct their works.

## 2.3 ETHICS (1 PERIOD)

### Class Preparation: Instructional Media

- A poster shows while students are studying and working home works.

### 2.3.1 What is Ethics?

#### Introduction

#### Introductory questions

- Have you ever been blamed or thanked by your family?
- Which of your works could make you get prizes?
- Make many students respond on the above questions. May be the term “blamed” is a little bit difficult for students at this age, so you need to replace it by words like: “corrected”. You also should add question like what kind of works made you to be corrected by your parents.
- When you teach, divide the blackboard into two columns. When list down the works that they have been thanked and the other for the work they have been corrected.
- Help students analyze their works which have been followed by prize and works which have been followed by a blame to be corrected.



- Then, carefully look at works followed by appreciation and works followed by blame (because in our country it is very hard to say, children are only blamed for bad works they did) give them explanation on bad works followed by punishment and blame.
- Let student analyze picture 2.4 and express what they have realized from the picture.
- Then, give them explanation about the idea which is intended to be expressed by the picture. In order to concluded the issue.

The intention is to show how a good family and parents try to raise their children in good and ethical manner. And it is also to show parents the need to follow up their children’s activities in order to raise them in an acceptable manner in the society.

#### Activity (Individual class work)

- Let them read good ethical manifestations expressed next the picture 2.4. After students finish reading, ask them which one is exercised by them and which one is not practiced by them.

#### Elaboration

Finally explain points expressed from 1–3 and tell them the necessity of practicing activities.

For example, under the point that is “Give respect for parents”, explain them to consider the economic potentials of their family.

Because realizing this will help them ask what their parents can afford to buy them and tell them the fact that everyone, should live based on what he or she are have and they do not need to upset their parents by asking things they could not be able to afford.

#### Activity (Individual class work)

- Make them work exercise by themselves on their exercise book and give them correction later on.
- Select students with good performance and ask them to read to the class.

#### Conclusion

Finally give a conclusion.

#### What is Ethics?

- We frequently listen to the term “ethics” when people try to talk about good activities in our family, school, community and country.

- Some of the expected good ethical characteristics from children are:
  - Respect and obey their parents
  - Respect elders
  - Having good relationship, peace and love between family members.
  - Protecting one’s hygiene, washing hands, legs, hair, clothes etc.

## 2.4 AUTHORITY AND POWER (I PERIOD)

### Class Preparation: Instructional Media

- Pictorial accounts expressed the sources of power.

#### 2.4.1 What is Authority?

##### Introduction

##### Introductory questions

- Who is the owner of the highest leadership power in your school?
- Make them to look at the chart that is found on page 14 and talk the one who has the highest power in their school.
- Based on the above exposure, ask them to explain what Authority means.

##### Elaboration

##### *The Meaning of Authority*

Authority implies a power that is allowed on the basis of law and right given in order to work, lead and decide. For example, the head of the school is working to facilitate the whole teaching-learning activity. He/she also take measures on the school communities who are not respecting schools rules and regulations. These activities of the school head are called authority. Because giving order, making people work, follow, correct and firing are manifestations of authority.

##### *Limitation of authority and its importance*

Dear teacher! Try to improve the brainstorming questions given under this topic. First of all ask and encourage students to express what they know about limitation of authority. If they are not able to respond, give them some clues. For example, tell them about the power restriction of the class monitor. After students realize power limitation, give them a chance to express what they have on the issue.

The main responsibility of a class monitor is protecting the regulations and rules of the class. This does not mean he or she could bit and insult students, if he or she does so, he or she really pass, the power restriction given for him or her to lead the class.

### Conclusion

Give them short conclusion about power limitation.

### *Limitation of power and its importance*

Power limitation is a restriction given in order to facilitate and properly accomplish activities.

If power is not limited by laws, officials may work in a way they like and this creates injury and misery on the people they administer.

### Activity (Individual class work)

Dear teacher! Please, let students work on four questions from activity 8. Let students who performed well read to their answer to the class and appreciate them.

N.B. If you do not have enough time, you could make this activity a home work.

## 2.5 SECRET (1 PERIOD)

### Class Preparation: Instructional Media

- Showing a poster that shows while people are talking on issues.

### 2.5.1 Private Secret

#### Introduction

- What is private secret?

Give a chance to students to discuss on the above question. You could start the question by asking them what mean by secret.

### Activity (Group work)

- Ask students to read the article entitled “Non-confidentiality” and let them discuss on two questions from activity 9. You can add question like do you think private secret needed to be exposed? And follow up their discussion.

Dear teacher! Please give them explanations on the answers they respond.

1. As it is delt in the passage, Ato Chebeso was out casted from his community because he exposed his personal secret.
2. Though Ato Chebeso told his wife a false story to testify her honesty, it was a must for him to keep his secret.

3. Personal secret must be kept for oneself. From the story we can understand the fact that one must not expose his/her secret except it is in a proper and useful way.

### Elaboration

Finally give them a short explanation about secret.

### What is Secret?

Secret implies any information which must be kept confidential. If given information is a secret, no body except the concerned one will know about it. The main reason for a secret to be kept confidential because exposing it may create a disaster on individuals or a country.

For example, an exam is a secret till it is given to students. The exam questions should be known only by the teacher. If an exam is not kept as a secret, its validity may be questionable. This means that all students who work hard or who are reluctant will achieve similar results. Keeping secrecy is one of the manifestations of honesty. Personal secret implies a secret kept by an individual.

For example

- Email password
- Passwords to lock bags
- Account numbers
- Personal account numbers.

Being unable to keep personal secret may expose an individual to loose his/her own property.

### Activity (Individual home work)

- Tell them to discuss in group on activity 10.

## 2.6 CORRUPTION (2 PERIODS)

### Class Preparation: Instructional Media

- Showing posters prepared to express the bad effects of corruption.

### 2.6.1 What is Corruption?

#### Introduction

#### Introductory questions

- Do you think there are people who are not injured by corruption?

- What are the roles and responsibilities of students and teachers in preventing corruption?

### Activity (Individual class work)

- Let them read the article about corruption on page 15 and work activity you could also let them work on the following questions:
  1. Based on your background knowledge, try to express we mean by corruption?
  2. Mention four corruption activities that are not found in the reading.
  3. Mention corruption activities possibly committed by students.

Encourage them to work on the above questions. Give clues to students who are not able to do the activity. Finally, correct their answers.

### Elaboration

- Give them short explanation on the issue.

### What is Corruption?

Corruption can be expressed as something done in a wrong way. Especially it is expressed when we are not able to accomplish our responsibilities.

For example, a teacher is responsible to treat his/her students equally. But if teacher treated a student who is his relative in a different way from other students, we say that he has committed a corruption.

If a head teacher in a given classroom accepted a bribe and passed a detained student, we also say he has done a corruption.

Generally, speaking corruption means making a crime by taking a benefit that is not supposed to be taken by oneself and accepting bribe, treating relatives in a different way, taking public property for oneself etc.

## 2.6.2 Corruptions Committed Around Schools and Residents

### Introduction

#### Introductory question

- Do you know corruptions are done around your community? What are they?

Give students a chance to respond on the above questions, if they cannot respond, give them some clues.

### For example

What if an accountant takes 15,000 from government account and gives it to his father to work with it? Can we say he does corruption?

Give them such kind of examples and encourage them what they have experienced before.

### Activity (Group work)

- Let them discuss on activity 12 in pair or group after they read an article "The Scope of Corruption."

In addition, make to be present questions present in an easily way for students to make them understandable.

1. Explain corruptive activities done by teacher Bilal?
2. What is expected from the teacher to avoid her corruptive characteristics?
3. What kind of experience could be developed by students if the teacher is not able to correct such bad activities?

Encourage them while they are discussing on the issue. Finally let groups present their points to the class.

- Give conclusion and all expected answers about the point.

#### For question number 1

- Unethical and corrupted activities of the teacher
- Failure to use working hours properly
- Fail to show students' exam results correctly
- Unable to correct student's properly exam and give 80 marks to all students. As a result all students who worked hard and who are not worked hard got equal marks.

#### For question number 2

Suggestions for the teacher in order to avoid such unethical activities;

- Proper use of working time
- Lesson preparation and proper teaching
- Correcting student's exam and give them feedbacks.

#### For question number 3

If the teacher is not able to correct such bad characters of students, they will encounter problems.

- Students will not be able to get proper education

### The Rule of Law

- It makes them weak in their education
- They will hate the subject teachers and they may not attend the lesson properly.

### Elaboration

- Give them a chance to explain about corruptions committed around their school and community. After you gave a chance to some students, explain the main points of the article “Consequences of Corruption” on page 16.
- Finally evaluate their understanding by using questions on activity 13.

### UNIT SUMMARY

- Dear teacher! When you came to this part let students express what they have learned from the unit in short.
- Finally give a short conclusion.

### ANSWERS TO THE UNIT REVIEW EXERCISES

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

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

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

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

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

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

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

1. It is expected that students may give similar responses. From the responses, try to make the followings corrections.

#### A. Wasting time allocated for lessons.

- Un proper class attendance
- Wasting instructional time
- Leaving classrooms early etc.

#### B. Partiality among students

- Showing parental intimacy with some students and neglecting others.
- Evaluating students in a partial manner.
- Negligence in correcting students’ exams and failure to show the results of their exam.
- Accepting bribe for marks.
- Adding marks that is not deserved by students because of intimacy etc. to make them get 1st, 2nd or 3rd rank in the classroom.

2. There are many reasons for the necessity of school regulations and students may express different reasons but you should make the following corrections:

#### A. It helps to establish healthier and effective teaching-learning process.

#### B. It shows students’ ethical characteristics both in the presence and absence of teachers. It also makes students use their learning time properly and classroom will be organized in a successful way.

#### C. It shows expected ethical standards from students in rest time, playing time etc. that will help for proper implementation of school regulations and rules.

#### D. It also shows how teachers and administrative staffs must behave.

**SAMPLE LESSON PLAN****2.1 What is a Constitution?**

<b>Time</b>	<b>Teacher's Activity</b>	<b>Student's Activity</b>
10'	<b>Introduction</b> <ul style="list-style-type: none"> <li>Telling them how to respond to the brainstorming questions.</li> <li>Have you ever heard about constitution?</li> <li>What is its relevance?</li> </ul>	<ul style="list-style-type: none"> <li>Discussing on questions in pair or group.</li> <li>Presenting main points from their discussion.</li> </ul>
15'	<b>Classroom Activity (Group work)</b> <ul style="list-style-type: none"> <li>Let them read the article about constitution on the book.</li> <li>Allow them work on activity 1 in a small group explanation.</li> <li>Explain about constitution.</li> </ul>	<ul style="list-style-type: none"> <li>Reading the explanation individually.</li> <li>Working activity 1 through discussion.</li> <li>Listen to explanation and Ask ideas that are not clear.</li> </ul>
10'	<b>Classroom Activity (Group work)</b> <ul style="list-style-type: none"> <li>Answering why constitution is necessary?</li> <li>Let them read about the necessity of constitution written on the book.</li> <li>Asking them the similarity and difference of their response before they read the writing on the book.</li> </ul>	<ul style="list-style-type: none"> <li>Answering questions.</li> <li>Reading the explanation.</li> <li>Answering the question.</li> </ul>
5'	<b>Conclusion</b> <ul style="list-style-type: none"> <li>Explain and summarize the use of constitution in short. Asking students how much they grasp from the topic.</li> </ul>	<ul style="list-style-type: none"> <li>Listening to the explanation.</li> <li>Listening to the conclusion and explain the day's lesson in short.</li> </ul>

# UNIT 3 EQUALITY

**(11 Periods)**

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

- recognize the meaning of equality.
- know the right of Ethiopian citizens.
- understand the major equality rights of Nations, Nationalities and People.
- realize the meaning of disability.

No.	Contents/Lessons	Specific Competencies Students will be able to:	Important Resources
1.	Meaning of Equality	<ul style="list-style-type: none"> <li>● explain the meaning of equality.</li> <li>● list expression of equality of Ethiopian Nations and Nationalities.</li> </ul>	<ul style="list-style-type: none"> <li>● Charts, videos, films and posters that show Nations, Nationalities of Ethiopian.</li> </ul>
2.	Equal Rights in Schools	<ul style="list-style-type: none"> <li>● explain about the meaning of equally benefited rights.</li> </ul>	<ul style="list-style-type: none"> <li>● Pictures that shows equality.</li> </ul>
3.	Gender Equality	<ul style="list-style-type: none"> <li>● explain the meaning of gender equality.</li> <li>● mention the equality of boys and girls in their school.</li> <li>● explain the advantage of Equality of male and female students in their schools.</li> </ul>	<ul style="list-style-type: none"> <li>● Pictures that shows female and male students are learning together in a class.</li> </ul>
4.	Equality of Culture	<ul style="list-style-type: none"> <li>● explain the meaning of cultural equality.</li> <li>● explain the necessity of equality of culture.</li> </ul>	<ul style="list-style-type: none"> <li>● Diagrams that show Nations, Nationalities of Ethiopian people.</li> </ul>
5.	Disability	<ul style="list-style-type: none"> <li>● explain the meaning of disability.</li> <li>● list conditions that empower physically disable individuals.</li> </ul>	<ul style="list-style-type: none"> <li>● Diagram that shows disabled people are at work.</li> </ul>

## 3.1 MEANING OF EQUALITY (1 PERIOD)

### Lesson Preparation: Instructional Media

- Poster that shows Nations, Nationalities and peoples Ethiopia.

### Introduction

#### Brainstorming question

- What do you think about equality?

Dear Teacher! Give a chance for students to answer the above.

Brainstorming question when students explain the meaning of equality, encourage them through providing different examples.

### Individual Activity

- Dear Teacher! Encourage students to read the meaning of equality on page 19 and to do activity 1 and observe students' activity.

### Explanation

- At the end of students activity, explain the meaning of equality as follows through examples.

### Meaning of Equality

The word equality is used in democratic system to indicate that people with similar status and profession has to get similar rights or benefits.

**Example 1:** Alemu and Yeshiwork are teachers. Both of them are graduated in the same year and with similar educational status (Degree, Diploma or Certificate). They are working in similar place. They should have similar amount of salary.

Generally, the word equality used in order to show equal rights of citizens that live in democratic systems without any form of discrimination like, racial, religious, language and others.

**Example 2:** All students have a right to ask questions in the classroom. This is the right of all students. Both male and female students have equal access to raise questions. Every student in a class has a right to be elected as a monitor of the class. This indicates that female or male, Muslim or Christian, Amhara, Oromo, Tigray etc., has a right to be elected and elect as a monitor of a class without any discrimination.

### 3.2 EQUAL RIGHTS OF NATIONS, NATIONALITIES AND PEOPLES (2 PERIODS)

#### Lesson Preparation: Instructional Media

- Pictures and posters that show Ethiopian Nations and Nationalities.
- Constitutional charters.

#### Introduction

##### Brainstorming questions

- What do you understand from picture 3.1?
- List down the name of Ethiopian Nations and Nationalities living in your area.

Dear teacher! Encourage your students to observe picture 3.1 and do the above two brainstorming questions. The first question can be done orally. The second question should be done individually check responses.

#### Equality Rights of Nations, Nationalities and Peoples

Ethiopia is a country which has more than 80 Nations, Nationalities and peoples are living together. These Nations, Nationalities and peoples have their own languages, religion and other cultural traditions. The constitution guarantees the equality rights of each nation, nationality and people. Each nation and nationality has equal right of self-administration, using their own language, to develop their own culture, to work and get education.

- **Self-governance** is a system which is governed by leaders that are elected by the Nations, Nationalities and Peoples (self-government), ruled by their constitution which is ratified by the people and have rights to pass secessions by themselves.
- **Using own language** is the right to enable to learn with own mother tongue, and the language in other places like in courts.
- **The Right to Develop one's Own Culture and Religion.** It is about the right to develop ones own culture without interference and the right to practice any religion as per his/her needs.

#### Activity (Class work in group)

Dear teacher! Under this activity are two questions. Order your students to discuss on these questions in small group. Observe their discussion, encourage and support them when your students are discussing in a group.

##### 3.2.1 The Right to Self-governance

#### Introduction

##### Brainstorming question

- What do we mean by self-governance?

Dear Teacher! The above brainstorming question is important to recall previous lesson and to move to the next lesson, so give a chance for some students to answer it.

#### Activity (Class work in group)

Dear Teacher! There is an article about the Nuer people in the student textbook. Tell them to read the text and discuss on activity 3 in pair or small group.

#### Explanation

Dear Teacher! Based on questions on activity 3 give short explanation for your students by using important points.

##### 3.2.2 The Right to Use Own Language

#### Introduction

##### Brainstorming questions

- Mention different languages that are spoken in your locality.
- What is the official language spoken in your locality?

Equality

Dear Teacher! Encourage your students to answer the above introductory questions.

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

Dear Teacher! Students should read the explanation that is found next to the introductory questions and discuss on the two questions from activity 4 in pair or small groups. Observe the discussion of your students, encourage and support them. The first question is not difficult to the students because they can get the answer in the text. However, give them hint or examples encourage them in order to answer the second question.

### **Explanation**

Dear Teacher! At the end, give an elaboration on the second question including the following points:

- Using our own language enables us to explain our ideas without any problem.
- Learning using our language helps us to understand our education and develop our knowledge.
- Working by our language makes us to be effective.
- Generally, using our own language (speak, write, learn, work etc.) help to develop our language.

## **3.2.3 Equal Opportunity to Education**

### **Introduction**

#### **Brainstorming question**

- What are the advantages of equal opportunity to education?

Dear teacher! Encourage your students to answer the above question orally.

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

Dear teacher! Encourage your students to answer the above question orally. Your students should read the note given under the above title and discuss in pair on the two questions under activity 5. At the end of their discussion ask few pairs to tell their answer for the class.

### **Explanation**

Dear teacher! Give short explanation to your students. Based on two questions under activity 5.

### **Answer for the first question**

*The Right of Equal opportunity to education*

- Equal opportunity to education can be revealed through having equal educational opportunities without discrimination of religion, gender, and age, areas as urban and rural and providing equal access to all Nations, Nationalities and peoples to learn.

### **Answer for the second question**

- Respecting citizens' right to education has its own contribution for development of the country. It is important to increase citizens' patriotic feelings, helps the country to have educated man power. Having number of educated man power is an indication of the existence of knowledge and skill which is necessary to develop a certain country. It is obvious that educated citizens use their knowledge and skill for the advancement of their country.

## **3.2.4 The Right of Equal Opportunity to Work**

### **Introduction**

#### **Brainstorming question**

- What do we mean by the right of equal opportunity to work?

Dear teacher! Ask few students to answer the above introductory question. The question is designed to raise student's motivation to the lesson.

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

Dear teacher! Let students read the note given under the above title and discuss in pair on the two questions given on activity 6. At the end of their discussion, order some pairs of students to tell about their discussion for the class.

### **Explanation**

Dear teacher! Give short explanation about the meaning of equal opportunity to work and the advantage of respecting this right.

### **The right of equal opportunity to work**

All citizens have the right to work without any discrimination of gender, ethnic background and religion. Which means that, if both male and female, Christian and Muslim, Amhara, Tigray, Oromo, Gumuz and others have equal competencies of knowledge and skill they



should have equal right to seek similar job and they have equal right to work.

### 3.3 EQUALITY RIGHT IN SCHOOL (2 PERIODS)

Dear teacher! According to the syllabus, this lesson and lesson two needs two periods each. Because lesson two is wider than lesson three. It is better to use three periods for lesson two by taking one period from lesson three and complete lesson three in one period.

#### Lesson Preparations: Instructional Materials

- Posters and pictures that show Ethiopian Nations and Nationalities.

#### Introduction

##### Brainstorming question

- Mention the rights of students in school?

Dear teacher!

- Tell your students to list down their rights in school and given points on the blackboard.
- Do not tell them about rightness and wrongness of their lists first. Help them identify which ones are their rights in school and which are not.
- Allow your students to discuss in small or large group whether there is equality right in their school or not. If they agree on the prevalence of equality right in their school, ask them to explain the manifestations of the rights and give their opinion on how equality rights are respected in their school.
- When your students are discussing in a group, observe their discussion and give supportive hints. Evaluate their understanding of the point.
- At the end of group discussion, let each group present the result of its discussion for the class students can forward their own opinion on each group's answer. At the end, forward your own additional points on students' discussion and give an explanation about the meaning of equality right in school and its current level.

#### Activity (Class work in group)

Dear teacher! Make your students read the article about "Wachiga Busha Primary School" in their student textbook. There are three questions under activity 7 can be answered orally. In addition to this, the students may

not have knowledge about "Students council" so tell them about students' council.

#### Activity (Class work in group)

Dear teacher! Students have to read the text under activity 7 and do activity 8 in their exercise books. Check their answers.

#### Explanation

Finally, based on the above question, give short explanation to your students about equality rights in school.

### 3.4 GENDER EQUALITY (2 PERIODS)

#### Lesson Preparation: Instructional Materials

- Posters, pictures etc. that show girls and boys learning together in a class.

#### 3.4.1 Equality of Female and Male in all Aspects

#### Introduction

##### Brainstorming questions and picture 3.3

- What does equality of male and female mean?
- Do you agree on the idea that male and female can work equally everywhere? (Refer to the picture).

#### Dear teacher!

- Make your students to observe the photograph under the above title and answer the questions.
- Make your students discuss and list on different activities that are done by male and female in small groups.

In order to make your students' discussion more meaningful, arrange the questions in the following manner:

- Is there a job that can be only done by male? If yes, list them.
- Is there a job that can be only done by female? If yes, mention it.
- In your family, is your mother performs more activities than your father? Why?
- In your family, which of the following performs more activities. Mother, brother or sister? Why?

Dear teacher! Facilitate the discussion carefully and help your students know that if there are no physical and mental disabilities between male and female individuals, both of them can perform similar activities.

Equality

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

Dear teacher! Make your students to read the article “The life of W/ro Amina” and discuss on the three questions found under activity 9 in group. Encourage your students to be active participants in the discussion. Give a chance for few groups to present their discussion for a class.

### **Explanation**

Finally give an explanation about the meaning of equality of male and female in all aspects and order your students to answer questions under activity 10 orally.

### **Gender equality in all aspect**

Gender equality in all aspects means that male and female are equal in home, school and in work place. It indicates that male and female are equal in all aspects of life. For example, male and female are equal in performing any kind of work and are able to take any kind of responsibilities.

### **3.4.2 The Manifestations of Male and Female Students Equality in School**

#### **Introduction**

#### **Picture 3.4 and Brainstorming questions**

- What do you understand from picture 3.4?
- How do you evaluate the protection of equality right of male and female students in school?

Dear teacher! Encourage your students to observe picture 3.4 and answer the above questions. The first question may be difficult for students to answer. Therefore, encourage them to forward their ideas and help them identify what is indicated on picture 3.4.

#### **Explanation**

Equality right of male and female students should be respected in school.

Dear teacher! Explain the manifestation of the protection of gender equality rights.

#### **The manifestations of equality rights of male and female students in school**

The following are indicators of protection of equality rights of male and female students in school:

- Equal participation on election, *i.e.*, to elect or be elected as a monitor of their class.

- Equal participation in different clubs based on their interest.
- Equal rights to play any kind of game based on their interest in play field of the school.
- Equal participation in answering and asking questions in classroom etc.

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

Dear teacher! Order your students to discuss activity 11 in group. When they are discussing, follow up their discussion and encourage them. At the end of their discussion select few students who has done well and let them to present the ideas of their group members.

### **Generalization**

Dear teacher, questions number 2 and 3 under activity 11 may need your additional explanation. So, make sure that the following basic points are included in your explanation.

*Answer for the second question*

- The number of female student does vary from place to place due to many reasons. For example, in some areas the participation of female students is very low because people hold the beliefs that ‘No need of education for females’ and ‘early marriage is important for female’ and etc. These and other beliefs towards females can be taken as obstacle for girls to continue their education. In the contrary, in other places people need male than female to help the family by working as farmer, and other activities.

*Answer for the third question*

- In order to have equivalent number of male and female students’, parents should send all their children to school without gender discrimination. To do this we need to aware parents about the advantage of education. Furthermore, it is important to form strong relationship among school leadership and parents of students. In your explanation for this question dear teacher! mention the role of inviting parents to visit the school activities, participate in different committees etc.

## 3.5 CULTURAL EQUALITY (2 PERIODS)

### Lesson Preparation: Instructional Materials

- Postures and pictures that indicate male and female students are learning together in a class.

### 3.5.1 The Meaning of Cultural Equality

#### Introduction

#### Picture 3.5 and Brainstorming question

Student! What do you understand from picture 3.5?

Dear teacher! Give a chance for students to see picture 3.5 and talk what they understand from it.

#### Picture 3.5

The following questions are important for students to understand the picture easily.

- Where do you think the place is which is shown in the first picture?
- What difference do you observe among people on pictures 1 and 2?
- What are the manifestations of culture?

#### Explanation

Dear teacher! Based on the answers of brainstorming questions, give an explanation about culture and cultural equality.

#### The Meaning of Cultural Equality

In picture 3.5, the first photo shows people living in southern region and the second photo shows people living in Harar. As soon as we observe the photos what comes in our mind is difference in dressing style of the people in the picture.

Dressing style is one of a way of displaying cultural values. People living in different area can have different dressing styles. Other manifestations of culture are language, religion, funeral ceremonies etc. Based on this, we can say that culture is an indication of the whole living style of human beings.

Our country Ethiopia is the home for different Nations, Nationalities and Peoples cultures. All Nations, Nationalities and Peoples living in Ethiopia are equal and their cultures also treated equally. No superior or inferior culture is there; their equality is guaranteed by the constitution.

One of the manifestations of democratic system is respecting cultural equality and differences. All Nations, Nationalities and Peoples have equal right to practice and develop their culture, language and history. Citizens have to know, respect and learn others language, culture and history. The importance of developing and preserving our culture, history and way of life is to transmit it from generation to generation.

Dear teacher! Activities 12 and 13 are important to evaluate the understanding of your students about the previous lesson, so students should work these activities on their exercise book.

### 3.5.2 The Importance of Developing Culture

#### Introduction

#### Brainstorming question

- What is the importance of developing ones own culture?

Dear teacher! Students have to discuss on the above introductory question in pair and present their idea for their classmates.

#### Explanation

Dear teacher! Stabilize the lesson by explaining the importance of developing culture.

#### The Importance of Developing Culture

In the previous sections, we have seen that the word culture includes the way of eating, dressing, behaving etc. Generally, it shows the total way of living of a society.

Development of culture implies to the improvement and identification of human culture and its transmission to the coming generation. If human beings are unable to do, customs and traditions of the society will be disappeared. Generally, developing culture is significant, to preserve the identity of a society and it has its own contribution for development of the country.

Although our country Ethiopia has many important cultures, there are also harmful traditional practices. Traditional harmful practices are those that have physical, mental and psychological effects on individuals. These harmful traditional practices highly affect especially the life of women and children.

## Equality

The following are harmful traditional practices that affect women and children.

- Female genital mutilation
- cutting ovula
- shaking Lobouring mothers
- Masaging pregnant
- Early marriage
- infants
- Injuring eye lids
- Avoiding from sun light
- Abduction and others
- Penetrating blood vessels
- State if any other harmful traditional practices in your localities.

**Female genital mutilation:** It causes a severe complication during delivery and may even cause death of the mother. It also causes HIV/AIDS and other infectious diseases.

### Abduction and early marriage causes:

- Deprive females' right to education
- Exposed females to different diseases
- Forced to lead life without love and purpose
- Drop out and makes them illiterate.

## 3.6 PHYSICAL DISABILITY (2 PERIODS)

### Lesson Preparation: Instructional Materials

- Posters and pictures that show disabled people at work.

### 3.6.1 The Meaning of Disability

#### Introduction

#### Brainstorming questions

- What is the meaning of disability?
- What are the factors that cause disability?

Dear teacher! Add more questions like;

- List activities that can be done by students with disabilities and cannot be done by students without disabilities.

Dear teacher! Students should discuss on the above introductory questions. Follow up the discussions, if they need any support help them by giving different examples. For instance, you can ask your students questions like; what kind of activities are there in their classroom that cannot be done by visually impaired students and can be done by non-visually impaired students. If you encourage them to discuss on this question, they may give you the following responses.

- Visually impaired students cannot read, write but non-visually impaired can write and read.

Dear teacher! Based on the response, of students, you can tell them that, if visually impaired students can get Braille they can write and read just like other students.

Encourage your students to discuss on the general ideas of physical disability. Let them understand that physical disabled person can perform any kind of activities if they get support.

#### Activity (Class work in group)

#### Dear teacher!

- Students should read the note placed next to the above questions and discuss on the two questions from activity 14.
- You should observe and follow up their discussion.
- At the end of their discussion, select some groups to present the outcome of their discussion.

### 3.6.2 Special Supports for Disabled Person

#### Introduction

#### Brainstorming question

- What kind of support is needed for physically disabled people in your area?

#### Explanation

Dear teacher! In previous sections students have already discussed on the importance of support for physically disabled persons, now you are expected to give short explanation about the issue.

The following supports are that needed by physically disabled people:

- Love, treatment, respect.
- Provide supporting materials.
- For individuals that cannot walk we should give supporting material that help them to walk.
- People with visual impairment, we should provide tools that help them to read and write like, eye glass, brail, tape recorder and etc.
- For people with hearing difficulties, based on their level of difficulty we should grant tools that improve their listening capacity, teaching them through sign language and train sign language teachers.
- For people with speaking problem we should educate them sign language, and if they are able

to listen and read we can teach them through sound and texts.

### Activity (Class work in group)

Dear teacher!

- Make your students discuss on the two questions from activity 15.
- Follow up their discussion and ask them to explain what support they can provide for physically disabled people? Encourage them to do it practically.

### 3.7 THE MEANING OF THE RIGHT TO RELIGIOUS EQUALITY

#### Lesson Preparation: Instructional Materials

- Poster and picture that indicate the portray different religions and constitutional document.

#### Introduction

##### Brainstorming question

- What is the meaning of religious equality?

Dear teacher! Raise the above question just to draw the attention of your students and encourage them to answer the question.

### Activity (Class work in group)

Dear teacher! Students should read the note that is next to the introductory questions and discuss on the two questions from activity 16. The discussion can be in small groups or in pairs. You must follow up the discussion of your students and at the end of their discussion, invite few groups or pairs to present the result of their discussion.

#### Explanation

- Finally give short explanation about the meaning of religious equality.

#### The Right to Religious Equality

Religion is a belief that dictates there is one super natural being that creates the living and non-living world.

Among the basic human rights, point out in chapter one, freedom of religion is the one. Freedom of religion is the right to follow a religion that one is interested on. In our country Ethiopia, there are different religions such as, Islam, Christian, traditional etc. however; there are individuals that do not follow these religions and have

their own beliefs. All religions have equal acceptance and recognitions by the rule of the law.

Everyone has a right to follow any religion he/she likes. All religion are equal, we should avoid the feeling of my religion is right, others is wrong, mine is good others' is bad, mine is superior others is inferior. In order to live peacefully together respecting the equality of religions is very essential.

### UNIT SUMMARY

Dear Teacher!

- When you arrive at the summary part of this unit first give a chance to students explain the basic points they have learned and understood from this unit.
- Later, give a chance to few students to present the summary.
- At the end, let students do the unit review exercises.

### ANSWERS TO THE UNIT REVIEW EXERCISES

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

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

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

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

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

1. Collective work
2. family, village and society.

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

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

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

- All the items in the student textbook are enough for the questions.

# UNIT 4 JUSTICE

**(9 Periods)**

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

- understand the meaning of justice.
- know the conditions that may result in violation of justice.
- recognize the meaning and characteristics of impartiality.
- understand the meaning and features of social institutions.
- recognize the contribution of justice to secure peace in their localities.
- understand the concept of taxation.

No.	Contents/ Lessons	Specific Competencies Students will be able to:	Important Resources
1.	Justice	<ul style="list-style-type: none"> <li>● describe what justice is.</li> <li>● analyze the importance of justice.</li> <li>● create just relations with their partners.</li> </ul>	<ul style="list-style-type: none"> <li>● Picture of a balance and other posters that demonstrate just order etc.</li> </ul>
2.	Order of Justice	<ul style="list-style-type: none"> <li>● interpret their local justice institutions and their responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>● Pictures of Kebele, offices, police stations and law courts.</li> </ul>
3.	Conditions for Overriding a Just Order	<ul style="list-style-type: none"> <li>● list the conditions that may result in violating a justice order.</li> <li>● list the conditions where they can detect impartiality in their school setting.</li> <li>● list condition where they can detect importunities in their local kebele.</li> </ul>	<ul style="list-style-type: none"> <li>● Illustrations that demonstrate injustice.</li> </ul>
4.	Social Institutions	<ul style="list-style-type: none"> <li>● list the kind of social initiations.</li> <li>● demonstrate the ways that make social institutions justice.</li> </ul>	<ul style="list-style-type: none"> <li>● Posters and photos that demonstrate social institution.</li> </ul>
5.	Taxation	<ul style="list-style-type: none"> <li>● define what tax is.</li> <li>● explain the importance of taxation.</li> </ul>	<ul style="list-style-type: none"> <li>● Pictures that demonstrate citizens when paying tax.</li> </ul>

## 4.1 JUSTICE (2 PERIODS)

### Classroom Preparation: Instructional Materials

- Model of balance
- Posters and pictures etc. to demonstrate a just order.

#### 4.1.1 The Meaning of Justice (1 Period)

##### Introduction

##### Picture 4.1, and Introductory questions

- What do you think the unequal position of the balance represents?

- What does the equal position of the balance represents?
- What do you understand from this? Which one of the two balances you prefer? Why?
- Get students answer the above questions that are given under the introductory part.

##### Presentation

Then explain the meaning of justice using concrete examples.

##### The Meaning of Justice

Justice is a word which we use to indicate the concept of providing virtuous, impartial and fair decision-making

and judiciary services. For instance, when we say that there is justice in our school, we mean that all the activities and services in the school are free from partiality and biases. Teachers treat all students equally; directors serve all the teachers and students without biases. All students, teachers and other employees with similar performances are given similar rewards and prizes. Students with similar misbehaviour will be criticized in the same way. This indicates the prevalence of a just order.

### Activity (Class work in group)

- Get students be in pairs or groups and discuss on two questions given under activity 1. Let best groups present their answers to the whole class.

### Summary

Give a summary of the students' responses as stabilization.

1. There are various activities that demonstrate justice in family level. Some of the major activities are given below.
  - Treating all members of the family fairly, irrespective of being young or old, male or female and relative or non-relative. There should be also fair division of labour.
  - Furthermore, all members must access equal educational opportunity as well as the same kind of food, cloth, shelter and educational materials.
2. There are various activities that demonstrate justice in school level. Some of them are given below.
  - Treating all students equally irrespective of being male or female, from poor or rich family, show or bright learns.
  - Respect the rights of all students equally and let them to execute their responsibilities without any bias.

## 4.1.2 The Importance of Justice

### Introduction

#### Introductory questions

- List cases that demand justice in your level.
- Do you think that justice is important for human beings? Discuss your reasons.

- Let students discuss on the introductory questions given above.

### Activity (Class work in group)

- Let students read the passage "Jego's Family" and do activity 2 in their respective groups, and present to the class. They should emphasize on the importance of a just family administration.

### Activity (Class work in group)

- Let students read the passage "Lalo's Family" and individually attempt the answers on their exercise books. Check their exercise books: focus on the problems that are emanated from unjust family administration.

### Activity (Class work in group)

- Let students read the note about the importance of justice on page 28 of the student textbook and discuss on activity 4 in pairs or groups. Supervise and encourage students while they discuss. At the end, select model groups to present their ideas to the whole class.

### Presentation

- At the end, give students short notes about the importance of justice based on the two questions in activity 4.

### The Importance of Justice

Justice is an instrument that helps human beings to avoid conflict and secure peaceful life. Justice protects individuals from violation of their rights. The existence of a just order in a family enables members of the family to live a peaceful life and significantly contribute to the development of the whole nation. The possibility of justice in kebele or village level, remarkably contributes to the peaceful co-existence of the villages and ultimately to the development of their local area. Similarly, the existence of a just order in school level, means the school community, teachers, students and other staff, can work and live peacefully so as to achieve their goals.

There are various activities that students can practice in their family, neighbourhoods and schools.

### Examples

- Treating their mother, father and other members of the family equally.

## Justice

- Respect and love everyone equally.
- Commenting or criticizing any member of their family while doing something unjust.
- Refusing to accept any privileges that they think are unjust.
- Respect any one in their village equally.
- Treating all their peers in their village equally; show them love and care just in the same way as they do for their brothers and sisters.
- In case of conflict among or between friends they should try to resolve and reconcile without any biases.
- Just as they do in their village, treating teachers, students and other staff in their school.
- Treating their schoolmates just as their sisters and brothers, and love all children similarly and care for them alike.

## 4.2 SYSTEM OF JUSTICE AND LOCAL JUDICIAL BODIES (2 PERIODS)

### Classroom Preparation: Instructional Materials

- Photos and posters of kebele, police office and courts.

### 4.2.1 Justice Systems in Local Level

#### Introduction

#### Introductory questions

- Whom do you report for if you experience injustice in the classroom?
- Are there people in your village who usually resolve conflicts? What are the techniques they employ?
- Let students orally answer the introductory questions given above, and ask the following questions.
- For whom do you report if you are insulted or hit by the class monitor?
- For whom do you report if you are treated unjust by your teacher? Why?
- Are there people in your village who usually reconcile? How do they do that?

### Activity (Class work in group)

Let students read the passage “Gillo-Wa-Koori—the wise person” individually, and work on activity 5 on their exercise books, and check it.

#### Presentation

At the end, give students short notes on the components of a just system in local level.

#### *Justice system at local level*

In order to have a just system in local level, one has to pass the following steps:

- First, one has to dig out the not cause of the conflict.
  - In order to find out the cause we need to collect data using different techniques from different sources.
  - Try to verify the validity of the data collected.
  - Discuss separately, with the individuals who are identified as problematic.
  - Then, compare and contrast the information you have collected from the two parties.
  - Finally resolve the conflict by passing a just judgement.

### 4.2.2 Judicial Bodies

#### Introduction

#### Pictures 4.2, and 4.3, and Introductory questions

- List judicial bodies who can be mentioned in family, school, village or classroom.
- In what kind of justice responsibilities have you participated in your home, school or classroom?
- Let students answer the above introductory questions.

### Activity (Class work in group)

Organize the students into four groups. Write out the judicial bodies, given below from 1–4 into four pieces of paper and let them take as a draw. Tell the groups to discuss on their respected title and prepare for the presentation. Supervise and encourage them while discussing. At the end, let the groups present their ideas for the whole group.



1. Village elders, leaders of religion and famous people
2. Kebele
3. Police office
4. Court

#### A. Traditional Judiciary bodies

- Let students look at picture 4.2, and answer the question given under the picture only.

##### *Presentation*

- Then present about traditional judiciary bodies as it is given in the student textbook (What is given in the student textbook is enough).

#### B. Modern Judiciary bodies

- Let students look at pictures 4.3, 4.4, and 4.5, and answer the questions given immediately after the pictures.

##### *Presentation*

- Give short description about the meaning and importance of modern judiciary bodies.

#### Activities

- Let them do exercise under the topic in pairs or small groups. Follow up the discussion and, at the end make them present their ideas to the whole class.

#### Summary

- Give a short summary about the meaning and importance of justice.

### 4.3 CONDITIONS FOR VIOLATING JUSTICE (2 PERIODS)

- Picturing representation of an unjust order.

#### 4.3.1 Unlawfulness (Violating Law)

##### Introduction

##### Introductory questions

- Who do you think respect the law of your school?
- What will happen if somebody fails to respect the law?
- What kind of measures do you think should be taken?

- Let students respond orally for the questions given above.

#### Activity (Class work in group)

Read the passage given under the title “The Chaner Villages — Part I,” and discuss in their groups on the two questions in activity 8. At the end, let the selected groups to present their idea to the whole class.

#### Activity (Individual Assignment)

Let students read the note given immediately after activity 8, and attempt activity 9 on their exercise book. Check their works and get the best students to read their works the whole class. Express your appreciation and let students encourage them by clapping.

##### Presentation

At the end, explain the consequences of violating laws and the major causes of unlawfulness. Then summarize the lesson by emphasizing that students themselves should respect the law.

### 4.3.2 Partiality

#### Introduction

##### Introductory questions

- List the kind of partialities that you encounter:
  - A. In your family
  - B. In your school
  - C. Around your class.
- Why people exercise partiality? Write the factors that you think as the reasons.
- Get students discuss on the questions in the groups or pairs, and let the best groups to present their ideas to the whole class.

##### Presentation

- At the end briefly present the meaning and consequences of partiality to the class. Emphasize on the fact that partiality is one of the most significant ways of overriding (violating) justice. Finally summarize the lesson by telling them make themselves free from partiality.

#### The Meaning of Partiality and its Consequences

Partiality means bias, to incline to one direction. Bias, means violating justice, make someone privileged in the expense of the other. Bias is being against the truth in

which we judge not according to; but contrary to the law. Partiality resulted in supporting someone who is not entitled to access some rights or privileges instead of the individual who is legitimate to that particular right. It is sometimes happened when individuals strive to help the person more than what is granted as a right. The reasons are usually related with kinship, friendship or personal gains.

Discriminating individuals on the basis of race, sex, colour, religious sect, treating someone fairly and mistreating the other, considering somebody as a friend and the other as enemy or, unlawfully privileging someone and taking someone privileges off, as well as respecting somebody and disrespecting the other are some of the ways in which partiality manifested.

### Activity (Class work in group)

- At the end get students discuss on the two questions in activity 10. Follow up the discussion, support groups when needed, and at the end, let the selected groups to present their ideas to the whole class.
- The following two questions are believed to be fundamental, and therefore, focus on the points written after it.
  1. Focus on the following points for the question “what is expected from you to avoid partiality?”
    - First we should believe that it is immoral, we should not seek it.
    - If we are invited to participate in partiality, we should openly object it.
    - If we observe individuals committing partiality, we should immediately report into the concerned body.
  2. Include the following points under the question “What should be done to avoid partialities in school level?”
    - Organize awareness creation session for students, teachers and other staff about the negative consequences of partiality.
    - Formulate legal procedure about partiality and take measures on individuals who involve in partiality.

### 4.3.3 Negative Consequences of Partiality

#### Introduction

- Do you know any relative consequences of partiality around your area?
- What should citizens do so as to avoid partiality?
- Let students respond to the above questions orally.

#### Activity (Class work in group)

Let students read the passage entitled “The Chaner Villages—Part II” and do the two questions in activity 11 in groups. Follow up the discussion and select best groups.

#### Presentation

##### *Problems of Partiality*

Partiality is immoral and evil act. It is against love, unity, peace and tolerance. It results in argument, hatred, quarrel, and disintegration. Partiality not only hinders the process of peace and development, but also it is the source of various kinds of social problems. It hurts people’s emotion, and makes them feel hopeless and exposed to other serious crisis. Partiality negatively contributes to poverty and backwardness. Thus, since partialities are unjust, evil and destructive, we need to avoid them.

#### Activity (Individual assignment)

- Let them do activity 12 individually on their exercise book, and check their works.

### 4.4 SOCIAL INSTITUTIONS (I PERIOD)

#### Lesson Preparation: Educational Materials

- Photos and posters of social institutions.

#### 4.4.1 The Meaning of Social Institutions

##### Introduction

##### Picture 4.4 and Introductory questions

- Look at the pictures given above and indicate whether they exist in your village or not on the table.
- Let them look at picture 4.4 and identify them.

Then fill in the table given under the pictures.

**Activity (Individual assignment)**

- Let them read the notes given immediately after the table and do activity 13 on their exercise books. Do not forget to check their works.

**Presentation**

- Briefly discuss about the meaning and functions of social institutions and summarize the lesson. (The note given on the student textbook is enough.)

**4.4.2 Justice in Social Institutions****Introduction****Introductory questions**

- What does giving a just social service mean?
- How does justice in social institutions manifested?

Let them orally respond to the above questions.

**Presentation**

- Briefly present the meaning and functions of justice in social institutions.

**Activity (Class work in group)**

- Let them discuss on the two questions given in activity 14 in pairs or small groups. Follow up and support them when necessary. Select the best groups and let them present their works to the whole class. Give them stabilization on to the answers and summarize the lesson.

**4.5 TAXATION (2 PERIODS)****Lesson Preparation: Educational Materials**

- Photos, posters etc., that show citizens while paying tax.

**4.5.1 The Meaning and Importance of Tax****Introduction****Picture 4.5 and Introductory questions**

- What do you understand from picture 4.5?
- Have you heard about taxation yet? Tell the class.

Let students look at the picture and orally respond to the introductory questions.

**Activity (Individual class work)**

- Let them read the dialogue between Kedija and her father given under the tile “Kedija’s Interview parts I and II” and do the questions in activities 15 and 16. Check their works. Select students to read out their answers to the whole class and encourage them.

**Presentation**

Briefly present the meaning, importance of justice and the problems if not properly collected to summarize the lesson.

**The Meaning and Importance of Tax**

Tax is the amount of money that citizens pay to the government in proportion to their income. Government, on the other hand, makes use of the collected amount to the development of infrastructure and the betterment of citizens. For instance, the collected money as a tax will serve the government to construct roads, to the installation of potable water, electric live, telephone service, as well as to establish and run educational, health, judiciary and other important institutions.

This means that citizens cannot get these services if tax is not properly collected. If schools are not constructed, citizens cannot access education; and if health institutions are not established, there cannot be health services. This means that citizens will suffer from diseases. Similarly, if government fails from establishing judicial institutions such as police stations, crimes will be expanded and lawlessness will be the dominant feature of the country. This means that kidnapping, fight and robbery would be obvious. Consequently citizens cannot live and work peacefully.

Thus, we can conclude that tax greatly contributes to peace, to health, and to the entire development.

**UNIT SUMMARY**

- Dear teacher, first let students briefly summarize what they have acquired across the unit.
- Give the chance to few students and give a short summary.
- Finally, let them do the unit review exercises.

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

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

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

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

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

1. kebele, police station, court  
2. School  
3. tax

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

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

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

- All the items in the book are enough for the questions.

**SAMPLE LESSON PLAN****4.1 Justice****4.1.1 The Meaning of Justice**

Time	Teacher’s Activity	Student’s Activity
5’	<b>Introduction</b> <ul style="list-style-type: none"> <li>• Let students observe picture 4.1 and respond (orally) to the introductory questions.</li> <li>• What does the inequality of the balance represents?</li> <li>• What does the equality of the balance represents?</li> <li>• What do you understand from the two balances? Which one do you prefer? Why?</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to the questions by looking at the pictures.</li> </ul>
20’	<ul style="list-style-type: none"> <li>• Activity (Class work in group)</li> <li>• Let them discuss on the two questions given in activity 1 and prepare their responses.</li> <li>• Follow up the discussion and read their responses.</li> <li>• Choose the best groups and let them present to the whole class.</li> </ul>	<ul style="list-style-type: none"> <li>• In groups, discuss on the questions given in activity 1 and prepare their answer.</li> <li>• Present their works to the whole class.</li> </ul>
15’	<b>Presentation</b> <ul style="list-style-type: none"> <li>• Tell them main actions that can demonstrate justice in family and school level, to stabilize their response.</li> <li>• Select few students to explain the meaning of justice using examples, to check whether they have understood the concept.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen the presentation attentively.</li> <li>• Ask if something is not clean.</li> <li>• Listen to the answers.</li> <li>• Respond to the question.</li> </ul>

# UNIT 5 PATRIOTISM

**(10 Periods)**

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

- understand patriotism.
- recognize the difference between citizenship and patriotism.
- realize anti-patriotic activities.

No.	Contents/ Lessons	Specific Competencies Students will be able to:	Important Resources
1.	Patriotism	<ul style="list-style-type: none"> <li>● explain patriotism.</li> <li>● elaborate manifestations of patriotism.</li> </ul>	<ul style="list-style-type: none"> <li>● Pictorial accounts shows citizens engaged in different activities.</li> </ul>
2.	Anti-Patriotic Practices	<ul style="list-style-type: none"> <li>● explain anti-patriotic activities.</li> </ul>	<ul style="list-style-type: none"> <li>● Pictorial accounts shows anti-patriotic activities.</li> </ul>
3.	What are Public Properties?	<ul style="list-style-type: none"> <li>● explain public properties.</li> <li>● elaborate school and house properties used for common services.</li> <li>● explain about cares taken to common public properties.</li> </ul>	<ul style="list-style-type: none"> <li>● Pictorial accounts on common school properties (Desks, blackboards, books, etc.)</li> </ul>
4.	Fighting Backwardness and Poverty	<ul style="list-style-type: none"> <li>● elaborate manifestations of backwardness and economic problems.</li> <li>● show ways to eradicate poverty.</li> </ul>	<ul style="list-style-type: none"> <li>● Pictorial accounts shows poor people.</li> <li>● Pictures shows people while they are learning, working etc.</li> </ul>
5.	Citizenship	<ul style="list-style-type: none"> <li>● explain citizenship.</li> </ul>	
6.	National Flag	<ul style="list-style-type: none"> <li>● explain the manifestation of national flag.</li> </ul>	<ul style="list-style-type: none"> <li>● A map that shows Ethiopian people.</li> </ul>

## 5.1 PATRIOTISM (2 PERIODS)

### Instructional Preparation: Teaching Aids

- Posters or photographs that display citizens performing different activities for the common good of their nation.

#### 5.1.1 What is Patriotism?

##### Introduction

##### Picture 5.1 and Introductory question

- Explain the message that the picture has conveyed about nationalism.
- Among various preserves, public poems, and songs which are spoken in your localities, tell some of them for your classmates.

- Help students to see picture 5.1 and answer the above introductory questions.

##### Elaboration

Then, give short elaboration about the meaning of nationalism.

##### The Meaning of Patriotism

Nationalism is loving of our country as our mother or father and discharging our responsibilities and duties that our nation expect from us. Patriotism also encompasses our commitment to sacrifice of our time, effort, knowledge and wealth to the common good of citizens of our country.

Patriotism extends to sacrifice of our life to our country's development, peace and wellbeingness.

Patriotism

Nationalism refers showing of practical, truth, permanent and heartfelt love for citizens of our country.

### Activity (Class work in group)

Make students in group or pair to read the explanation presented after the public poem and to discuss and answer questions under activity 1 through discussion.

### 5.1.2 Manifestations of Patriotism

#### Introduction

#### Picture 5.2, brainstorming question

- What performances and behaviours should we consider to judge a person as he/she loves his/her country?
- Make students in group or pair to discuss on the brainstorming question.

### Activity (Class work in group)

Make students in group or pair to read the story presented under the title “Father Sirbamo and Docho’s neighbourhood children” and to do the three questions under activity 3 through group discussion. Follow up the discussions of each group. After the completion of the discussion, let the students present their answers.

#### Summary

Finally give short explanation on the characteristics of patriotism.

#### Characteristics of Nationalism

Patriotism has a feeling for a country even more than one’s maternal and paternal love and care.

There are several characteristics of nationalism. Some of the basic are as follows:

- Knowing once own country’s natural environment, historical heritages and protecting it.
- Helping needy neighbours, friends, and other individuals.
- Keeping your residence, village, schools etc., clean.
- Concern and care to common and individual resource at your house, village, schools etc.
- Developing ones own good conduct and ethics, and taking initiative to protect constitution of a

nation; being aware of individuals with unethical behaviour so as to realize the peace and stability in the society.

- Respect each other in spite of our language and religious diversities, and collaborate together for our country’s development.

In general, patriotism can be expressed in different ways such as; ethical behaviour, science and research, heroic at a war, development endeavours of a country etc. Above all, the three main areas of manifestations of patriotism are knowing genuine history of ones country, serving the community, defending all actors that strive to destroy the peace and stability of citizens of the country and collaborate together to safeguard the wealth of the nation from destruction.

#### 1. *Knowing the Genuine History of Ones Community, and Country*

A country indicates particular a geographic region where citizens live within it. Even among the citizens live in certain specific territory, there may be difference in their religion, ethnic, cultural and language origins. When we say country, we are referring to citizens. When we describe that we have Ethiopia, here we are not referring to the geographical features of our country such as the mountains, rivers but prioritizing the people. One of the ways reveling ones love of his/her own country is knowing the history of the different nations, nationalities and peoples and their culture, language, common values. If we don’t have adequate knowledge about the history of our country, we will develop wrong perspectives about our country. It is meaningless if one says “I love my country’s history” without adequate awareness about his/her country’s history.

#### 2. *Protecting the Communities from Destruction of the Peace and Stability*

Peace and stability refers to equitable harmony and welfare. All citizens stand together to protect the peace and stability of each and every citizen.

#### 3. *Concern to Safeguard the State and Public Resource*

The wealth of the state is the common property of the people. Because all the wealth of the state is produced by the people and the people are the one who are going to be benefited from it. Thus each and every citizen should have a concern to the proper utilization of the resources and to avoid any wastage of resources.

## Activities that Hinder patriotism

### Corruption and Nepotism

Corruption and nepotism are some of the activities that hinder nationalism. For example, if the judge gives unfair court decision to help one and affect the other with the absence of legal procedures, or giving decisions in favour of an individual without correct official legislations for the money given to the certain leader of an organization affects the legal rights of the citizens and reduces their feelings of nationalism.

### Reduced Collaborative Culture

In a country when there is collaborative cultured development it can be realized. This results in the reduction of thief, needy people and there will be peace and love among the people. But when there is no sense of collaborative culture, the country will be filled with number of, needy people, thief and massive robbery. Consequently, this paves the way to threatening and suspicious prevailing atmosphere in the spirits of the citizens. Therefore, this greatly affects citizen's sense of nationalism.

### Absence of Accountability and Transparency

Accountability and transparency are basic elements in democratic system. Transparency describes the situation in which individuals especially leaders in different organization follow visible and fair service provision except some state secretes keep for the well being of the society. So as to prevail transparency all individuals in all organizations should provide appropriate information at the necessary times to the public. For example, if we take teachers and students relationship regarding examinations, every teacher should correct the exam papers and return back to the students. The students have the right to get feedback on questions that have got the answers and they have not got the answers.

## 5.2 ACTIVITIES THAT HINDER PATRIOTISM (2 PERIODS)

### Lesson Preparation: Teaching Aid

- Postures, pictures etc., that show activities which affect patriotism.

### Introduction

#### Amharic proverbs and Introductory questions

*Kerasbelay nefas* (Literary means beyond myself is only the wind)

*Ene ke motku serdo aybkel* (means nothing should remain after my death.)

*Yeabateh bet sezeref abrehzeref* (means when your father's house is being stole collaborate in stealing.)

*Leba na gubogna ber aywodem* (Corrupt and thief don't like a door.)

- Explain what the above proverbs indicate.

Group the students and make discuss on the theme of the above listed Amharic proverbs. While they are discussing, give them the necessary support. At the end of the group discussion, give a chance to each group so as to share their discussion to the whole class. Then give the necessary corrections and suggestions to the students and explain the proverbs in accordance with nationalism and as factors that hinder nationalism.

### Activity (Class work in group)

Tell the students to read the story of "Abrar Kesto" individually or in a group and attempt activity 3 discussing together. After their attempts, tell them explain each and every question explicitly. Next, make the students to list down and explain activities that hinder nationalism.

If there is not transparency between teachers and students during reporting exam results, some students may obtain higher results that they do not deserve and others may loss even if they performed well. These students may develop discontenting and digested by their teachers.

Accountability describes a situation in which an individual is questioned for his/her improper doings as some measures will take so as to make corrective measures.

The principle of accountability encourages people to respect individuals and work appropriately or give proper service to their clients.

In short, whenever the principles of transparently and accountability have been violated, a lot of crimes will happen. When the crimes and unfair things happen on the citizens, it reduces their feelings of nationalism in their country.

### Committing Illegal Activities for Personal Interests

In times when people pursue illegal procedures to satisfy their personal needs, it leads to a condition of disorder to be prevailed in the country. The lack of order exacerbates crimes and absence of peace. This results the reduction of the feeling of nationalism in the citizens of the country.

### Illegal Activities in the Classrooms

Illegal activities in the classroom can be grouped into two. These are student's illegal acts and teachers illegal acts.

*Students' illegal acts include:*

- Disturbing the teaching-learning process instead of attentively following the lessons.
- Careless and improper usage of common classroom facilities like benches, desks, blackboards, etc.
- Conflicts with classmates instead of harmonious and smooth relationships.

*Illegal acts committed by teachers include:*

- Instead of equipping students with appropriate knowledge and skills, not teaching appropriately and misuse of instructional time allotted.
- Creating partiality among students instead of treating them equally.
- Instead of making the classroom favourable to teaching-learning process, leaving every inconvenience carelessly, for example, keeping silent having recognized the classroom order violated by some students and not facilitating students to keep their classroom clean having noticed it not clean.

## 5.3 MEANING OF COMMONLY USED PUBLIC MATERIALS (2 PERIODS)

### Instructional Preparation: Teaching Aids

- Materials used commonly in a family poster, pictures etc.
- Materials used commonly in schools by students, teachers, and other workers pictures, poster etc.

#### 5.3.1 Materials Used Commonly in a Family

##### Introduction

##### Beginning Point

- List down commonly used materials found in your house and localities.
- Help student to discuss in group and answer the question above.

##### Elaboration

Explain about the meaning of commonly used public materials. Commonly used public materials are

equipment which are not supposed to be used by single person rather they are supposed to commonly use by local communities.

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

- As they are in their groups, make students list down commonly used materials found at households and to suggest respective cares to be taken for the well-being of the materials. Follow the discussion attentively and give the necessary help for the students.

#### 5.3.2 Commonly Used Public Materials Found in Schools

##### Introduction

##### Introductory questions

- List down instruments found in school.
- List down instruments found in your house and localities.

Make students answer the above questions by discussing either in large or small groups.

##### Elaboration

Then, so as to further strengthen students' answers, show them commonly used public materials found in schools.

##### Commonly Used Materials Found in Schools

Commonly used public materials found in schools are those instruments which are used by currently existing and the future coming students, teachers and other workers. Example of such materials include chairs, desks, blackboards, teaching aids, books, charts posted on walls, pictures, different playing materials, water pipes, latrine in schools are among these materials.

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

Being in their previous groups, let students discuss about the kind of care to be taken for the safety of commonly used public materials exist in schools. Follow up the discussion and help them. When students finish their discussion, let them present their answers to the class.

##### Discussion

To strength and advance student's understanding, shortly summarize the appropriate cares to be taken to commonly use public materials found at home and schools and finish the discussion in such a way.



### 5.3.3 Cares to be Taken for Commonly Used Public Materials

In general, we have to take care of commonly used material so as to make them durable and clean.

For Example:

- We have to be reserved from writing on chairs and desks.
- Writing on walls of classrooms is not appropriate action.
- Running and jumping on desks is not correct action.
- It is not proper to misuse sport equipment and playing materials in schools rather than using them properly.
- It is not correct to open and close water pipe inappropriately.
- Keeping latrines clean is appropriate.

#### Activity (Home work in group)

Let students do the three questions under activity 5 in groups formed by their choice. Correct it and let some students (you believe did the homework well) present in the class.

It is better to add the following question as a 4th question.

As our country belongs to all of us, what kind of care should be taken for its well being?

### 5.4 AVOIDANCE OF POVERTY AND BACKWARDNESS (2 PERIODS)

#### Instructional Preparation: Teaching Aids

- Posters and pictures showing physically weak and improvised person with poor closing.

#### 5.4.1 Manifestations of Backwardness

##### Introduction

##### Public poems and Introductory question

ልጅ “እንጅራ! እንጅራ!” እናት “የለም! የለም!”  
ድህነት ክፉ ነው ጠግቦ መብላት የለም።

Literary means;

Child says “bread” “bread”

mother says “I have no”

poverty is cruel that prevent eating enough

- Discuss how the poem expresses the tragedy of poverty.

In addition, discuss whether you agree on the trend that considers Ethiopia as one of the poor and backward countries of the world or not. Explain your position using rational reasons.

Make students in group, let them read the above public poem attentively and discuss on the extent the poem has expressed about the tragedy poverty. Let students write other similar poem if they know. Observe the discussion of each group, and help the couples to present the poem they wrote for the class.

#### Activity (Class work in group)

Make students in group and let them discuss on the following points.

Make each member of the groups to tell whether their families are economically capable to provide their children the appropriate nourishment, cloth, education material and health service. Then, let them to register how many of the group members have said their families are capable and how many of them said their families are incapable.

Asking the entire group member whether they have clinics, schools and other social services in their localities, register how many of them have the service and how many of them have no.

When they finish their group discussion, let student present the main ideas of their discussion.

Having finished their presentation, let students to discuss on the following points.

If parents have no income that enable them to properly feed their children to provide enough learning materials to fulfill health facility and if the society have no necessary social services such as education and health service we can say these are manifestations of poverty and backwardness. While facilitating the discussion recognize that the discussion is aimed at making student to believe and accept the poverty and backwardness of their nation.

#### Elaboration

Shortly elaborate about the manifestations of poverty and backwardness.

### Manifestations of Poverty and Backwardness

- Food insecurity
- The very existence of millions of peoples in our country is dependent on foreign aid.
- Low advancement of modern agricultural methods and importing of the necessary agricultural inputs because of inability to produce at home.
- Inability to perform higher development activities.
- Till now performing higher developmental activities in our country with domestic budget, exclusive of foreign aid and loan is impossible.
- Inability of industries to perform their tasks without using imported goods.
- Starting from spare parts most industries in our country are incapable of sustaining their task without using imported materials.

#### Activity (Home work in group)

Let students make group based on their own interests and discuss on the two questions under activity 6. Make students present their answers to the class.

### 5.4.2 Strategies to Reduce Poverty and Backwardness

#### Introduction

##### Introductory question

- List down the strategies you believe as effective means of eradicating poverty.

From previous discussions students have understood the manifestations of poverty and backwardness. Based on this understanding, let students to discuss in group and suggest different ways and strategies they believe as means of combating poverty and backwardness.

#### Elaboration

Give short explanation about major strategies that are useful to combat poverty and backwardness.

#### Strategies to reduce Poverty and Backwardness

1. Establishing systems, strategies and policies that are useful to combat poverty.
2. Working hard to reduce poverty and backwardness.

3. Assuring fast development.
4. Giving volunteer service.
5. Striving to self-reliance by respecting all kind of work.

#### Activity (Independent class work)

Make students to work activity 7 on their exercise book independently and correct it.

### 5.4.3 Volunteer Service

#### Introduction

##### Introductory questions

- What does volunteer service mean?
- What are the activities volunteer individuals or organizations perform in your localities?

Let the students answer the above introductory questions orally.

#### Activity (Home work in group)

Make students to form their own group, read the story under the title “Exemplary Humanitarian Service” and to do activity 8. Let each group present their answer in the classroom.

#### Elaboration

Elaborate the meaning of volunteer’s service, and kinds of volunteer services that can be performed at home in schools and classroom.

#### Meaning of Volunteer Service

Use the definition of volunteer service referred on the student textbook since it is enough.

#### Examples of volunteer service that can be taken place at home:

- Helping housemaids to be academically high achieves.
- Helping totally illiterate housemaids to know letters and able to read and write.

#### Examples of volunteer service that can be performed in classrooms:

- Academically high achiever students will help academically low achiever students.
- Helping students who are physically impaired.

**Example of volunteer service that can be given in schools:**

- Arranging programs and engagement in the activities of educating the community so as to eradicate illiteracy.
- Collecting and helping academically low achiever students in spare time.
- Helping economically unable students not to withdraw from their schooling.
- Helping physically impaired students according to their condition of disability.

### Summary

Summarize the topic helping students to answer exercise orally.

## 5.5 CITIZENSHIP (1 PERIOD)

### 5.5.1 Meaning of Citizenship

#### Introduction

#### Public poem

ሰው በሃገሩ፤ ሰው በወንዙ፤  
 ቢበላ ሣር ፤ ቢበላ መቅመቆ፤  
 ይከበር የለም ወይ ማንነቱ ታውቆ።

Literary means: A person who is in his/her country, river

Even he/she eats grass or leaf.

He/she is surely respected recognizing his/her identity.

Discuss with your teacher about the message this public poem is transmitting.

It is better to add questions below on the introductory questions so as to know the previous knowledge of students about citizenship.

- Have you ever heard the word citizenship before. What do you think the meaning?

Make students in group to critically investigate and explain the meaning of the poem. Having finished the group discussion let them present their answers to the class then add up your own more ideas and summarize the topic.

### Activity (Independent class work)

Make students do activity 10 individually on their exercise book and correct their answer.

#### Elaboration

Give short elaboration about the meaning of citizenship and explain the main responsibilities expected from an Ethiopian citizen. Make them brief that citizen should ask what they did to the good of their country rather than asking what their country has done for their personal good.

#### Meaning of Citizenship

Citizenship is a position of being legal member of a country by birth or interest through registration. Legal member refers a person being banned by the laws issued by the government as well as a person who has rights and responsibilities due to his/her membership.

An Ethiopian citizen has a lot of responsibilities to discharge; some of them are the following:

Believing in the rule of law and contributing to its practicality. This means respecting the rule of law and let others respect it is the responsibility of each Ethiopian Citizen. This is because unless the rule of law is respected it is hardly possible to secure our human rights and our properties.

Opposition and refusal of bad acts such as corruption, injustice and misbehaviour; being honest and ethical in whatever difficult conditions.

Strong believe in equality of individuals and prevention of partiality among individuals.

Accepting the rights of individuals to follow any religion believing everybody is happy of his/her religion and being reserved from forwarding unnecessary critics on others' religion.

Every citizen is expected to sacrifice his/her knowledge, effort and money for the good of his/her country and each citizen should actively involve in all national affairs with full interest without expecting others to motivate.

Every citizen is expected to be industrious, ethical, hard worker and to do useful activities to the common good of his/her nation. Avoidance of dependency syndrome, respecting any work and believing work as a means of development is expected from citizens.

## 5.6 NATIONAL FLAG (1 PERIOD)

### Instructional Preparation: Teaching Aids

- Poster that shows national flag and national anthem.

### 5.6.1 The Meaning and Essence of National Anthem and National Flag

#### Introduction

#### Picture 5.3 and Introductory question

- What message does the picture communicate?

Ask the following questions to know whether students know the meaning of national flag and national anthem.

Have you ever heard about national flag? Do you know the meaning?

How about national flag, have you heard about it? Do you know its meaning?

Let students see picture 5.3 and explain the idea the picture has represented.

#### Activity (Class work to be answered orally and independently)

Let them to read a passage under the title of “Misho and his friends” and then to be in group and answer the four questions under activity 10 and follow their activities.

#### Elaboration

Then explain the meaning of national flag and national anthem.

#### National Flag

National flag is the national symbol of a country. National flag of a country has different colours. Though the colour on the flag has different meanings, the primary meaning lies on its national symbol status.

Both in good or bad circumstances national flag has a big role of symbolizing national feeling of citizens. For example, when a country is invaded by foreign powers, national flag has great role of bringing peoples together so as to win the foreign aggression. In peaceful struggles to win, such as Olympic, national flag has important role of motivating the national feeling of competitors and the society at large. Moreover, national flag contributes a lot to the image building of a nation.

In general, national flag is a symbol of unity and equality of nations, nationalities and peoples, and it represents sacrifices, patriotism and national proud.

According to FDRE Constitution article 3 No 1, Ethiopian national flag will have green colour at the top, yellow in the middle and red at the bottom, and it will have national symbol in the middle.

#### Activity (Home work in group)

- Being in group formed by their own interest, let student do activity 11 and present in the class.
- Based on the answers presented, give short elaboration about the meaning of national flag and the necessary cares that should be given to the flag and finish the lesson.
- Give special attention to the following points.
  - Each citizen should show appropriate respect for his/her national flag.
  - Everyone should know the national anthem of his/her country orally and say it always when the flag is up. This should be the habitual action of citizens.
  - As national flag should keep clean and managed properly.

#### UNIT SUMMARY

Dear teacher! When you reach the summary of the unit, let students shortly explain what they have learned from the unit.

After giving chance to some students, summarize the topic by yourself.

Finally make the students to do unit review exercises.

#### ANSWERS TO THE UNIT REVIEW EXERCISES

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

- |         |          |          |
|---------|----------|----------|
| 1. True | 2. True  | 3. False |
| 4. True | 5. False | 6. True  |

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

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

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

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

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

1. independent                      2. beneficiary

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

- All of the items in the book are enough for the questions.

## SAMPLE LESSON PLAN

### 5.1 Patriotism

#### 5.1.1 Meaning of Patriotism

Time	Teacher's Activity	Student's Activities
5'	<ul style="list-style-type: none"> <li>• Preparing student to critically see the brain-storming questions and picture presented to motivate students for the day's lesson.</li> <li>• Explain the message transmitted by the picture about nationalism.</li> <li>• Among the indigenous public phones, proverbs and music's spoken in your localities, tell some of them to your classmates.</li> </ul>	<ul style="list-style-type: none"> <li>• Answering presented questions seeing picture 5.1.</li> <li>• Telling for their classmates what they know about nationalism.</li> </ul>
15'	<p><b>Explanation</b></p> <ul style="list-style-type: none"> <li>• Explaining the meaning of nationalism using examples.</li> <li>• Give students chance to ask questions if they have.</li> <li>• Answering questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Listening the exploitation attentively.</li> <li>• Asking unclear points.</li> </ul>
15'	<p><b>Activity (Class work in group)</b></p> <ul style="list-style-type: none"> <li>• Making students to read what is presented next to the public poem about the meaning of nationalism.</li> <li>• Rolling to each group and following up the discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading the writing in group.</li> <li>• Discussing on two questions under activity 1 and answering the questions.</li> </ul>
5'	<p><b>Summary</b></p> <ul style="list-style-type: none"> <li>• Summarize the daily lesson shortly and asking student to shortly summarize the main points of the daily lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Listening the summary and telling the main points shortly.</li> </ul>

## UNIT 6 RESPONSIBILITY

**(10 Periods)**

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

- understand the meaning of responsibility.
- know various kinds of responsibilities.
- discharge their citizenship responsibilities through discharging their responsibilities honestly at each level.

No.	Contents/ Lessons	Specific Competencies Students will be able to:	Important Resources
1.	The Meaning of Duty of Taking Responsibilities	<ul style="list-style-type: none"> <li>● explain the meaning of responsibilities.</li> <li>● elaborate the duty of taking responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>● Poster or pictures that display students while attending their class or doing different activities.</li> </ul>
2.	The Meaning and Essence of Promise	<ul style="list-style-type: none"> <li>● explain the meaning of promise.</li> <li>● elaborate their duty of keeping their promise committed for their family and school.</li> </ul>	<ul style="list-style-type: none"> <li>● A poster, photograph or other that show the occasion of committing a promise.</li> </ul>
3.	The Meaning of Integrity, Honesty, and Loyalty	<ul style="list-style-type: none"> <li>● explain the meaning of integrity, honesty and loyalty.</li> <li>● strive to do activities honestly and interactively.</li> </ul>	<ul style="list-style-type: none"> <li>● A picture that shows people discharging their responsibilities by doing different activities.</li> </ul>
4.	Importance of Discharging Responsibilities	<ul style="list-style-type: none"> <li>● explain the essence of discharging responsibilities at each level.</li> </ul>	<ul style="list-style-type: none"> <li>● A picture that shows people discharging their responsibilities by doing different activities.</li> </ul>
5.	Meaning of Historical Heritages and Natural Resources	<ul style="list-style-type: none"> <li>● explain the meaning of natural resources and historical heritages.</li> <li>● elaborate the ways of protection and presentation of natural resources and cultural heritages.</li> </ul>	<ul style="list-style-type: none"> <li>● Posters that show historical heritages and natural resources.</li> </ul>
6.	HIV/AIDS	<ul style="list-style-type: none"> <li>● explain the meaning of HIV/AIDS.</li> <li>● list down ways of transmission of the disease.</li> <li>● elaborate the effect of the disease on children.</li> <li>● protect themselves from the disease.</li> </ul>	<ul style="list-style-type: none"> <li>● Pictorial representation that shows children affected by the disease.</li> </ul>

## 6.1 THE MEANING OF DUTY OF TAKING RESPONSIBILITIES (2 PERIODS)

### Instructional Preparation: Teaching Aids

- Poster, photograph etc., that show students while learning.
- Poster, photographs etc., showing students performing different activities.

### Introduction

#### Picture 6.1 and Introductory questions

- What does student's activity on the picture represent?
- What is the advantage of planting seedlings?

Let student see picture 6.1 presented under the title and answer the two brainstorming questions orally. Doing the following questions will further strengthen the above activity.

1. What do you understand from Kibru's activities in relation to responsibility?
2. In general what do you understand from Kibru's activities?

### Activity (Class work in group)

Make students in pair and let them read the writing under the titles "The green compound" and do the three questions in activity 1 in pair. Follow up the discussion. Having finished their task let the pairs to present their work.

The pairs' answer for additional questions should encompass the following:

**For question number one:** It is possible to guess students have learned a lot from Ersado's activities. For example, every child has a duty of participating in every household activities as much as possible. Children should perform such household duties by their own initiative without others order. Besides household activities children should do various activities. In their localities and schools in general it is possible to conclude that students have understood that responsibility is performing such activities with their self-interest without expecting others to order them.

**For question number two:** From Ersado's experience students have acquired important knowledge which is

important to their future life. What is very important is students' understanding of not categorizing any work as males' and females' work. Hence, students are expected to perform any work without categorizing as males' or females' work. The second important point is that doing any work at any time and place in group is very important to bring effectiveness. Hence, students while they perform any work at their localities, schools and home should do in collaboration with peoples. The other important point is how to manage their spare time to do productive activities, to get enough time to study and the importance of preparing time table to do all activities properly. Because of this students should prepare and use time table to manage their out-school time to perform activities at home, localities and schools.

### Elaboration

Shortly elaborate the meaning of responsibility and essence of duty of taking responsibility using examples.

### The Meaning of Responsibility and Duty of Taking Responsibility

The word responsibility refers to a duty of performing certain activity. For example, if a teacher says "my responsibility is teaching my students properly" family, government and nation gave the teacher a duty of teaching students properly. Hence, the teacher has responsibility of doing the duty properly. Taking or receiving responsibility means accepting same task to perform with self-interest without others' motivation. Taking responsibilities is not ended by accepting some task rather than the accepted task should be performed properly. Otherwise, it will bring questionability.

We use the phrase a duty of taking or receiving responsibility to refer everyone's duty to perform certain task as much as possible in a proper way. A duty of taking responsibility encompasses both discharging responsibilities properly and questionability due to failure to do so. Doing such activities properly refers discharging responsibilities while failure to do so results questionability because of the failure.

For example, class monitor has responsibility to secure the class order. The monitor who has received this responsibility has different activities to perform, for example, the monitor should take measures against students who disturb the class order. If not he/she will be questionable due to his/her failure to do so.

## Responsibility

Students have responsibility of showing moral behaviour both inside and outside their school. These means children in their school should show good moral behaviour, avoid bad practices and manage the schools' property properly. Students can learn properly only if they respect the schools' rules and regulations and perform their responsibility properly. On the contrary, if they do not do this the school order and the teaching-learning activity will be disturbed.

If students are unable to discharge their responsibility it is students themselves who will be responsible to the problem created. Here, taking responsibility refers being questionable to our mistakes committed and accepting the proper punishment taken in response to our mistake.

Similarly, each child should strive to perform activities at home as much as possible. For example, children have duties of making their bed, taking care of house furniture and watering plants at home. Performing all these refers discharging of their responsibilities and failure to do so refers the opposite. They are also questionable to the problems arise from their failure to discharge their responsibilities.

### Activity (Independent home work)

Let students read the explanation presented next to activity 1 and do four questions under activity 2 at home. Correct the home work. Select some students among the students who did the home work better to present in the classroom and give them appreciation for their better work.

## 6.2 THE MEANING AND ESSENCE OF PROMISE (1 PERIOD)

### Instructional Preparation: Teaching Aids

- Posters and photographs that display the occasion of making promise.

### Introduction

#### Poem and Introductory questions

“A person who heard his/her words in reality  
He is honest person who keep his/her promise.”

- Based on the above poem what does a promise mean?
- How promise can be manifested?
- What do we call a person who keeps his/her promises?

Read the poem loudly and let them to answer the next introductory questions orally.

### Activity (Class work in group)

- Make students read the writing under the title “Dark and summer” in group or pair and to answer the five questions under activity 3 let groups or pairs to present their answers.

### Elaboration

Finally, give short explanation about the meaning and essence of promise and finish the discussion.

### The Meaning and Essence of Promise

Promise refers to one's assurance to perform certain activity for oneself, other people, nation etc. For example, if a student says “from today on, I will listen to teachers attentively, prepare study schedule and I will be one of the outstanding students” we can say he/she is making promise to him/her self. If the student tells the same word to his/her teachers, we can say he/she is making promise to his/her teachers.

Since promise is assurance to do something; we are, giving evidence to do some activity if we promised to do. The promise we made urge us to perform the activity we promised. Hence, promise is important thing that will make us to perform good activities.

### Activity (Independent home work)

Let students independently read the writing presented next to activity 3 that elaborate the meaning of promise and do the three questions under activity 4 on their exercise book. Correct the answer and select students who did the answer well to present in the class.

## 6.3 THE MEANING OF INTEGRITY, HONESTY AND LOYALTY (1 PERIOD)

### Instructional Preparation: Teaching Aids

- A picture that shows a girl while giving a lost pen to the owner.

### Introductory questions

- What is the meaning of Honesty and Loyalty?
- To increase students' participation, ask them in what ways they can manifest honesty and loyalty in activities they perform at home or schools.



**Activity (Class work in groups)**

Make students to read the writing presented under the sub-unit 6.3 and discuss on the three questions under activity 5. Add the word “why” on question number 3 and ask them to defend their answers using reasons if they are to or against the removal of Eshetu from his secretarial position. Follow up the discussion; let each group to present their answer to the class. Finally, give summary points and complete the discussion.

**Elaboration**

- Elaborate the meaning of integrity, honesty and loyalty using tangible example and complete the discussion.

**The Meaning of Honesty, Integrity and Loyalty**

Loyalty is a behaviour that refers accepting and doing different activities with full interest without any complaint. This shows our good outlook to help others as much as possible. Loyalty is materializing the committed promises for oneself, others or the society. Doing the order given by our parents in responsible way whether they are around or not, respecting the rules and regulations of our schools consistently, protection of our schools properties are aspects of honesty.

Honesty is being truthful and not telling lies. All these are decisive to our development and progress. Hence, explain as all of us are expected to be honest and loyal while we do different activities to our family and schools.

## 6.4 THE MEANING AND ESSENCE OF DISCHARGING RESPONSIBILITY (2 PERIODS)

**Instructional Preparation: Teaching Aids**

- Posters, photographs that show while students are learning.
- Posters, photographs etc., that display students doing various activities.

**Introduction****Picture 6.2 and Introductory questions**

- What problem we will face if we failed to protect our environment?
- What do we call popular participations to solve environmental problems?

Make students to observe picture 6.2 and to answer the introductory questions orally.

**Activity (Class work in group)**

Let students read a passage entitled “Mother Aster” and discuss in pair or group on three questions presented under activity 7. Make some groups or pairs to present their answers. Let students focus on discharging their responsibilities like Aster.

**Elaboration**

Finally, complete the discussion by explaining the meaning and essence of discharging responsibilities at home, schools and other social life in general.

**Meaning and Essence of Discharging Responsibilities**

Every person has duty of doing important activities for the good of his/her nation. Fulfillment of such duty is called discharging responsibilities. Discharging responsibility refers to every person’s duty to perform useful activities for his/her family, nation and the societal good.

**A. The importance of students’ responsibilities at home**

While students are living with their parents, there are responsibilities expected by their parents to be performed by students. The following are among the main ones:

- Participating on household activities as much as possible.
- Proper protection of commonly or privately used materials.
- Studying properly.
- Living with peace and respectation with other members of family.
- Respecting and doing orders given from parents.

Discharging such activities is very essential because family will be happy to see their children discharging their responsibilities properly and this contributes a lot for peaceful life of the family.

**B. Students Responsibilities at School and the Importance of Discharging Such Responsibilities**

As far as students are learning in schools, there are responsibilities that schools expect from students to discharge. The following are the major one:

- Respecting the rules and regulations of the school. Not doing any activity that violates the school rules and regulations.

## Responsibility

- Following their learning in classrooms attentively, doing home and class works properly.
- Respecting their directors, teachers and other workers in the school.
- Actively participate in extra-curricular activities, keeping their classroom and school campus clean.
- Be take care of the school and classroom properties.

Discharging such and other responsibilities is very important. Because students' discharging of their responsibilities will make the teaching-learning process effective and successful. This also makes students effective in their schooling.

### **Students' Responsibilities around Their Localities in Regard to Their Relation with Others and the Importance of Discharging Such Responsibilities**

In relation to students' relation with others in their localities; the society expects some responsibilities to be discharged by them. The following are among the main one:

- Showing respect to all peoples live in their localities.
- Actively participate in campaign of avoidance of wastage in localities.
- Proper usage and carefulness to commonly used public materials.
- Living in peace and respectation with their peers around their localities.

Discharging such and other similar responsibilities is very important. Because discharging such responsibilities is important to make the locality peaceful and conducive to live.

### **Activity (Independent class work)**

Make students to read the elaboration presented next to activity 7 and to do the three questions under activity 8 on their exercise book independently, correct their doings.

## **6.5 THE MEANING OF NATURAL RESOURCES AND HISTORICAL HERITAGES (2 PERIODS)**

### **Instructional Preparation: Teaching Aids**

- Posters display natural resources and historical heritages.

## **Introduction**

### **Pictures 6.3, 6.4 and Introductory questions**

- Why is "Abbay falls" water fall widely known?
- Where does "Tiya Stelae" found?
- Sort out natural resources from cultural heritage. Make students to observe the pictures presented under this title (pictures 6.3 and 6.4) to answer the questions followed.

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

Let students to read the conversation of child and father under the title of "The Reward of Mulunesh" and to do the three questions presented under activity 9.

### **Elaboration**

Then, shortly elaborate the meaning of natural resources and cultural heritages about everyones duty to develop natural resource and protect historical heritages and complete the lesson by explaining how students at their potential can discharge this responsibilities.

### **The Meaning of Natural Resources and Historical Heritages**

Natural resources as the name shows are the gifts of nature, that is, not man-made. This includes river, lake, wild animals, land, forest etc.

Historical heritages refer to man-made products that passes from one generation to another generation. It demonstrates the living situation and level of civilization as historical evidence. For example, sculpture, pictures, paintings.

### **Developing Natural Resources**

Natural resources development is very important activity. When we describe about development of natural resources, it refers to efficient usage of the resources.

Developing natural resources such as water, land, forests, and wild animals is the responsibility of every citizen. For instance, irrigation of rivers helps to cultivate and produce different crops, vegetables, and fruits so as to realize food self-security and generating income for the country. Protecting the rivers from contamination is the responsibility of all the citizens.

Regarding land, we need to plant vegetables such as cabbage, paper, salad, etc., and flowers on the household gardens.

Pertaining forest, every individual should plant and protect different seedling and prevent cutting the already grown trees.

Protecting the historical heritages is very crucial activity. Thus, students and other citizens are expected to take care of the heritages.

### Activity (Home and Group work)

Read the explanations provided after activity 9 individually, attempt the four questions extracted from activity 10 on their exercise book.

Correct the students homework attempts. Select the students who did well and make them read for the whole class.

## 6.6 HIV/AIDS (2 PERIODS)

### Classroom Preparation: Instructional Media

- Posters that show children affected by HIV/AIDS.

### Introduction

#### Beginning Question

- What is HIV/AIDS? Discuss what you know.
- Make the students discuss on the issue of HIV/AIDS.
- Make the students discuss about children who have lost their parents due to HIV/AIDS.

But the discussion should be held in a way that does not touch the moral sense of students in the class that have lost their parents due to HIV/AIDS.

### Activity (Class work in group)

Read the explanation under the title and make the students to discuss on the two questions from activity 11. First attend the discussion and give a chance to some groups to tell their answers to the other students and make clear discussions.

#### Elaboration

Finally, explain about the meaning of HIV/AIDS, ways of transition and specifically the impact of HIV/AIDS on children, the necessary measures that should be taken to protect oneself.

#### What is HIV/AIDS?

In short, AIDS acronym: A = Acquire, I = Immune, D = deficiency, S = syndrome. The cause of AIDS is HIV

or human immune virus. This Virus weakens or distrust the white blood cells and in turn distorts the human immunity of defending. Therefore, this situation exposes the patient to different communicable and cancer related diseases and this exposes to death.

The conditions that manifest the level of AIDS in the patient:

- (A) When the immunity symptom of the patient weakens due to the attack of the body of the patient due to HIV Virus.
- (B) When the HIV patient is exposed to different overlapping and serious cancer related diseases.

In an HIV patient, the virus transforms to the level of AIDS within 5-8 years. Even if there is the HIV within the blood of the patient as there is a different human immunity system to some extent the patients look well. But, though, the patient looks healthy but they are capable to transfer the diseases to other individuals. The sign and symptoms of AIDS occur on the patients whenever their immunity system weakened and does not defend other diseases.

Whenever, the patients are exposed to chronic TB and, food in security, this results the weakening of the immunity system and HIV transfers to the level of AIDS.

### Ways of HIV Transmission and the Protective Measures

There are several and complex ways of HIV transfer. Some of the causes that expose people to the disease are poverty, lack of knowledge and understanding, migration and movement of people from one area to another. Making unsafe sex with a lot of sexual partner exposes people to HIV and sexually transmitted diseases. In sub-sahara African countries the 90% of the HIV transmission rate is due to unsafe sex with the opposite sex. Next to this the transfer of the virus to a new baby from an HIV infected mother.

#### How does HIV transmit from human to human?

HIV virus exists in blood, female vaginal fluid, sperm cell, breast milk. The virus transfers during the exchange of this fluid.

#### HIV transmitted in the following ways:

##### A. Sexual intercourse (Coitus)

One of the ways of transmitting the virus is during unsafe sex. This is somewhat common in Africa.

## Responsibility

### B. Blood

- Using unsterilized needles, syringes.
- Giving HIV infected blood to a patient.
- Using unsterilized sharp materials during piercing an ear, circumcision, tattooing.

### Ways that do not Exposure to the Disease

AIDS cannot be transmitted with a body contacts with AIDS patients. It does not transmit through flies like mosquitoes as a case of malaria or through contaminated air as communicable diseases.

### The Virus does not transmit in the following ways:

- Living with an AIDS patient in one room or house.
- During sincerely greetings, in shaking hands, embracing and kissing ones cheeks.
- Using clean toilets together.
- Eating together.

### How do We Prevent AIDS?

#### A. Sexual Intercourse

1. Abstinence: a complete avoidance of sex.
2. Be honest: make sex honestly with one marked partner.

#### B. Blood

1. Whenever we use unsterilized sharp materials to pierce ones ears, to make circumcision.
2. Protect oneself from anaemia and when we give blood it must be tested to check whether it is free from HIV virus or not.
3. One must consult to doctors during accidental blood and reproductive fluids contact, rape, cut of ones body with the already used materials.
4. One should wear gloves whenever he/she provides first aid for injured people, so as to prevent the transmission of virus through a blood contacts.

### The Effects of AIDS on the Family and Society

- AIDS kills the productive members of the family. In turn, this shoulders additional burden on the women.

- Many families adopted children who have lost their parents due to HIV/AIDS. This is a good cultural practice among people in Africa but it needs important care.
- AIDS reduces the productive groups of the society, the dependent groups increase steadily. This results malnutrition problems.
- Whenever there is a need to buy medical drugs, in most cases selling the livestock is one of the alternatives. This in turn affects the income level of the families.
- The early death of educated and elderly people affected by AIDS affects the transfer of traditional knowledge regarding agriculture, traditional medical treatments from one generation to another generation.

Whenever poverty is exacerbated and, children who have lost their parents with AIDS are enforced to stop their education and spend time on some works to generate their incomes. As a result, the next generation will be uneducated citizens.

### The Effects of AIDS on the Nation

AIDS affects the productive citizens of the nation in rural and urban areas and this seriously damages the economy of the country. As the AIDS patients lack the energy to carry out demanding activities, they are affected with different diseases and they are left from their domestic works. Other members of the family interrupt their works as they give cares and treatments for the patients and during the mourning of the dead patients, the various agricultural activities, factories and public service providing organizations activities are damaged. In addition during prevention of the AIDS epidemic, the country budget and health service will be highly affected.

### UNIT SUMMARY

Dear teacher, give a chance to your students to explain what they have learnt in the unit shortly.

After giving the chance to some students, give short summary.

Finally make the students to attempt the unit review exercises.

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

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

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

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

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

1. historical heritages    2. HIV/AIDS  
3. natural resource

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

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

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

- All of the items in the student textbook are enough for the questions.

**SAMPLE LESSON PLAN****6.1 The Meaning of Duty of Taking Responsibilities**

Time	Teacher’s Activity	Student’s Activities
5’	<b>Introduction</b> Picture 6.1 and Beginning questions <ul style="list-style-type: none"> <li>• What do you understand by the activities being performed on the picture?</li> <li>• What is need to plant seedlings?</li> </ul>	<b>Picture 6.1</b> <ul style="list-style-type: none"> <li>• Based on picture 6.1 answer the beginning questions orally.</li> </ul>
15’	<b>Activity (Class work in group)</b> <ul style="list-style-type: none"> <li>• Read the passage “Green compound” and answer the questions on activity 1 in pairs.</li> <li>• Attend the pair discussion and make them to report their ideas to the whole class.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading the passage in pairs.</li> <li>• Discuss and answer the three questions on activity 1.</li> <li>• Provide their ideas to the whole class.</li> </ul>
15’	<b>Explanation</b> <ul style="list-style-type: none"> <li>• Explain the meaning of responsibility and taking responsibilities with examples.</li> <li>• Give a chance to the students to ask on the lesson part that is not clear to them giving answers for the students questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Read the passage in groups.</li> <li>• Discuss and attempt the two questions in activity 1.</li> </ul>
5’	<b>Summary</b> Revising the lesson precisely and checking how much the students have understood from the lesson through questions.	<ul style="list-style-type: none"> <li>• Attentively listen the summary.</li> <li>• Asking anything that is not clear.</li> <li>• Listening the answers.</li> </ul>

# UNIT 7 INDUSTRIOUSNESS

(8 Periods)

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

- understand the meaning of strong culture of work.
- know constitutional rights of work.
- know the meaning of professional ethics.
- understand the respectfulness of work and the importance of strong culture of work.

No.	Contents/Lessons	Specific Competencies Students will be able to:	Important Resources
1.	Creating of Work	<ul style="list-style-type: none"> <li>• explain the importance of creating work using examples.</li> </ul>	<ul style="list-style-type: none"> <li>• Video films, photographs, chart that display people performing works.</li> </ul>
2.	Idleness	<ul style="list-style-type: none"> <li>• explain the meaning, adverse effect and disgusting aspects of idleness.</li> </ul>	<ul style="list-style-type: none"> <li>• Pictorial representations that show people engaged in different activities.</li> </ul>
3.	Constitutional Right of Work	<ul style="list-style-type: none"> <li>• elaborate the right of every individual to choose the kind of work they perform and their place of work using examples.</li> </ul>	<ul style="list-style-type: none"> <li>• Picture that shows citizens performing various kinds of work.</li> </ul>
4.	Meaning of Professional Ethics	<ul style="list-style-type: none"> <li>• explain the meaning of professional ethics.</li> </ul>	<ul style="list-style-type: none"> <li>• Pictorial representations that show citizens engaged in various professions.</li> </ul>

## 7.1 CREATING WORK (2 PERIODS)

### Instructional Preparations: Teaching Aids

- Posters, photographs etc., displaying people performing different work.

#### 7.1.1 What is the Meaning of Creating Work?

##### Introduction

##### Picture 7.1 and Introductory questions

- Explain what you have understood from the picture.
- Tell your classmates about individuals who are engaged in similar professions with individuals that are shown on the picture.
- Make students observe picture 7.1 and answer the introductory questions next to the pictures orally.

##### Elaboration

Shortly elaborate the meaning of work creation using examples.

- What is the meaning of work creation?

Work creation is formation of ones own work opportunity to support of oneself and ones family instead of expecting employment from government or private organizations. The concept of work creation also encompasses creation of work opportunity for oneself and others, and supporting oneself and ones family by the work opportunity created.

Explain the possibility of creating work in small business, wood work, and different hand craft activities using examples.

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

Let student read the story under the title “The Small Metal Workshop” and discuss on two questions under

activity 1. Soon the discussion is finished, let the groups present their answers and add up more ideas to advance the discussion.

**Activity (Individual class work)**

Make student read the poem under the title “ታጠቁ ለስራ” independently, and do the three questions on their exercise book and correct it.

**7.1.2 Basic Important Conditions to Create Work**

**Introduction**

**Introductory question**

- In your opinion, what important things are necessary to create work?

Encourage students to answer the above questions orally.

**Activity (Class work in group)**

- Make students read the story under the title “Wubitu” and do questions under activity 3 in group. Follow up the discussion and give the necessary support.

**Activity (Class work in group)**

Make student to read the elaboration next to activity 3 and to do activity 4 in group. After the completion of the discussion, let students to present their answer in group and add corrective ideas.

Make the answers hold the following points:

1. So as to create work, every person needs to have the following two basic qualities:  
Advancing self-initiation and effort to work, and understanding the respectfulness of any work.
2. Beyond improving individuals and their family’s life, strong culture of work will accelerate national development.
3. The concept ‘any work is respected’ refers there is no higher or lower grade work and it is not proper to categorize to as ridicule or significant work. It is very good to do every work without making some works down. If we categorize some work as lower grade and refuse to engage in, it is hardly possible to bring development. The base of

development and enrichment believes as all works are equal and respected.

**Summary**

Please read the poem below and write it on the blackboard.

Tell the student to write the poem on their exercise book, read and to mimicry it. In addition, encourage students to write similar poem that magnify the respectfulness of work

ወያላነት ብሆን የታክሲ አጋፋሪ፤  
 ብሆን ሊስትሮነት ጫማ አሳማሪ።  
 እረኝነት ቢሆን ውሎዬ ከነቦራ፤  
 ብሆን ግንቦኝነት ብሎኬት ደርዳራ።  
 ትንሽ ሃሳብ እንጂ ትንሽ ስራ የለም።  
 ምንጭ፡- ወፈፌ የግጥም ስብስብ  
 ከ ክንፈሚካኤል ገረሱ

**7.2 DEPENDENCY (2 PERIODS)**

**Instructional Preparation: Teaching Aids**

- Photographs, posters etc. that display people performing activities.

**7.2.1 What is the Meaning of Dependency**

**Introduction**

**Introductory questions**

- Make the children tell their classmates if they have some activities to perform at home when they return back from school.
- Let student explain some examples about badness of dependency.
- Let students respond the above introductory questions orally.

**Elaboration**

Brief the students about the meaning of dependency from the explanation on the student textbook.

**Activity (Class work in group)**

Let students independently read the elaboration presented next to the introduction, do activity 5 on their exercise book and correct it.

## 7.2.2 The Consequences of Having Food Without Working

### Introduction

#### Introductory question

Let students list down the kinds of works that can be performed by their capabilities.

Add up the following questions to make the introductory questions more participatory.

- List down some activities at home that can be performed by your capabilities.
- List down some activities at your school that can be performed.
- List down some activities that can be done in your capabilities at your localities.

Let the students answer the above questions orally.

#### Activity (Debate)

- Make students in pair and debate on the ideas which says dependency is good and the other idea which says dependency is bad. So as to make the debate warm, add your idea on each pair's debate.

After some of the pairs conduct their debate, make short discussion with the entire class based on the ideas forwarded from the debate. Make the discussion to assert that dependency will make even our families offended and hit us. Moreover, give short elaboration about the importance of work to healthy life and the adverse affect of sitting without any work on human health.

#### Activity (Independent home work)

Let students read the elaboration under the title 'Dependency' and do the three questions under activity 6 on their exercise book and correct it.

## 7.2.3 Rejecting Dependency

### Introduction

#### Introductory question

- Why is dependency considered as disgusting?

Make the students answer the above introductory question orally.

#### Elaboration

Explain as dependency should be strictly rejected.

## Rejecting Dependency

Everybody should reject dependency. Dependency refers using the result of others' work, and effort without any strives to contribute on it. Using others' effort and resource is similar to stealing and robbery, and we should strictly reject it.

#### Activity (Independent home work)

Make students to read the elaboration next to activity 7 independently and to do exercise of on their exercise book. Correct their answers.

## 7.3 CONSTITUTIONAL RIGHT OF WORK (2 PERIODS)

### Instructional Preparation: Teaching Aids

- Poster, picture etc. that display citizens performing different activities.

#### 7.3.1 Individuals Right to Engage any Types of Work

### Introduction

#### Picture 7.5 and Introductory questions

- In what activities do you think individuals represented on the picture are engaged?
- In what activities do you want to engage in the future?
- Make each student to notify in what kind of work they want to be engaged when they became a grown up person.
- In connection with the above question, ask students to explain whether they believe nothing can prevent them from engaging in the kind of work they want. Let them to support their answer with reasoning.

#### 7.3.2 Individuals Right to Choose their Place of Work

- Ask students whether they are interested to choose their place of work.
- Let students discuss on which one is better if individuals choose their place of or if it is chosen by others. Let the students elaborate the reason of their argument in group.
- After the group discussion is finalized, let each group present the main idea of their group



discussion so as to be discussed by the entire class. Then, add your idea and elaborate what is referred in Ethiopian constitution about the right of every citizen to select the kind of work they want and their place of work. You can refer to the article from the Federal Democratic Republic constitution of Ethiopia. Complete the discussion in such a way.

### 7.3.3 The Right to Private Property

#### Introduction

##### Introductory question

- What is the meaning of private property?
- Make students answer the above question orally.
- Let students list down the kind of huge property they want to own in their future life, let them to list down three kinds of properties.
- Ask the students whether they assume there is nothing to prevent them from owning the property they want or they believe that their may be circumstances that prevent them. Ask them to present reasons for their answers.

##### Elaboration

- Complete the lesson by shortly elaborating constitutional rights of work.

#### Constitutional Rights of Work

A right that is guaranteed by the FDRE constitution and allowed to all citizens is called constitutional right of work. The following are the assured constitutional rights of work;

1. Every individual has a right to do any work of his/her choice.
2. Every individual can perform his/her work living in any place of the country.
3. Every individual has a right to own private property.

## 7.4 PROFESSION AND PROFESSIONAL ETHICS (2 PERIODS)

#### Instructional Preparation: Teaching Aids

- Posters or pictures that display people who engaged in different kinds of work.

### 7.4.1 The Meaning of Profession and Professional Ethics

#### Introduction

##### Introductory questions

- What does profession encompass?
- What is the meaning of professional ethics?
- Make students in group or pair to discuss and answer the introductory questions.

##### Activity (Independent class work)

- Make students read the elaboration presented after the introductory questions and do activity 12 on their exercise book. Correct the answers.

##### Elaboration

- Give short elaboration about profession and professional ethics and complete the lesson.

#### Profession and the Meaning of Professional Ethics

Profession means a work that need education, training and higher level of academic skill. For example, medical science, engineering, teaching etc. are different professional arenas. A professional thus, is a person that took special training and education on these professions and makes it his/her formal work.

Professional ethics is also a guideline that shows any professional the correct principle to follow in the work place. The principles include the right conducts that the professional should follow in the work place and wrong conducts the professional should reject in the work place.

### 7.4.2 Basic Conducts Expected from any Professional

#### Introduction

##### Introductory questions

- What does observing to professional principles and rules mean?
- Make students in group and answer the introductory question. Follow up the discussion. Let each group to present their answer to the class.

**Elaboration**

- Explain the basic things that a good professional should fulfill.

There are lots of things which are expected from any professional. The following are among the basic one;

**A. Being Banned by Professional Principles and Rules**

Each profession has its own principles and rules. Each principles and rules are seated in accordance with the nature of the profession so as to perform satisfactory and productive work. For example, teachers' professional Ethics are different from Doctors' professional Ethics.

Teachers' professional ethics focuses on production of ethical and knowledgeable students. Principles of teaching profession, thus, points to the ways of producing such students. The rules and principles that the teacher should follow are set accordingly.

Doctors' professional principles and laws focuses on the ways of treating patients properly and making them cured. Medical professional ethics, thus, shows on ethical delivery of services to patients.

So as to perform productive and satisfactory work in any profession, it is from each specific profession and to act accordingly.

**B. Developing Professional Skills**

Every professional should not continue only with the professional ability and skill of his/her beginning time of the profession. So as to be effective and efficient in his/her profession, the professional need to improve his/her professional skill. This is because of the ever changing technological development and any professionals need to update their professional knowledge to adjust themselves with the ever changing technology.

**C. Getting Trust from the Beneficiaries of the Profession**

To be a good professional individual need to get trust from the beneficiaries of his/her professional service. For example, if there are two clinics and a patient prefer

one clinic and refuse to go to the other one, the patient has trust on the professional efficiency and ethics of the first one. Similarly, if students appreciate some teachers as good teachers, such teachers are selected by their students due to their good professional efficiency and good professional ethics.

**UNIT SUMMARY**

Dear teacher! When you arrive at summary of the unit, first give students chance to explain what they have learnt from the unit. After giving the chance to some students, summarize the unit and let students to do the unit review exercises.

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

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

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

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

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

1. understand the reputation of work and advancing self initiative and effort.
2. professional ethics.

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

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

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

- All the items in the book are enough for the questions.

**SAMPLE LESSON PLAN****7.1.1 What is the Meaning of Creating Work?**

<b>Time</b>	<b>Teacher's Activity</b>	<b>Student's Activity</b>
5'	<p><b>Introduction</b></p> <p>Picture 7.1 and the next two introductory questions</p> <ul style="list-style-type: none"> <li>• Making students explain what they have understood from the picture to their classmates.</li> <li>• Explaining about professionals who engaged in similar professions with peoples on the picture.</li> </ul>	<ul style="list-style-type: none"> <li>• Observing picture 7.1 and answering introductory questions orally.</li> </ul>
10'	<p><b>Explanation</b></p> <ul style="list-style-type: none"> <li>• Explaining the meaning of creating work using example.</li> <li>• Giving chance to students to ask unclear points.</li> <li>• Answering their questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Listening the elaboration attentively.</li> <li>• Asking questions if they have.</li> <li>• Listening to answers.</li> </ul>
20'	<p><b>Activity (Class work in group)</b></p> <ul style="list-style-type: none"> <li>• Let the students read the story under the title "The small Metal Workshop" and do activity 1 in group.</li> <li>• Making students resent their answers to the class.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading the story and discussing on the requisitions under activity 1 and preparing answers.</li> <li>• Presenting their answer to the class.</li> </ul>
5'	<p><b>Summary</b></p> <ul style="list-style-type: none"> <li>• Summarize the daily lesson shortly asses the extent how students understand the main points of the lesson and asking them to shortly summarize the main points of the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Listening the elaboration attentively.</li> <li>• Ask unclear questions.</li> <li>• Listening to the answer.</li> </ul>

## UNIT 8 SELF-RELIANCE

**(9 Periods)**

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

- understand the meaning of self-reliance.
- understand the importance of self-confidence.
- know the advantage of readiness to learn from others.

No.	Contents/ Lessons	Specific Competencies Students will be able to:	Important Resources
1.	Meaning of Self-reliance	<ul style="list-style-type: none"> <li>● explain the meaning of self-reliance.</li> </ul>	<ul style="list-style-type: none"> <li>● Photographs, posters that display students while studying and learning.</li> </ul>
2.	Self-confidence	<ul style="list-style-type: none"> <li>● explain the meaning of self-confidence using example.</li> </ul>	
3.	Determination to Ones Stands	<ul style="list-style-type: none"> <li>● explain the meaning and importance of determination to ones stand.</li> </ul>	<ul style="list-style-type: none"> <li>● Pictorial representation that shows people conducting debate.</li> </ul>
4.	Manifestations of our Wrong Self-concept	<ul style="list-style-type: none"> <li>● list down the problems resulted from our wrong self-concept.</li> </ul>	<ul style="list-style-type: none"> <li>● Pictorial displays that show people while discussing.</li> </ul>
5.	Knowing ones Potential and Readiness to Learn from Others	<ul style="list-style-type: none"> <li>● explain the meaning of knowing ones potential.</li> <li>● elaborate the importance of knowing ones potential.</li> <li>● strive to learn experience from others.</li> </ul>	<ul style="list-style-type: none"> <li>● Pictorial representation that shows peoples while discussing.</li> </ul>
6.	Practices that Adversely Affect National Development and Enrichment	<ul style="list-style-type: none"> <li>● identify practices that adversely affect national development and enrichment.</li> </ul>	

### 8.1 MEANING OF SELF-RELIANCE (1 PERIOD)

#### Instructional Preparation: Teaching Aids

- Photographs, posters etc., that display students while learning and studying.

#### Introduction

#### Pictures 8.1, 8.2 and Introductory questions

- From the two pictures which one do you think shows the concept of self-reliance?
- List down some of the activities that you perform at home or schools self-reliant.
- Make students to have a look on pictures 8.1 and 8.2 and to answer the above introductory questions.

#### Activity (Class work in group)

- Make two students read the poem under “Gobez temariowch” loudly.
- Let the students be in group and do the two questions under activity 1. Follow up the discussion. Make some students present the main idea of their discussion to the class.

#### Elaboration

Give short elaboration about the meaning and importance of self-reliance by giving tangible example from household and school activities.

#### The Meaning of Self-reliance and its Importance

Self-reliance means fulfilling our necessities using our own knowledge, resource and skill without expecting

others to fulfill our needs. In short, self-reliance means not being dependent on others.

Self-reliance or not being dependent on other has great benefit. For example, if children at home expect their families even make their bed, they are dependent on their families instead of helping their families by performing activities as their capabilities permit to do. If they expect their families to keep personal hygiene, they are dependent on their families.

If children continue to be dependent on their family; their families may be offered on their children. If this dependency habit continues until their adult age, they will be unwilling to do work and consequently they will be poor. But if children grew up doing activities according to their capabilities at each level they will make their families happy, and this habit will be part of their personality when they became a grown up person. This finally will make them industrious and rich citizen who live a happy life and help their nation and other citizens of their nation.

### Activity (Individual home work)

Let students do questions under activity 2 on their exercise book.

## 8.2 SELF-CONFIDENCE (1 PERIOD)

### Instructional Preparation: Teaching Aids

- Posters, photographs that display while students are learning and studying.

### Introduction

#### Introductory question

- What is the meaning of self-confidence?
- Let some students to orally answer the meaning of self-confidence.

### Activity (Class work in group)

Let students to read the short story under the title "Markos and his mother" and discuss in group or pair on the three questions under activity 3. Follow up the discussion and give appropriate support. Let the group or pairs present the answer they prepared for the class and invite the class to discuss on the presented answers. Add up your improvement on the discussion.

### Elaboration

Next, shortly elaborate the meaning and importance of self-confidence and brief student to be self-confident.

## The Meaning and Importance of Self-Confidence

Self-confidence refers to ones self-trust to perform certain work or activity using his/her knowledge and skill.

Self-confidence has various advantages for human being. The following are some of the main advantages:

- Self-confidence will make us recognize our various potentials.
- Self-confidence makes us defend and win any problem, help us to advance our skills and to have sound outlook.
- It also makes us to have appropriate self-concept to ourselves. In short self-confidence is the base of any success.

### Activity (Independent home work)

Let students read the elaboration presented next to activity 3 independently and to do two questions under activity 4.

## 8.3 DETERMINATION TO ONES STANDS (2 PERIODS)

### Instructional Preparation: Teaching Aid

- Pictorial representation that show people conducting debate.

### Introduction

#### Picture 8.3 and Introductory question

- What does the above picture represent?
- Give chance to some students to see picture 8.3 and orally reflect what the photograph try to communicate.

### Activity (Class work in group)

Make students read the passage under the title "Zekarias and his classmates" and to discuss the two questions under activity 5 in group or pair. Let some groups or pairs present their answers.

### Elaboration

Finally, shortly elaborate the meaning and importance of determination to ones stand using tangible example.

### Meaning of Determination to ones Stand and Important Pre-conditions to Determination to ones Stand

Determinations to ones stand refers being committed to what we believe without any hesitation. For example, if a student has decided to play only in his/her spare time not to his/her study time so as to score high in his/her

schooling, the student will use his/her study time properly. Hence, the student will play only if he/she has spare time, even if his/her friends urge him/her to play, the student will never change the previous decision. From the above example, we can understand that it is necessary to have strong stand to bring determination on ones stand. Next critical thinking on ones free will is important to have strong stand and to be determined to the stand. Determinations on ones stand help us to arrive on the goal we aspire.

Hence, having understood the importance of determination on ones stand, make students recognize the appropriateness of having strong stand to effectiveness, the importance of critical thinking before having some stand on issues, and the advantage of implementing the suppose or stand we develop after critically thinking over it. Finalize the discussion in soon away.

#### Activity (Independent home work)

- Make students do the two questions under activity 6 on their exercise book individually. Correct the homework. Let the better performed group presented to the class.

### 8.4 MANIFESTATIONS OF ONES WRONG SELF-CONCEPT (2 PERIODS)

#### Instructional Preparation: Teaching Aids

- Posters, photographs etc., that display while people are discussing.

#### 8.4.1 Superiority Complex

##### Introduction

##### Introductory question

- Explain what you know about superiority complex.
- Let the students answer the above introductory question orally.

#### Activity (Class work in group)

Make students read the passage presented under the title “Dinke and Lome” and to discuss over the questions under activity 7 in group. Follow up the discussion.

##### Elaboration

- Next, shortly elaborate the meaning of superiority complex and its adverse effect. Finalize the discussion by highlighting that superiority complex is one of the manifestations of wrong self-concept and it is important to be avoided from human personality.

#### Meaning and Adverse Effect of Superiority Complex

Superiority complex encompasses the belief says my idea is perfect while others’ idea is wrong and assuming I am better than others. This gives rise to making others down. Such believe and feeling prevent us from living in love and respect with others. Such feeling will make us not to show the appropriate respect to others. In turn this will make others to hate us and go away from us since superiority complex is one of the manifestations of wrong self-concept, it should be avoided from individuals personality.

#### Activity (Independent class work)

- Make students read the short elaboration presented next to activity 7 and to do the two questions under activity 8 on their exercise book correct their answer.

#### 8.4.2 Inferiority Complex

##### Introduction

##### Beginning question

- What are things that make students to feel being inferior at their school?
- Let the students orally answer the introductory question.

#### Activity (Class work in group)

Let the students read the story entitled “Shege” and answer activity 9 in group. Attend the discussions of the students and invite them to present the idea of their discussion to the whole class.

##### Elaboration

Explain shortly about inferiority complex. Indicate that inferiority complex is one inappropriate behaviour about oneself.

#### The Meaning and Effects of Inferiority Complex

Inferiority complex can be described as a feeling that one perceives him/her self as incapable of knowing, doing and conclude about himself/herself as, weak. When such feelings fill ourselves, we start to hate, making ones own position down. It affects our attempts to do any work. Inferiority complex is inappropriate behaviour and it should be avoided.

#### Activity (Individual class work)

Make the students read the short explanations given after activity 8 and attempt two questions in activity 9 on their exercise books individually. Then correct the student’s attempts.

## 8.5 THE IMPORTANCE OF KNOWING ONE ABILITY AND READY TO LEARN FROM OTHERS (2 PERIODS)

### Classroom Preparation: Instructional Aids

- Postures, photographs etc., that indicate while peoples are discussing.

### Introduction

#### Brainstorming question

- What is learning from others?
- Let the students discuss on the brainstorming question in pairs and present their answers to the whole class.

If you add the following on the questions, the students will participate.

- What do you mean by knowing ones ability?
- Do you learn from your sisters/brothers, mothers, fathers, friends/or not. If you say 'yes' list down what you have learned or if you say 'no' explain the reasons.

### Elaboration

Next, shortly elaborate the meaning of knowing ones potential and the advantage of readiness to learn from others. Finally, brief students to materialize such habit in their life and finalize your discussion.

### The advantage of knowing ones potential and readiness to learn from others

Knowing ones potential means mentality of understanding ones ability in a balanced manner, without overmagnifying or downing ones potential. It is obvious that there is slight difference in individual's knowledge, ability and skill though the difference is not as such huge. For instance, in this class there may be student who has good knowledge in civics while the other knows more in mathematics. Hence, knowing one's potential and ability is very important. The importance is that it leads us to identify where to focus and study.

### Activity (Class work in group)

Make student read the explanation presented next to the introduction to read the introduction and to do questions under activity 10. Follow up the discussion. Let the groups to present their answer to the class. Continue the discussion by adding up your idea and giving chance to discuss over the questions.

## 8.6 ACTIVITIES THAT HINDER THE DEVELOPMENT OF THE COUNTRY (1 PERIOD)

### Instructional Preparation: Teaching Aid

- A poster that shows while a police run behind the peoples who are engaged in illegal trade.

### 8.6.1 Contraband Trade

#### Introduction

#### Picture 8.5 and Introductory questions

- What is black market?
- List down some commodities you know that usually bought from contraband.
- Let student to see picture 8.5 and answer the introductory question orally.

### Activity (Class work in group)

- Make students to read the short story presented under the title "The medicine" and to do the two questions under activity 12.

### Elaboration

Shortly elaborate the meaning and adverse effect of contraband. Contraband is an illegal trading especially importing and exporting commodity in a hidden way. The reason behind exporting and importing commodities hidden is not to pay the appropriate tax to the government.

Contraband hampers the national development of countries by minimizing the amount of government revenue. Moreover, since the quality of imported commodities is not examined, using such commodities will result in death and sickness among the society. For example, different medicine, out dated food; drinking, low quality building equipment are among the common imported good by the black market.

### Activity (Independent class work)

- Let the students to read the elaboration written next to activity 12 and to do two questions under activity 13 on their exercise book and correct it.

## UNIT SUMMARY

Dear teacher! When you arrive on the summary of this unit give chance to students to shortly explain what they have learnt from the unit.

After giving chance to some of the students, present the entire summary by yourself.

Self-Reliance

Finally let the students to do the unit review exercises.

**ANSWERS TO THE UNIT REVIEW EXERCISES**

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

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

**II. Copy the table below on your exercise book and put (✓) mark either on “dependency” or “self-reliance” in front of the mentioned “workdone”**

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

- 1. dependence            2. self-reliance    3. self-esteem

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

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

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

- All the items on the student textbook are enough for the questions.

**SAMPLE LESSON PLAN**

**8.1 Self-reliance**

**8.1.1 Meaning of Self-reliance**

Time	Teacher’s Activity	Student’s Activity
5’	<p><b>Introduction</b></p> <p>Pictures 8.1 and 8.2</p> <ul style="list-style-type: none"> <li>• From the two pictures which one shows self-reliance?</li> <li>• To be self-reliant what kind of activities do you perform at your home, tell them to your classmates.</li> </ul>	<ul style="list-style-type: none"> <li>• See pictures 8.1 and 8.2, and answer the introductory questions orally.</li> </ul>
15’	<p><b>Activity (Class work in group)</b></p> <ul style="list-style-type: none"> <li>• Making two students read the poem entitled “outstanding students” loudly.</li> <li>• Making do activity 1 in group discussion.</li> <li>• Following up the discussion and let some student to present their answer to the entire class.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading the poem.</li> <li>• Discussing on two questions under activity 1 and preparing answers.</li> <li>• Present their answer to the class.</li> </ul>
20’	<p><b>Elaboration</b></p> <ul style="list-style-type: none"> <li>• Elaborating the meaning and importance of self-reliance using examples.</li> <li>• Encouraging them to ask questions.</li> <li>• Giving answer to questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Listening the elaboration attentively.</li> <li>• Asking unclear question.</li> <li>• Listening the answer of the questions.</li> </ul>
5’	<p><b>Activity (Independent home work)</b></p> <ul style="list-style-type: none"> <li>• Making student to do questions under activity 2 on their exercise book and correcting the answers.</li> </ul>	<ul style="list-style-type: none"> <li>• Doing the homework.</li> <li>• Correcting the answer.</li> </ul>



## UNIT 9 SAVING

### (6 Periods)

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

- understand the meaning of saving.
- realize that developing the culture of saving contributes for self-reliance.
- know the importance of developing the culture of saving in their community.

No.	Contents/ Lessons	Specific Competencies Students will be able to:	Important Resources
1.	Savings	<ul style="list-style-type: none"> <li>● explain the meaning and objectives of saving.</li> </ul>	<ul style="list-style-type: none"> <li>● Cartoons, pictures etc. that depict and explain about the concept of saving.</li> </ul>
2.	Leading with Plan and Ones Capacity	<ul style="list-style-type: none"> <li>● explain the meaning of managing with plan and capacity.</li> <li>● live with their plan and capacity.</li> </ul>	<ul style="list-style-type: none"> <li>● Annual school plan, annual, monthly and weekly lesson plans.</li> </ul>
3.	Factors that Affect Saving at Home	<ul style="list-style-type: none"> <li>● list down family practice that affect saving habit.</li> </ul>	<ul style="list-style-type: none"> <li>● Pictures that depict wedding, celebration.</li> </ul>

### 9.1 SAVING (2 PERIODS)

#### Instructional Preparation: Teaching Aids

- Materials, posters, pictures etc., that can explain.

#### 9.1.1 Meaning of Saving

##### Introduction

##### Pictures 9.1, 9.2 and Introductory question

- What are the messages transferred through the two photographs?

Make the students look at pictures 9.1 and 9.2 and attempt the questions that follow orally.

##### Elaboration

Finally give a short explanation on saving.

##### The Meaning of Saving

Saving is the proper budgeting and using of the household incomes that can be used for different household expense and it also includes putting aside the remaining budget from expenditures as a contingency.

Focus on the following points:

- Saving does not mean being greedy but it is a base for the development of individuals, families and the country.

- Saving is not implemented when there is excess money or resources. But it is practiced from small income.
- Every citizen should save based on the level of his/her income. When the money or resource is accumulated it becomes big capital.
- Saving means the proper utilization of the money we get. This describes the deposing the money that remains from our daily household expenses.
- Regarding property and other resources, it is about proper use of property for a longer time with protection and safe, clean manner.
- If we carelessly use school properties like teaching aids, chairs, desks, they will be worn out, damaged etc. This in turn enforces the school for unnecessary expenses.

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

Make the students read the text about the meaning of saving that is found next to the introductory question. While attending the discussion, give them the necessary support. At the end of the discussion, give an opportunity for certain groups to deliver their discussions to the whole class.

**Activity (Individual Home work)**

Let the students attempt activity 1 question number two at their home. Then correct the students' attempts and make the students who have performed well to present to the whole class.

**9.1.2 Objectives of Saving****Introduction****Introductory question**

- Mention some objectives of saving and discuss on it in detail.

**9.1.2.1 Not being reliant on others**

- Encourage the students to give oral answers to the introductory question under the topic.

**Activity (Class work in group)**

- Let the students read the story of "Ato Samuel and W/ro Birtukan" and attempt activity 3 in groups. Then make groups to present their answer to the whole class.

**Elaboration**

- Then explain shortly on one of the objective of saving that is not reliant on others. (Explanations on the student textbook are enough.)

**9.1.2.2 Preventing forthcoming problems****Activity (Oral response)**

- Make the students to tell what they have understood from pictures 9.4 and 9.5 under the topic.

**Activity (Class work in group)**

Let the students read the story entitled "Prevention is Better than Cure" and attempt the two questions under activity 5 and discuss on it in groups. Finally make the groups to present the point of the discussion to the whole class turn by turn and provide feedbacks and add your suggestions clearly.

**Activity (Individual Home work)**

- Let the students individually read the explanation found under activity 3 and attempt activity 4 on their exercise books at their home. And correct their attempts.

**Elaboration**

- Conclude in short about the second objective of saving as that is it helps to stand future problems. The ideas presented in the student textbook are enough for summary.

**9.2 LEADING WITH PLAN AND ONES CAPACITY (2 PERIODS)****Classroom Preparation: Instructional Aids**

- School annual plan, teacher's annual, monthly, weekly and daily lesson plans

**9.2.1 The Meaning of Leading with Planned Ones Capacity Life****Introduction****Savings and Introductory question**

*Sewendebetu enge endegorebatu aynorem*

Literary mean "A person lives as his/her home not as his/her neighbour"

- Explain what you have understood from this proverb.
- Do you know what a plan is? Tell us what you know.

Teacher! Make the students give oral responses on the proverb and questions followed after it.

**Elaboration**

Give explanation about leading planned life with ones capacity.

**The Meaning of Leading with Plan and Ones Capacity**

The meaning of leading planned life and ones capacity is preparing and deciding in advance about the future. It means for tomorrow, next week, next month and next year. When we decide for the future, there are somethings that should be considered. For example, in order to prepare study plan for the students, they should identify their spare time outside of the time of daily schooling. Next they should decide the hours that they use to help their families and to play. Finally, they should answer how much hours are they able to study at the night time. Answering this question is not simple. But many hours they require for sleeping. They need at least 8–9 sleeping hours. They study at night at most for 4 hours and at

least for 3 hours. From this, they know how much hours they can study from Monday to Sunday and at the night; with this understanding they can prepare their study plans. They will be directed through this plan since they have prepared the plan based on their capacity, thus they are directed based on their capacities. However, if they ignore their plan and study up to 6 hours at the night, since this beyond their capacity, they will be asleep. Then, they cannot learn and perform their daily duties. That is why leading in plan and ones capacity is said a wise act.

### Activity (Class work in group)

Let the students read the story entitled “*Wedding and its effects*” in group and attempt the questions under activity 6.

Include the following questions under activity 6.

1. What problem do you think Ato Waro faced?
2. What have you understood from the story?
3. What made Ato Waro not to be based on ability?

Follow up the discussion of the students in their groups and give them a chance to present their answers to the whole class.

You can get the answers for questions 1–3 directly from the text.

But for question number 4 and 5 the answers are not directly found from the text. Check whether the following points are included:

- Ato Waro as he cannot timely return the money he borrowed, he may quarrel. The borrowers might accuse him. Since, they have eaten the crops that were prepared for sawing. As a result, the land may be left without being cultivated. As a result, the family members may be affected with drought. In addition, the low family income makes the children interrupt their education. In short Ato Waro becomes seriously affected with poverty.
- Living without plan and capacity lead to severe problem and poverty.

### Activity (Individual class work)

Let the students read the explanation followed after activity 6 and attempt activity 7 at home and correct their work.

## 9.2.2 Living with Plan and Ones Capacity

### Introduction

#### Introductory question

- What is living with plan and based on ones capacity?

Make the students answer the introductory questions orally.

#### Activity (Class work in group)

- Make the students read the story “Abebe and Hirut” and discuss on activity 7. Then let them read the explanations found next to activity 7 and attempt activity 8. Then after allowing the students to present their answers to the whole class and get suggestions, include your feedbacks.

#### Elaboration

- Finally conclude the lesson explaining the meaning of leading planned life and capacity of oneself.

### The Meaning and Importance of Leading Planned Life

Living with a plan and ones own capacity describes being lead with plan and ones capacity day-to-day life principle. It helps people to live based on the amount of income they get and it helps people to regulate their incomes so as to exceed their expresses. This prevents them from affected with debt. This shows that people should live based on their capacity rather than comparing themselves with others.

## 9.3 FACTORS THAT AFFECT SAVING AT HOME (2 PERIODS)

### Classroom Preparation: Instructional Aids

- Pictures, photographs, posters, films etc. that show weddings, celebrations.

### Introduction

#### Introductory question

- Based on the concepts you have got on saving, list down the activities that affect saving in family.
- Make the students discuss and give their responses to the introductory questions. Follow their discussion and let them present their answers to the whole class.

**Elaboration**

- Next summarize the activities that affect saving in family.

**Activities that Affect Family Saving**

There are several activities that affect family saving. Some of these are:

- **Elongated Wedding:** Preparing wedding ceremony is a good activity. But, if it is unnecessarily elongated it results financial crisis on the family and this in turn damages saving.
- **Mourning Memorial:** When one member of a family passed away, based on the religion memorial ceremony is often prepared. However, beyond what is expected from the religion, members of the away man scale up the ceremony with competition with other mourning ceremonies and this results in expending unnecessary resources.
- **Elongated Holidays:** Celebrating the holidays based on the income level of the family is appropriate. But, if the holiday expenses become to excess this affects saving habit.
- **Being Drunker:** Drinking alcohol affects ones health and frequent absences from work and this damages ones income and being fired from work. This will result decreased saving and loss of income.

Smoking cigarette, chewing chat, gambling etc. and different addiction damages family’s life and avoids saving completely.

**Activity (Class work in group)**

Make the students read explanation that followed the brainstorming question in group, and discuss and attempt activity 9. In addition so as to encourage students; participation let them answer the following questions based on the story.

1. List down cultural factors (obstacles) that affect saving.

2. What is addiction? Explain with examples.
3. How does addiction affect? Explain with examples.

**UNIT SUMMARY**

Teacher! First give a chance to the students to explain what they have learnt from this unit shortly.

After some students presented the summary, give them your conclusions too.

Finally let the students ask some review exercises.

**ANSWERS TO THE UNIT REVIEW EXERCISES**

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

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

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

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

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

1. smoking cigarette, gambling
2. elongated mourning, elongated holiday

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

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

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

- All of the items in the student textbook are enough for the questions.

**SAMPLE LESSON PLAN****9.1.1 Meaning of Saving**

<b>Time</b>	<b>Teacher's Activity</b>	<b>Student's Activity</b>
5'	<b>Introduction</b> <ul style="list-style-type: none"> <li>Start the lesson by looking at the pictures 9.1 and 9.2 and make the students oral responses.</li> <li>What is the message the two photographs transfer?</li> </ul>	<ul style="list-style-type: none"> <li>By looking at pictures 9.1 and 9.2 and explain the message the pictures portray.</li> </ul>
20'	<b>Elaboration</b> <ul style="list-style-type: none"> <li>Explain about saving with examples.</li> <li>Make the students ask what they have not understood.</li> <li>Give answer to the question.</li> </ul>	<ul style="list-style-type: none"> <li>Attentively listen the explanation.</li> <li>Ask question on unclear part of the lesson.</li> <li>Listen to the answers given attentively.</li> </ul>
15'	<b>Activity (Home work in group)</b> <ul style="list-style-type: none"> <li>Let the students attempt questions 1 and 2 under activity 1 in group and present to the whole class.</li> </ul>	<ul style="list-style-type: none"> <li>Answering the question after discussing in groups.</li> <li>Present their answers to the whole class.</li> </ul>
	<b>Next period</b> <b>Activity (Home work in group)</b> <ul style="list-style-type: none"> <li>Let the students attempt the second question under activity on their exercise book at home.</li> </ul>	<ul style="list-style-type: none"> <li>Attempt the activity and bring it to the class.</li> </ul>

# UNIT 10 ACTIVE COMMUNITY PARTICIPATION

**(7 Periods)**

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

- know the meaning of active community participation.
- understand the advantages of community participation for development.
- understand the benefits of participation on local developmental activities.

No.	Contents/ Lessons	Specific Competencies Students will be able to:	Important Resources
1.	Active Community Participation	<ul style="list-style-type: none"> <li>• explain what active public participation is.</li> <li>• participate actively on various class level activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Posters, films showing people, working together, electing their representatives, protecting peace and security etc.</li> </ul>
2.	Benefits of Active Community Participation	<ul style="list-style-type: none"> <li>• innumerate the benefits and importance of Active community participation.</li> </ul>	<ul style="list-style-type: none"> <li>• Posters, Photographs showing citizens participation.</li> </ul>
3.	Civic Associations	<ul style="list-style-type: none"> <li>• explain civic associations.</li> <li>• explain the advantages of participating in the school clubs.</li> <li>• participate at the school civic associations.</li> </ul>	<ul style="list-style-type: none"> <li>• Posters, Photographs etc. showing activities of civic associations.</li> </ul>

## 10.1 ACTIVE COMMUNITY PARTICIPATION (2 PERIODS)

### Instructional Preparation: Teaching Aids

- Poster, picture, showing people, working together.
- Poster, picture showing people, discussing together.
- Poster, picture showing people, electing their representatives.
- Film, photographs showing people, safeguarding their peace and security.

### 10.1.1 The Meaning of Active Community Participation

#### Introduction

#### Picture 10.1 and Introductory questions

- What do you understand from the above picture?

- Explain why and how the students shown in the above picture should participate on the activities.

Dear Teacher, arrange students in pair or group and help them to look the picture at page 78 and discuss the above two questions. Observe the discussion.

At the end of the discussion, students should present their answer to the class. Write the best answers of the students on the blackboard.

Conclude the succession by enumerating the following points:

- We understand from the picture that students are actively participating in cleaning their school compound.
- The students shown in the picture are engaged on cleaning activities of their houses and schools. This is because they believe that garbages and wastes can adversely affect the education practice and the teaching-learning process.

**Activity (Class work in group)**

Make them to read the theme under the title “Problems of Grade 5B” in group and discuss the three given questions under activity 1.

**Activity (Individual class work)**

- Students should do the three questions next to the group work in their exercise book. Then check it.

**Activity (Home work in group)**

- Order them to do one of the two questions in group. After all they did, check and make that those who did it good and present it to the class.

**Summary**

Finally, give a brief explanation about active community participation and conclude.

**The Meaning of Active Community Participation**

Active community participation means voluntarily performing together and demonstrating commitment for various activities useful for people and state. This means, participating on common activities by willingness, actively.

Active community participation should be expressed both at the school level and inside the class on different activities. Students are expected to do activities like cleaning their school compound, planting and protecting trees and flowers and being a member of various clubs; in the school. Inside the class, students are expected to play a role in electing the class monitor, protecting their classroom by cleaning it and by respecting the discipline rules of the class. In addition, they need to take part in the useful activities of their living places like cleaning, planting of trees etc.

**10.2 THE IMPORTANCE OF ACTIVE COMMUNITY PARTICIPATION (2 PERIODS)****Instructional Preparation: Teaching Aids**

- Pictures, posters showing citizens’ participation.

**Introduction****Picture 10.2 and Introductory question**

- On the basis of the above picture, explain the use of active community participation.

Students have to see picture 10.2 and discuss in group the introductory question given.

**Activity (Class work in group)**

- Make students read the theme under the title “The Debate” in group. After reading it, help them to discuss and do activity 2. Follow their discussion. Finally order them to present the answer to the class.

**Elaboration**

Give a brief explanation about active community participation.

The community participation has various benefits and thus is very important. An activity to be performed by one person or few individuals will become less challenging and effective when it is done through active public participation.

**Example:**

- Cleaning school compound by all school students together, can make it simple and effective compared with to be done by three or four students.
- In addition, rather than planning trees in our village by two or three persons, it will be better if it is done by all people living in the village.
- Moreover, active community participation by bringing together persons with different abilities and knowledge can help for doing work which is useful for the public at large and the state.
- Generally, active community participation is useful for creating attractive school compounds, making it suitable for living and working, protecting the school and other areas properties.

**Activities (Class work in group)**

- Make students discuss on the three questions of activity 3 by arranging them on small and large groups. Attend the discussion. After the end of the discussion, order them to present their answers for the class.

**Conclusion**

- By explaining the benefits of students active participation at school level, conclude the session.

### 10.3 TYPES OF PUBLIC PARTICIPATION (2 PERIODS)

#### Instructional Preparation: Teaching Aid

- Pictures showing citizens participation.

#### Introduction

#### Pictures 10.3 and 10.4 and Introductory questions

- What do the above pictures show?
- What are the similarity and the difference between the two pictures?

Order students to look pictures 10.3 and 10.4 and ask them to discuss and answer in group based on it.

#### Activity (Class work in group)

Order students to make group and discuss on the three questions included under activity 4. Attend their discussions. If the questions become challenging for them, give a hint. Make the groups present their answers for the class. Listen to their answer and conclude it.

#### Activity (Individual class work)

Order them to do activity 5 on their exercise book. Check their exercise book.

#### Elaboration

Then give brief explanation about the kinds of public participation and conclude it.

#### Kinds of Public Participation

There are many kinds of public participation. At this level, we can see them by dividing it into two. These include; participations which are performed in the school compound and participation which are performed socially out of the school compound.

Participations performed inside the school compound mainly consists of the following activities:

- Participating in electing class monitor.
- Cleaning of the class.
- Protecting cleanness and beauty of the school compound.
- Protecting cleanness and beauty of the school surrounding.
- Being a member or a leader of various school, clubs.

Social participations which can be performed out of the school compound are the following:

- Protecting the cleanness and beauty of villages.
- Participating in planting of trees.
- Helping the needy and weak.
- Participating on road construction activities.
- Protecting the peace and security of the village.

### 10.4 CIVIC ASSOCIATIONS (1 PERIOD)

#### Instructional Preparation: Instructional Media

- Picture, poster showing the activities of civic association.

#### Introduction

#### Pictures 10.5 and 10.6 and Introductory questions

- What do the above pictures show?
- What is the similarity and difference between the two pictures?
- Order students to look pictures 10.5 and 10.6. Based on the pictures, they have to respond to the two questions by discussing on either in pair or group.

#### Elaboration

Next, give a brief explanation about civic associations.

#### The Meaning of Civic Association

The term civic is taken from the word civil. Civil means non-military, non-governmental in its organization and it is a word representing the general public. Therefore, civic association refers to social activities which are done voluntarily for benefiting the societies. The major characteristics of civic associations are the following:

- Non-profit organizations
- Members are voluntaries
- Incomes are generated from member contribution and donations from donors.
- Registered under the law of the state and have legal recognition.
- Actively participate on the various social and developmental issues.
- Non-political/not participate in politics



**Activity (Individual class work)**

- Order them to do activity 5 individually on their exercise book.

**UNIT SUMMARY**

Dear Teacher! At the end of the unit, give student a chance to explain the points they understood and learn from the unit.

Then give a chance to speak for some students and then present the concluding remark.

Finally, make the students do the unit review exercises.

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

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

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

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

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

1. a public participation performed in a school and house or at a working place
2. civic association

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

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

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

- All the items in the book are enough for the questions.

**SAMPLE LESSON PLAN****10.1.1 The Meaning of Active Community Participation**

Time	Teacher’s Activity	Student’s Activity
10’	<b>Introduction</b> <ul style="list-style-type: none"> <li>• Make the students read and answer the absense warm up questions and picture 10.1 in group.</li> <li>• Ask the students what they have understood from the picture above.</li> <li>• Make them to explain the why and how the students on the picture involve in the activities.</li> <li>• Write some of the responses of the students on the blackboard and give short explanation.</li> </ul>	<ul style="list-style-type: none"> <li>• Make the students answer the two questions individually or in group based on the picture 10.</li> <li>• Let them present their answers to the whole class.</li> <li>• Listening to the explanation given.</li> </ul>
	<b>Activity (Home work-Group work)</b> <ul style="list-style-type: none"> <li>• Let the students read the story intituled “The problems of Grade 5B” in groups and answer the three questions after the discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Read the story entitled “The problems of Grade 5B” in small group and discuss and answer the three questions.</li> </ul>
15’	<b>Activity (Individual class work)</b> <ul style="list-style-type: none"> <li>• Make the students attempt the three questions that followed after the group activity on their exercise book. Correct the students work.</li> </ul>	<ul style="list-style-type: none"> <li>• Answer the class work on their exercise book.</li> <li>• Present their work to their teacher for correction.</li> </ul>

	<p><b>Next lesson</b></p> <p><b>Activity (Home work)</b></p> <ul style="list-style-type: none"> <li>Let the students select attempt the question out of the two questions.</li> </ul>	<ul style="list-style-type: none"> <li>Attempt the home work.</li> </ul>
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Time	Teacher's Activity	Student's Activity
10'	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>By looking at the picture 10.1 which was presented as a probing and starting, order/ make them respond to the questions.</li> <li>Ask them what they understood from the above picture.</li> <li>Explain by and how the students shown in the picture do the activities.</li> <li>Writing the good points raised by students on the blackboard and then, giving brief explanation.</li> </ul>	<ul style="list-style-type: none"> <li>By looking at picture 10.1 respond for the two questions either in pair or group through discussions.</li> <li>Presenting their answers to the class.</li> <li>Attending their presentations attentively.</li> </ul>
15'	<p><b>Activity (Class work in group)</b></p> <ul style="list-style-type: none"> <li>After reading the theme "Problems of Grade 5B", in group, order them to answer the three questions through discussions.</li> </ul>	<ul style="list-style-type: none"> <li>After reading the theme "Problems of Grade 5B", in group, discuss and answer the three questions then it follows.</li> </ul>
10'	<p><b>Activity (Individual class work)</b></p> <ul style="list-style-type: none"> <li>Order to the three questions presented next to the group work on their exercise books. Checking their exercise books.</li> </ul>	<ul style="list-style-type: none"> <li>Do the class work on their exercise book.</li> <li>Show their exercise books.</li> </ul>
5'	<p><b>For the coming period</b></p> <p><b>Activity (Home work in group)</b></p> <ul style="list-style-type: none"> <li>Tell them to do one of the two questions in group.</li> </ul>	<ul style="list-style-type: none"> <li>Do the home work.</li> </ul>

# UNIT 11 PURSUIT OF WISDOM

## (8 Periods)

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

- recognize the meaning of the pursuit of wisdom.
- understand the importance of the pursuit of wisdom to the wellbeingness of individuals and societal development.
- analyze the necessity of knowledge and information for making appropriate.

No.	Contents/ Lessons	Specific Competencies Students will be able to:	Important Resources
1.	The Importance and Meaning of Knowledge	<ul style="list-style-type: none"> <li>● explain the importance and meaning of knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>● Pictorial accounts of books, computers.</li> </ul>
2.	What is Information?	<ul style="list-style-type: none"> <li>● explain the meaning of information.</li> <li>● elaborate studying methods.</li> <li>● try to improve their reading habits.</li> </ul>	<ul style="list-style-type: none"> <li>● Written documents used as sources of information.</li> </ul>
3.	What are Backward Attitudes and Views?	<ul style="list-style-type: none"> <li>● explain the fact that, backward traditional views that are not founded on tangible reasons.</li> </ul>	<ul style="list-style-type: none"> <li>● Written documents show traditional backward views and different books.</li> </ul>
4.	Reading Habit	<ul style="list-style-type: none"> <li>● explain the meaning of reading habit.</li> <li>● analyze the importance of reading habit.</li> <li>● try to improve their reading habit.</li> </ul>	<ul style="list-style-type: none"> <li>● Different books and Educational radio programs.</li> <li>● Authors and scientists photos and posters etc.</li> </ul>
5.	Studying Methods	<ul style="list-style-type: none"> <li>● prepare studying program.</li> <li>● explain the importance of studying.</li> <li>● elaborate studying methods.</li> <li>● use studying programs.</li> </ul>	<ul style="list-style-type: none"> <li>● Time charges prepared for meetings and other programs.</li> </ul>

### 11.1 THE MEANING AND IMPORTANCE OF KNOWLEDGE (1 PERIOD)

#### Instructional Preparation: Instructional Media

- Pictorial accounts show books, computers etc.

#### Introduction

#### Pictures 11.1, 11.2, 11.3 and Introductory questions

- Explain what you understand from the above pictures?
- What is their importance?
- How do you realigning on these things?

- What do we mean by recognizing something?  
Based on the responses you gave for the above two questions.

Dear teacher, let students discuss in pair or groups on the three questions by looking at pictures 11.1 to 11.3.

After the end of their discussion, let some groups present the findings of their discussion to the class.

#### Activity (Class work in group)

- Let students read the writing under the topic "How can we find knowledge?" then, let them discuss and answer two questions under activity 1 and present to the class.

**Elaboration**

Give them a short explanation about the meaning and importance of knowledge.

Knowledge implies to our understanding towards anything. Knowledge is not restricted to time so that, people are always searching for new knowledge, important to their personal lives. Example: Computer, air plane, car, ships, mobile phone, satellite, TV, etc. These findings help people to led a modern and easy life. Generally speaking knowledge is a foundation for prosperity and development, because, the above findings are basically accessed through knowledge.

Human beings are able to search the moon and other planets using knowledge. Human race actively is shifted from hunting and gathering to the present day civilization through knowledge. Therefore, knowledge is very important of development.

**Activity (Debate)**

Dear teacher! Let students make groups. Make questions under activity 2 suitable for debate then and make students draw a lot and students take debating issues, follow the debate and support them in the activity.

**Debatable Issues**

1. (a) We caught and learn knowledge once.  
(b) We do not learn knowledge once rather we improve and learn knowledge through process.
2. (a) We must have knowledge in order to construct a house.  
(b) We must have money first in order to construct a house.
3. (a) A person benefits, his/her country if he/she possess more money.  
(b) A person benefits his/her country if he/she possessed more knowledge.

**11.2 METHODS OF ACQUIRING AND STUDYING INFORMATION (2 PERIODS)****Instructional Preparation: Instructional Media**

- Writings used as information.

**Introduction****Picture 11.4 and Introductory questions**

- What kind of clue did you get from the above picture, and how to access information?
- How and in what ways we access information?

- What are the references of accessing information?

Let students discuss in groups on the three questions by looking at the pictures 11.1 to 11.3 and follow the discussion and let some groups present their findings.

**Activity (Class work in groups)**

- Let students read the writing under the topic “Ras-Simosh” then let them discuss and answer the three questions from activity 4. At the end of the discussion make some groups present their findings to the class.

**Elaboration**

- Give them a short explanation on the meaning and ways of accessing information. (The information on the book is enough.)

**Activity (Home work)**

Let students choose three questions from activity 5. Based on the instruction, let them decide the day on which they will submit their works. After you checked their work let some students present it to the class which you select as a best work.

**11.3 BACKWARD VIEWS (2 PERIODS)****Class Preparation: Instructional Media**

- Writings on backward sayings
- Critics on backward sayings.

**Introduction****Introductory questions**

- Some people say that productions, produced by additional artificial fertilizers are not sustained for a long. What do you think? Is it correct? Why?
- Explain backward sayings used in your community.
- How could you tackle and avoid backward views in your community? What will be your role in doing so?
- Let students discuss on the above three questions in groups by looking at pictures 11.1 to 11.3. Follow the discussion and at the end let some groups present their findings to the class.

**Elaboration**

- Give a short explanation on the meaning of backward views.

### What is Backward View and Thinking?

Backward view means, wrong explanation which is very far from reality but traditionally passed from generation to generations. It can be very wrong sayings, explanations, predictions etc.

These other similar sayings are very far from reality however, if we used them for different purposes, instead of avoiding them, they used as barriers to our overall development activities.

The reason why we say they are wrong is, that they all are groundless and founded on unreliable reasons.

### Activity (Class work in group)

Let students discuss on two questions found in activity 6. At the end let some groups present their discussion.

## 11.4 READING HABIT (1 PERIOD)

### Class Preparation: Instructional Media

- Different books, magazines, Newspaper, etc.
- Photos and pictures shown authors, scientists etc.

### Introduction

#### Picture 11.8 and Introductory questions

- What activities students are performed on the pictures?
- What benefit we could acquire by being readers like students on the picture?
- What is the relationship between reading and knowledge?
- Make students discuss on the above three questions by looking at picture 11.8 in pairs and present their discussion.
- Explain them about the importance of reading habit and the necessity of developing the habit.

### Reading Habit and the Importance of Developing the Habit

Reading habit means having the interest and habit to reading. How big we like reading? How far we read? If we are able to read different books, journals, newspapers etc., in addition to our textbooks, we could say that we have a reading habit. If we read whatever writings, we could be able to improve our reading habit.

Developing a reading habit is very important to develop our knowledge on different aspects of life.

### Activity (Individual class work)

- Make students to work two questions from activity 7 individually. Tell them the day they will submit their work and give them enough time to work on the 1st question. Check their work and make students present by selecting the best performers.

### Conclusion

Read them the following poem. Then, write it on the blackboard and tell them to copy on their notebooks recite it. Ask them to write a poem that expresses the importance of reading habit.

### Reading

The enemy of ignorance

The doort civilization

The meal of wisdom

The way to mental satisfaction

The means to be educated

Consecutive circulation

The instrument of mind growth

The development of views

The way to climb civilization

The place where innovation is found

Reading Source 'Wefefe'

Kinfe Michael Geresu October 2000 E.C.

## 11.5 STUDYING METHOD (2 PERIODS)

### Class Preparation: Instructional Media

- Time tables prepared for different purposes.
- Time table prepared to study.

### Introduction

#### Starting questions

- Explain how you start your study to your classmates?
- How you are studying after you start it?
- Make some students explain their own experience on the above issues to the class. Based on the experience shared by some students make students to suggest on it.

**Elaboration**

- Explain them the method, meaning and necessity of studying.

**The Meaning, use and Methods of Studying**

Study is a means of developing and accessing knowledge. Practically one could acquire knowledge by studying different books, writings etc. Study also implies our analyzing and remembering ability in addition, to our understanding of our readings.

Studying has greater importance. It is the way of possessing enough knowledge towards different issues. Promoting from class to class is not only the benefit we get from studying, but also helps us to create job opportunities.

**Procedures of Study**

Studying has its own methods. It helps to understand our readings. Studying also helps us to remember what we have been reading. Following procedures of study help us to be successful in our education.

● **Pre-studying**

It is a step where we select and collect information, books, studying places etc., particularly we must be careful in relation to use our time. The best way of using our time properly is preparing study time table program. We should have to prepare a program that is not too much boring based on our own ability.

● **While-studying**

After we prepared our studying program, we must be honest to the program. We must give enough and full emphasis to our studying. Reciting what we have been reading will help us to remember our reading; we also must try to associate our reading with what we have been awarded of before. We should also list down important points from our reading.

● **Post-studying**

After we accomplish our study, we should summarize it properly. We should put the meanings and relatedness of informations in a way we should recall them again. Having short notes will help us to apply the above ways. We should also look at our notes in order to assure if there are issues we missed.

**Activity (Individual home work)**

- Make them work questions on activity 8 individually, let you correct it for them and make their studying plan to be evaluated by students.

**Activity (Class work in group)**

- Make them to discuss in group on questions presented as group activity because it will help them to strengthen their knowledge about methods of studying. The discussion must focus on pre-studying a post studying points. Finally let groups present their discussions to the class.

**UNIT SUMMARY**

- Dear teacher! When you come to the conclusion part, ask students to explain what they have been doing throughout the unit.
- After you let some students respond, give conclusion by yourself.
- Finally let them to work on unit review exercises.

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

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

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

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

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

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

**IV. Copy the table below on your exercise book and put (✓) mark in corresponding areas of practices either in “constructive” if it is healthy or “backward” if it is unimportant**

- |                 |                 |
|-----------------|-----------------|
| 1. Constructive | 2. Backward     |
| 3. Constructive | 4. Constructive |
| 5. Constructive | 6. Backward     |
| 7. Constructive |                 |

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

- All the items in the book are enough for the questions.

## SAMPLE LESSON PLAN

### 11.1 The Meaning and Importance of Knowledge

Time	Teacher's Activity	Student's Activity
10'	<b>Introduction</b> <ul style="list-style-type: none"> <li>• Making students analyze questions and pictures presented to start the lesson/pictures 11.1, 11.2 and 11.3.</li> <li>• Explain the importance and meanings of the above pictures.</li> <li>• How did you recognize about them?</li> <li>• Base on your own response what do you think recognizing something means?</li> </ul>	Group discussion and answer by looking at pictorial accounts (2 sessions). <ul style="list-style-type: none"> <li>• Answering after discussion.</li> <li>• Presenting answers to the class.</li> </ul>
15'	<b>Activity (Class work in group)</b> <ul style="list-style-type: none"> <li>• Making students discuss and answer questions on activities 1 and 2 after read a reading under the topic called "Students discussion".</li> </ul>	<ul style="list-style-type: none"> <li>• Reading writings about group and pair discussion.</li> <li>• Discussing on two questions under activities 1 and 2 and answering.</li> <li>• Presenting the outcome of their discussion.</li> </ul>
10'	<b>Explanation</b> <ul style="list-style-type: none"> <li>• Giving short explanation about the meaning and importance of knowledge.</li> <li>• Providing them chance to ask points that are not clear for them.</li> <li>• Answering questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Listing the explanations.</li> <li>• Asking points that are not clear for them.</li> <li>• Listening answers carefully.</li> </ul>
5'	<b>Conclusion</b> <ul style="list-style-type: none"> <li>• Summarize main points of the lesson and asking students to summarize the day's lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Listening the explanation.</li> <li>• Asking questions.</li> <li>• Listening answers.</li> </ul>

**UNIT 1: DEMOCRATIC SYSTEM**

**General Objectives:** At the end of this unit, students will be able to:

- understand democracy and democratic system at their level
- realize human and democratic rights to be respected in a democratic system
- recognize diversity and the way unity in diversity
- differentiate federal and regional governments
- identify the meaning of foreign relation.

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
<ul style="list-style-type: none"> <li>• Explain the meaning of democracy by examples</li> <li>• Identify attributes of democratic process in their school</li> </ul>	<p><b>1.1 What is Democracy?</b></p> <p>1.1.1 Definition (short and precise definition)</p> <p>1.1.2 Recaning of democracy and its attributes in school</p>	2	<p>To enable students properly understand democracy, provide a case study concerning democracy and then let them discuss on it in groups.</p> <p>In discussion, they have to compare with existing situations and democratic practices in their school and let them explain it to the class.</p> <p>With the regard to democratic system, students are expected to identify processes to be improved and expected to give further explanation as conclusion remark regarding the necessity of democracy in a country.</p> <p>Furthermore, to acquaint students with clear and practical knowledge of democracy, let them visit near by institutions such as police stations, courts, kebele offices etc.</p>	Posters, films and pictures showing democratic culture	Group discussion report
<ul style="list-style-type: none"> <li>• Explain the meaning of Human and Democratic rights</li> </ul>	<p><b>1.2 Meaning of Human and Democratic Rights</b></p>	2	<ul style="list-style-type: none"> <li>• Let students recall and revise what they have discussed about democracy.</li> <li>• Following this, encourage students to identify a case study to illustrate that</li> </ul>	Posters, photos and pictures which can clearly show	The discussion report



Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
<ul style="list-style-type: none"> <li>Respecting rights of their colleagues</li> <li>Understand the difference diversity and similarity of Human and Democratic rights.</li> </ul>	1.2.1 Meaning of Human rights 1.2.2 Meaning of Democratic rights		<p>human rights are naturally endowed for every human being the virtue of humanity and let them reach on such conclusion.</p> <ul style="list-style-type: none"> <li>Though, they are going to deal on the similarities and differences of human and democratic rights in next grades, let them something on it shortly as closing remark.</li> </ul>	about Human and Democratic rights	
<ul style="list-style-type: none"> <li>Mention differences among students in a class and school</li> <li>Express the importance of tolerance in their school and environment</li> <li>Enjoy in together my compromising over their differences.</li> </ul>	<b>1.3 Diversity</b> 1.3.1 What is Diversity 1.3.2 Diversity Among Students in Class and School 1.3.3 Unity in Diversity <ul style="list-style-type: none"> <li>Meaning of unity in diversity</li> <li>Importance of unity in diversity</li> </ul>	2	<ul style="list-style-type: none"> <li>Students by being in groups (either 3 or 4), each group is expected to identify the difference from the other (appearances, colour, height, fatness, nationality etc.) and let them investigate why such differences.</li> <li>Students have to investigate whether such differences are deliberate or not.</li> <li>If there is difference in human beings, there is also difference in ways of thinking, understanding and opinions over issues. So, considering my opinion is 'right' and yours is 'wrong' is total unacceptable. Such understandings are leading to conflicts.</li> <li>To avoid conflicts and to live peacefully, let students discuss what they have to do in their relation to friends, school communities and parents. Furthermore, let them investigate, the importance of culture of co-existence.</li> <li>By taking a given community which has failed to settle its problem peacefully, present a paper for students on the effect of conflict. Let students discuss on it, by considering them as parties in the conflict, could they have been settle it.</li> </ul>	Pictures, photos and posters showing different Nations Nationalities and Peoples of Ethiopia	

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
<ul style="list-style-type: none"> <li>Enumerate purposes of federal and regional government</li> <li>Explain the meaning of regional states</li> <li>Express the meaning of city administration</li> </ul>	<p><b>1.4 System of Government of Ethiopia</b></p> <p>1.4.1 The necessity of democratic government</p> <p>1.4.2 Ensuring rights and privileges of citizens legally</p> <p>1.4.3 Federal government</p> <p>1.4.4 Regional government</p> <p>1.4.5 Meaning of city-administration</p>	2	<ul style="list-style-type: none"> <li>In a region where you are, after the region declared self-administration, what kind of advantages the region has incurred? Furthermore, let students investigate the nature of democracy by asking their parents and other concerned bodies and present their finding to the class for discussion.</li> <li>Ensures whether students understand that democratic rights provided by regional governments are the result of democratic system and conclude the session.</li> <li>Take a class as example of federal system. Students arranged in a class in their respective rows while there is the whole class in general. Students are belonging to their raw and the whole class. Based on this, encourage students to debate why they are arranged in rows? By comparing such issues with our country encompassing a number of Nations, Nationalities and Peoples, let students discuss on the importance of having different regional governments than governing by a single central government. Furthermore, let them reach to conclusion on the meaning and necessity of federal system.</li> </ul>		

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
<ul style="list-style-type: none"> <li>Explain the meaning of foreign relations</li> <li>Discuss the meaning of foreign policy</li> <li>Explain the necessity of foreign policy with example</li> </ul>	<p><b>1.5 Foreign relation</b></p> <p>1.5.1 The meaning of foreign relations</p> <p>1.5.2 The meaning of foreign relations policy</p>	2	<ul style="list-style-type: none"> <li>Encourage students to discuss with their families or peer groups on the importance peaceful co-existence to be successful in their engagements.</li> <li>Their discussion should evolve around the necessity of a basic governing principle. For example, to have peaceful co-existence with their family, students have to respect family members, helping them on bases of their capacity (such as household activities). Furthermore, to have peaceful co-existence with their friends, they have to respect them, listening what others are saying, on issues of differences, discussing thoroughly on basis of basic ethical values. These points should be the day-to-day principles of individuals.</li> <li>In such way, each country needs the governing principles in relation to others. On these points, let students discuss in group and reach to a conclusion on the necessity of a policy.</li> <li>For further understanding, give short highlight of Ethiopia foreign policy that is being based on respecting of one another and promoting the common good.</li> </ul>	Pictorial expression which are showing the co-existence	Evaluating group discussion report  Giving a quiz at the end of the unit

## UNIT 2: THE RULE OF LAW

**General Objectives:** At the end of this unit, students will be able to:

- understand the meaning and importance of constitution and other laws of the land
- explain the necessity of the rule of law
- realize the necessity of school laws and disciplinary regulations.

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
<ul style="list-style-type: none"> <li>• Understand when does federal and regional constitution mean.</li> <li>• Explain the necessity of other laws of the land</li> <li>• Express the necessity of school disciplinary regulations</li> <li>• Mention the relation between the school disciplinary regulations with constitution and other law of the land</li> </ul>	<p><b>2.1 Necessity of constitution</b></p> <p>2.1.1 What is constitution?</p> <p>2.1.2 What is regional constitution?</p> <p>2.1.3 Other laws and regulations</p> <p>2.1.4 Why school disciplinary regulations?</p> <p>To have healthy teaching-learning process</p> <p>To promote equality among students</p> <p>To check school administration and procedures</p>	2	<p>To explain what a constitution is, let students select ten representatives for a committee. The selected committee with the help of a teacher, let it design a governing law for a class. By presenting the designed governing law, let them invite a comment to improve and eventual endorse it. As of it has endorsed, let them declare fast, that law has come to force.</p> <p>As it has come to force, let them discuss on how to put that law into ground and who can and cannot invalidate it.</p> <p>In this discussion, let them understand that, law is the supreme and no one is dare to invalidate except those who designed it. In this way, encourage them that a constitution is formulated is such way and understand how a constitution is different from other law of a land.</p> <p>As per a country has a constitution schools have their regulations. By organizing in 5 or 6, let them evaluate school regulations and understand what kind of mess would be created if their no such regulation. So, let them identify the importance a regulation.</p>	Constitutions of federal and regional governments	Evaluating the regulation designed for a class.

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
<ul style="list-style-type: none"> <li>Regulations in their schools and community</li> </ul>	<p>2.1.5 The potential problems in the absence of school regulations</p>				
<ul style="list-style-type: none"> <li>Discuss the rule of the law</li> <li>Explain why being obedient to rule of law is needed</li> <li>Discuss the meaning of the equality of all human beings before the law</li> </ul>	<p><b>2.2 Obedience (observance) of the rule of law</b></p> <p>2.2.1 What is the rule of law?</p> <p>2.2.2 Why the observance of the rule of the law?</p> <p>2.2.3 What does mean of all human beings are equal before the law?</p>	2	<p>In the former period students have designed class regulation (law), by reaching a consensus that law applicable over all students impartially and cannot be invalidate by any one except by those students. By being based on the primer discussion, let them debate on what a rule of law is, the necessity of the rule of law, and the equality before the law by being organized in three different groups. By encouraging this debate to present in the class, let them invite comments on the three aforementioned issues before they reach into common consensus.</p>	Constitutional documents of federal and regional governments	Evaluating the general group discuss
<ul style="list-style-type: none"> <li>Respect all expected Ethical values</li> <li>Explain the necessity of respecting a father and a mother</li> <li>Respect their father, mother and elders</li> </ul>	<p><b>2.3 Ethics</b></p> <p>2.3.1 Ethical values of students expected at family level</p> <p>Respect of parents (mother and father)</p> <p>Respecting elders</p> <p>Keep their personal neatness</p>	1	<p>One of the basic reason for giving Civics and Ethical Education is to equip students with ethical values. Certain Ethical issues are expected from youth. Let students discuss and conclude by being organized into two groups on what kind of ethical issues are expected from them. Their discussion should revolve around the issues stated in the content. For this end, let a teacher give support for students.</p>	Pictorial expressions which show while students are studying and doing homework	Evaluating group discussion report

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
<ul style="list-style-type: none"> <li>Explaining the meaning of authority and its limits</li> <li>Using the authority properly when they become class monitor</li> </ul>	<p><b>2.4 Authority</b></p> <p>2.4.1 What does authority mean?</p> <p>2.4.2 What does mean a limit of authority?</p> <p>2.4.3 The importance of limiting the authority of a class monitor and school administrators</p>	1	<p>In a family, father, mother and children do have their own regulation as basis of their interest. Directors have the right to govern a school. Class monitors too have to take care of security and administrative works. However, their authority has limited by law. If they can perform whatever they want, it leads to violation of law.</p> <p>If students understand this reality, encourage them to discuss on the meaning of authority, the limit of authority and the necessity of authority by being organized into groups. Furthermore, let them discuss on what would happen if there would not be limited authority of a monitor.</p>	Pictures exhibiting sources of authority	Evaluating the report of group discussion
<ul style="list-style-type: none"> <li>Explain the meaning of confidentiality</li> <li>Enumerate the nature of personal secret</li> <li>Explain the significance of confidentiality</li> </ul>	<p><b>2.5 Confidentiality</b></p> <p>2.5.1 What does mean confidentiality</p> <p>2.5.2 Personal secret</p> <p>2.5.3 Effects of personal non confidentiality</p>	1	<p>Invite each student to express the meaning of confidentiality. Furthermore, let you encourage students to debate and conclude on whether 'personal' issues has to be kept for that concerned person or to be published for others.</p>		Evaluating class discussion

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
<ul style="list-style-type: none"> <li>Explain the meaning of corruption</li> <li>Enumerate the effects of corruption</li> <li>Enumerate the nature of corruption</li> </ul>	<p><b>2.6 Corruption</b></p> <p>2.6.1 What is corruption?</p> <p>The possible way of occurrence of corruption at school and residence in a community</p> <p>The consequence of corruption</p>	2	<p>Corruption is the process of getting undesirable privilege for him/her self or providing such privileges on basis of getting bribe or giving it to some one or working on basis of blood or other relationships, using the public and governmental resources for his/her personal purpose etc.</p> <p>Encourage each of students whether they do have their own definition. If they well understand corruption, let them discuss on the nature and consequence of corruption in their school and dwelling areas.</p>	Posters and other pictures which are showing about corruption	<p>Evaluate and following up of class discussion</p> <p>Examination is expected at the end of the unit</p>

## UNIT 3: EQUALITY

**General Objectives:** At the end of this unit, students will be able to:

- explain what does equality mean
- understand the rights of all peoples in Ethiopia
- explain Equality and equality of opportunities of citizens, Nations, Nationalities and Peoples.
- explain what does physical disability mean.

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
<ul style="list-style-type: none"> <li>• Explain the meaning of equality</li> </ul>	<p><b>3.1 Meaning of equality</b></p>	1	<p>Let students explain how they understand equality. Discuss about Ethiopia that being a Nation of Nations. Tell them, that those Nations own language, religion and cultural diversities and invite students to refer different languages, region and cultures in their own community.</p>	<p>Posters moves charts showing nations, nationalities and peoples of Ethiopia</p>	<p>Evaluating class discussion</p>
<ul style="list-style-type: none"> <li>• Explain the natures of equality of nations, nationalities and peoples of Ethiopia</li> </ul>	<p><b>3.2 Equality of rights of Nations and Nationalities</b></p> <p>3.2.1 Self-administration</p> <p>3.2.2 Using their own language</p> <p>3.2.3 Promoting his/her own religion</p> <p>3.2.4 Equality of opportunity of education</p> <p>3.2.5 Equality of opportunity of employment</p>	2	<p>By mentioning that those nations and nationalities currently have self-administration, let them discuss as the significance of self-administration in-group.</p> <p>By presenting their discussion to a class, let students reach to the consensus as the significance it and its implication as equality.</p> <p>At this age level, students may associate the opportunity of education and employment to a specific subject and job. To give the right image of the concepts, let students explain by themselves. If the understanding and conclusion of students is wrong, a teacher has to give correction before a class.</p>		



Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
<ul style="list-style-type: none"> <li>Explain the meaning of opportunities</li> </ul>	<b>3.3 Equality of rights in schools</b> 3.3.1 The right of equality of opportunity	2	<p>Ask students whether there is equality rights in schools or not. If their response is yes, encourage them to express how it is practiced. If their answer is no, let them justify and give conclusion on what should happen in future to promote the right of equality of education in future in advance.</p>	Pictures showing equality	Evaluating their level of understanding on the group discussion
<ul style="list-style-type: none"> <li>Explain the meaning of gender equality</li> <li>Enumerate nature female and male students in school</li> <li>Express the significance of equality of female and male students</li> </ul>	<b>3.4 Gender equality</b> 3.4.1 Equality of males and females in all fields 3.4.2 The practice of equality rights by males and females in a school	2	<p>Encourage students to explain what gender does mean. Then students expected to be organized in groups to discuss and enumerate on the differences between males and females. In the discussion, students are expected to stress on jobs which can be done by males which females cannot. For this purpose, let them refer their homes on father and mother, brothers and sisters as well and identify who is more engaged in the house hold activities.</p> <p>It is important to take a led on discussion to reach a consensus that unless same natural difference, there is no difference between males and females.</p> <p>If there is no difference between males and females let them discuss in group and reach to common stand on how thus is practiced in their school and issues to be corrected for future.</p>	Pictures which are showing while males and females are learning in a school in together	Evaluating group discussion
<ul style="list-style-type: none"> <li>Explain the meaning of culture equality</li> <li>Discuss the importance of culture equality</li> </ul>	<b>3.5 Culture equality</b> 3.5.1 The meaning of culture equality	2	<p>In certain extends, the former sessions, students have delt on language and religion. This part is going to reinforce those issues. Therefore, let students enumerate expressions of culture.</p>	Pictures which are showing different nations, nationalities and peoples of Ethiopia	Evaluate class discussion

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
	3.5.2 The significance of developing culture		A given people developing its own culture has significance not only for its own identity but also for the development of a country. Furthermore, promoting his/her own culture is constitutional right. Therefore, students should discuss and affirm the aforementioned points to reach on common understanding on the significance of developing culture.		
<ul style="list-style-type: none"> <li>Explain the meaning of disability</li> <li>Enumerate the possibilities in which disabled persons can contribute to a country if they get the due place.</li> </ul>	<b>3.6 Disability</b> 3.6.1 Meaning of disability 3.6.2 Supports to disabled persons	2	Encourage students discuss what disability mean. Let students enumerate what they can do while the disabled cannot. For example, students may mention that visually impacted students cannot write on paper. But if they have provision of brails there can write on it. Hence, a class to understand this fact.  Though disabled groups do have certain impoliteness, if they get necessary support from the community, they can do what others do. On this point students have to discuss briefly and reach to a consensus.	Pictures of disabled persons while working something	Evaluating class discussion  Concluding the unit by giving an exam

## UNIT 4: JUSTICE

**General Objectives:** At the end of this unit, students will be able to:

- explain the meaning of justice
- understand the possibilities for violation of justice
- understand expressions of partial (unjust) practices
- understand the significance of social institutions
- understand the significance of justice in our community to promote peace
- understand the meaning of tax.

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
<ul style="list-style-type: none"> <li>• Explain the meaning of justice</li> <li>• Analyze the significance of justice</li> <li>• Create fair and just relations with their colleagues</li> </ul>	<p><b>4.1 Justice</b></p> <p>4.1.1 Meaning of justice</p> <p>4.1.2 The necessity of justice</p> <ul style="list-style-type: none"> <li>• Promoting equality</li> <li>• Ensuring peace</li> <li>• Enhancing social progress</li> </ul>	2	<p>Turn by turn, students are expected to explain what justice is. If there is wrong understanding of the concept, let them correct each other and reach to the correct understanding. Next to this, let the class grouped into two broad groups in which one group is discussing on the consequence of partial (unjust) activities in a family while the other group on consequence of unjust activities in their schools. The group discussion expected to be reported to a class. Based on the report, a class has to carryout general discussion and reach to that, it no justice it is impossible to consensus on have peace and social progress.</p>	<p>The picture of scale (grams) and other posters showing about Justice</p>	<p>Evaluating group discussion.</p>
<ul style="list-style-type: none"> <li>• Analyze the duties of judicial bodies in the community</li> </ul>	<p><b>4.2 The practice of justice their judicial bodies in their community</b></p> <p>4.2.1 Community</p> <p>4.2.2 Kebele</p> <p>4.2.3 Police station</p> <p>4.2.4 Court</p>	2	<p>Organize students into three groups to discuss on the roles of kebele, police station and courts, which should be presented for a class and class students are expected to give comments on it.</p> <p>The general discussion of the report of each group is expected to create understanding on the role of such institutions are ensuring justice in a community.</p>	<p>Pictures of kebele, police station and courts</p>	<p>Evaluating class report</p>

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
<ul style="list-style-type: none"> <li>Enumerate possibilities to violation of justice</li> <li>Enumerate possible partial activities in their school</li> <li>Enumerate possible partial activities in their kebele</li> </ul>	<p><b>4.3 Possible violation of justice</b></p> <p>4.3.1 Disobedience to law</p> <p>4.3.2 Partiality</p> <ul style="list-style-type: none"> <li>Partial activities in a school</li> <li>Partial activities in a kebele</li> </ul> <p>4.3.3 Consequence of partial activities</p>	2	<p>They have completed about justice in last session. Justice can be violated in different instances. Among these are violating law and partial actions. To discuss on the possible violations briefly, let students organized into two groups.</p> <p>The first group should discuss on the partial/partisan activities and their consequences in schools.</p> <p>The second group should deal on the partisan actions in kebele and their consequences.</p> <p>Both groups are expected to present the discussion to a class and reach to a conclusion on the possible violation of the justice and its consequences.</p>	Pictures showing the violation of the justice	Evaluating the class discussion
<ul style="list-style-type: none"> <li>Explain the meaning of social organizations</li> <li>Explain the fair service of social organizations</li> </ul>	<p><b>4.4 Social organizations</b></p> <p>4.4.1 Meaning of social organizations</p> <p>4.4.2 Fairness of the service of social organizations</p>	1	<p>Social organizations are institutions established to serve a people. Let students explain the meaning of social organizations turn by turn and deal on it whether its service provision is fair or not. If this is over their understanding, let them ask their parents or any matured person about social institution and presenting it to class to reach on the conclusion. If possible, it is better to visit social organizations.</p>	Photos and posters of social organizations	Evaluating the report of class discussion
<ul style="list-style-type: none"> <li>Explain the meaning of tax</li> <li>Explain the importance of tax</li> </ul>	<p><b>4.5 Tax</b></p> <p>4.5.1 What is tax?</p> <p>4.5.2 Infrastructures build by tax collected</p>	2	<p>Students by being in groups, let they discuss on what a government has to do and what is necessary to do such activities. For example, among the purposes of government, promoting health centers, schools, infrastructures and nation defense are the basic. Students are expected to explain that what are driving forces to do above mentioned elements and where is the source of money for such activities.</p> <p>The discussion has to revolve around that as a family based on the income of a father/mother, a government is also based on the tax source found from a community. Hence, students should have a clear understanding of the mentioned issues.</p>	Pictures showing while people are paying tax	Evaluate class discussion  Giving examination at the end of the unit

## UNIT 5: PATRIOTISM

**General Objectives:** At the end of this unit, students will be able to:

- explain the meaning of patriotism
- understand the difference between patriotism and citizenship
- understand practices that violate patriotic activities.

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
<ul style="list-style-type: none"> <li>• Explain the meaning of patriotism</li> <li>• Explain attributes of patriotism</li> </ul>	<p><b>5.1 Patriotism</b></p> <p>5.1.1 The meaning of patriotism</p> <p>5.1.2 Attributes of patriotism</p> <ul style="list-style-type: none"> <li>• Clear understanding of the environment</li> <li>• Defending possible violation of common security and peace</li> <li>• Keeping public and government practice</li> </ul>	2	<p>To begin this lesson, it is important to ask students whether they love themselves or not. Whether their answer is yes or not, let them justify it. If their answer is yes, then let them explain attributes of patriotism. Patriotism is not abstract rather it is concret. Let students discuss and reach to a consensus that positive contribution for a country, keeping peace of the public and security of a country, and keeping the national property properly are some of the basic attributes of patriotism. For the further understanding of the topic, it is important to present a paper to class on the title of duties of patriotic person and to discuss on it in further.</p>	Picture which show while citizens are doing different activities.	Evaluating discussion report.
	<p><b>5.2 Violations of patriotic activities</b></p> <ul style="list-style-type: none"> <li>• Based on bribe and relationships/corruption</li> </ul>	2	<p>In the last session, students have understand the concept patriotism. In this session, let students deal on violations of patriotism in different groups and let them reinforce it in general discussion to reach on their own understanding. The group as well as general discussion has to emphasize on issues stated in the content part.</p>	Pictures which may show violations of patriotism	Evaluating group discussion

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
	<ul style="list-style-type: none"> <li>Concern for public property</li> <li>Avoiding the culture of helping one another</li> <li>Expansion of non-concern and carelessness</li> <li>Violation transparency and accountability</li> <li>Fulfilling illegal activities for personal interest</li> <li>Unnecessary actions in a class</li> </ul>				
<ul style="list-style-type: none"> <li>Explain the meaning of common instruments</li> <li>Enumerate common instruments at school and at home</li> <li>Explain the necessary cares for common properties</li> </ul>	<p><b>5.3 The meaning of common instruments</b></p> <p>5.3.1 Common instrument at home</p> <p>5.3.2 Common instruments at school</p> <p>5.3.3 Necessary cares for common instruments</p>	2	<p>By being organized in two different groups students in first group common instruments at home and the necessary cares for them while the second group discuss on school common properties and their necessary cares.</p> <p>Since a country is a common property, it is important to give a common care. Let students discuss on this and it is important reach on the common understanding.</p>		Evaluate the group and class report

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
<ul style="list-style-type: none"> <li>Enumerate the attributes of poverty and backwardness</li> <li>Identify means to elevate poverty and backwardness</li> </ul>	<p><b>5.4 Elevating poverty and backwardness</b></p> <p>5.4.1 Attributes of poverty and backwardness</p> <p>5.4.2 Designing systems to elevate poverty and backwardness</p> <p>5.4.3 Industriousness for elevation from poverty and backwardness</p> <p>5.4.4 Ensuring fast economic growth</p> <p>5.4.5 Giving humanitarian service</p> <p>- The meaning of humanitarian service</p> <p>- Humanitarian services at home and at school</p>	2	<p>Ethiopia is one of backward and impoverished countries. Check whether students accept this reality or not.</p> <p>By organizing into two groups, the first group is expected to ask their family about monthly income and whether it is supporting monthly expenditure of cloth, food, health treatment, education effectively or not and this has to be reported to a class.</p> <p>The second group expected to see whether there is sufficient amount of health service in their community or not.</p> <p>By understanding the absence of sufficient monthly income and social institutions, they have to admit that our country is impoverished and backward. By being based on topics of content, students should discuss though roughly on how to alleviate poverty and backwardness before closing the session.</p>		<p>Class discussion</p> <p>Giving closing exam of the unit</p>
<ul style="list-style-type: none"> <li>What does citizenship? Explain</li> </ul>	<p><b>5.5 Citizenship</b></p> <p>5.5.1 What is Citizenship?</p>	1	<p>Students by being national, they have Ethiopian citizenship. They should discuss what does Ethiopian citizenship mean with the reference to current democratic system.</p>		

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
			With necessary care to students mental or understanding level, it is important to inform them that citizens are individuals whose democratic and human rights are respected and they are direct participates in a political system of a country. Students have to understand that those citizenship attributes are applicable in Ethiopia. Furthermore, they have to understand the importance of citizenship.		



## UNIT 6: RESPONSIBILITY

**General Objectives:** At the end of this unit, students will be able to:

- explain the meaning of responsibility
- identify different kinds of responsibility
- discharge their citizenship rights through honesty, loyalty and integrity.

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
<ul style="list-style-type: none"> <li>• Explain the meaning of responsibility</li> <li>• Explain the duty to discharge responsibility</li> </ul>	<p><b>6.1 The meaning of the duty to discharge responsibility</b></p> <p>6.1.1 Being responsible for activities in school</p> <p>6.1.2 Being responsible for performances at home</p>	2	<p>Students should be encouraged to explain the meaning of responsibility. Following this, by being in groups let students discuss on different responsibilities and their duties to discharge those responsibilities at school and at home.</p> <p>By expanding a group discussion to general discussion, encourage students to discuss and reach to conclusion duties to discharge responsibility.</p>	Posters or photos which are showing while students are doing something in their schools	Evaluating group discussion.
<ul style="list-style-type: none"> <li>• Explain the meaning of promise</li> <li>• Explain the necessity to keep the promises they promised at home and at school</li> </ul>	<p><b>6.2 Meaning and necessity of promise</b></p> <p>6.2.1 The responsibility to keep promises at home and schools.</p>	1	<p>Each and every student should promise to be effective in his/her education, and further more to do something for his/her family and country at lease. To be effective in that promise, students have to understand what they have to and reach to a consensus on the issue of respecting promise</p>	Poster or photo that is showing while swearing a promise	Evaluating the report of group discussion

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
<ul style="list-style-type: none"> <li>Explain the meaning of honesty, loyalty and integrity</li> <li>Try to carry out their activities through honesty, loyalty and integrity</li> </ul>	<p><b>6.3 The meaning of honesty, loyalty and integrity</b></p> <p>6.3.1 Carrying out every activity leased on honesty, loyalty and integrity</p>	1	Explain each of the terms honesty, loyalty and integrity. After this, let them see their activities whether it shows honesty, loyalty and integrity and let them reach on a consensus.	Pictures which show while citizens are carrying out their citizenship responsibilities	Evaluating the class discussion report
<ul style="list-style-type: none"> <li>The significance discharging responsibilities at different levels</li> <li>Discharge responsibilities at different levels</li> </ul>	<p><b>6.4 The necessity of discharge responsibilities</b></p> <p>6.4.1 In family</p> <p>6.4.2 At school</p> <p>6.4.3 In social life</p>	2	By dividing a class into three different groups, discuss on their responsibilities at home, at schools and in a community by the first, second and third groups respectively and let them forward what is expected from them to discharge this responsibility. The group discussion has to be supported by a class discussion to identify the significance of carry out responsibility.	Pictures which show while citizens are carrying out their citizenship responsibilities	Evaluating the class discussion report
<ul style="list-style-type: none"> <li>Explain the meaning of natural resources and historical heritages</li> <li>Explain how to take care of natural resources and historical heritages</li> </ul>	<p><b>6.5 The meaning of natural resources and historical heritages</b></p> <p>6.5.1 Developing natural resources</p> <p>6.5.2 Taking care of historical heritages</p>	2	By forwarding their endogenous/local sayings, let students explain what natural resources and historical heritages. Let them mention how can they take care of natural resources and historical heritages. As much as possible, developing natural resources and take care of historical heritages should be corralled with responsibility. Students should get clear image of the aforementioned issue.	Posters which show natural resources and historical heritages	Evaluating the report of class discussion
<ul style="list-style-type: none"> <li>Explain the meaning of public and government instrument</li> </ul>	<p><b>6.6 Meaning of public and government properties</b></p>	2	Students expected to explain different properties in their communities; for instance in schools, health institutions, shops etc. They have to mention whose properties are they.	Posters and photos showing governmental and public properties	Evaluating group discussion report

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
<ul style="list-style-type: none"> <li>Explain the wastage of resources and properties</li> </ul>	<p>6.6.1 What does mean resource of government?</p> <p>6.6.2 What does mean public resource?</p> <p>6.6.3 Wastage of resources and properties</p> <p>6.6.4 Wastage of resource in family</p> <p>6.6.5 Wastage of resources and properties at school</p> <p>6.6.6 Wastage of resources and properties in out community</p>		<p>At their level, students have to understand that all institutions except privately and communally are held are governmental properties. Unwise use of resource has no value. Therefore, students by being in different groups, they are expected to identify wastages in schools and community and the attributes of such wastages.</p>		
<ul style="list-style-type: none"> <li>Keep themselves from HIV/AIDS</li> <li>Explain the meaning of HIV/AIDS</li> <li>Explain the means of transmission of HIV/AIDS at their level</li> <li>Explain consequences of HIV/AIDS on children</li> </ul>	<p><b>6.7 HIV/AIDS</b></p> <p>6.7.1 The effect of HIV/AIDS on children</p> <p>6.7.2 Keeping him/her self from HIV/AIDS - not using sharp materials used by others</p>	2	<p>Explain that HIV/AIDS has not yet curative medication and existing in every region of a country. When parents died by this disease, children are left without caretaker which has effect on their life and education. Students have to ask their parents whether they know children who lost their parents by HIV/AIDS and if so, let them explain how does their life look like.</p> <p>HIV/AIDS commonly transmit to children via used sharp materials and hence students have to make a promise not to use sharp materials used by others.</p>	Picture which shows victims of HIV/AIDS	Evaluating class discussion report and concluding a unit giving an exam

## UNIT 7: INDUSTRIOUSNESS

**General Objectives:** At the end of this unit, students will be able to:

- explain the meaning of industriousness
- understanding of meaning of industriousness
- understanding professional ethics
- understanding the honorability of job.

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
<ul style="list-style-type: none"> <li>• Explain the necessity of job creativity through examples</li> <li>• Explain that the honorability job</li> </ul>	<p><b>7.1 Job creativity responsibility</b></p> <p>7.1.1 What is job creativity?</p> <p>7.1.2 Basic conditions to maintain job creativity</p> <ul style="list-style-type: none"> <li>- Promoting commitment</li> <li>- Understand job honorability</li> </ul>	2	<p>Let they mention some individuals in dwelling community being employed by their own jobs (making business, wood work, metal work, pottery etc.) and help themselves and their family.</p> <p>In a discussion, let students emphasize on what forced those individuals to create a job and to identify it whether it is better to be employed by their jobs or others.</p> <p>Students are encourage to visited individuals engaged in job creation and in mean time they have assess why they determined for job creation, whether they are successful or not and challenges they faced in their endeavor. Their finding showed be base for class discussion and to reach a conclusion on the significance job creation and its honorability.</p>	<p>Chart, movies and photos when shows while people are works.</p>	<p>Evaluating the report of visit and group discussion</p>
<ul style="list-style-type: none"> <li>• Explain the evils and results on dependency</li> </ul>	<p><b>7.2 Dependency</b></p> <p>7.2.1 What is dependency?</p> <p>7.2.2 Effects of dependency</p> <ul style="list-style-type: none"> <li>- hated and disrespect of others</li> </ul> <p>7.2.3 Not admitting dependency</p>	2	<p>Debate in a class whether dependency is good or bad and reaching a common understanding.</p> <p>Students have to reach a conclusion that dependency is evil and bad and even leads us to be hated by others. For sake of their level, to keep on our physical health sufficient movement is undeniable. Unless, we are going to be affected by disease. Therefore, idleness has the power to be incapacitated and the like.</p>	<p>Pictorial expressions while people at work</p>	<p>The debate</p>

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
<ul style="list-style-type: none"> <li>Explain the right to select job and work place</li> </ul>	<p><b>7.3 Constitutional rights of jobs</b></p> <p>7.3.1 Every one has the right to select job</p> <p>7.3.2 Every one has the right to select the place of work</p> <p>7.3.3 The right of property ownership</p>	2	<p>Let students explain that what kind of job are they interested and in which place or country they want to be employed in picture. And whether they admit that if some one other person authorized over their opportunity, or not. The discussion has to emphasize on that the type and place work selection is an individuals right and has constitutional guarantee.</p>	<p>Pictures which show while citizens are doing different works</p>	<p>Evaluating the group discussion</p>
<ul style="list-style-type: none"> <li>Explain the meaning of professional ethics</li> </ul>	<p><b>7.4 The meaning of professional ethics</b></p> <p>7.4.1 Governed by principles professional ethics</p> <p>7.4.2 Developing professional skill</p> <p>7.4.3 Trust from customers</p>	2	<p>Every job has its own professional ethics. Concerning this, it is already highlighted under the unit “the rule of law” on the issues of their schools. As revision of that lesson, let students explain ethical issues of their own. Students are encouraged to discuss on self-direction. By taking a give merchant, whether they buy or not the expired item while quality items are there in others shops, they are expected to discuss on it. Based on this students have to grasp that any person without professional ethics is unsuccessful in any engagement. To reinforce the mentioned issue, students should recall honored person by picture of being based on professional ethics.</p>	<p>Pictures which show citizens while engage in different professions</p>	<p>Evaluating discussion</p> <p>Giving examination at the end of the unit</p>

## UNIT 8: SELF-RELIANCE

**General Objectives:** At the end of this unit, students will be able to:

- explain the meaning of self-reliance
- explain the significance of self-confidence
- understand professional ethics
- understand the significance of learning from others.

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
<ul style="list-style-type: none"> <li>• Explain the meaning of self-reliance</li> </ul>	<p><b>8.1 Meaning of self-reliance</b></p> <p>8.1.1 Attentive of learning</p> <p>8.1.2 Working his/her exam for him/her self</p> <p>8.1.3 Handling household activities in their scope</p>	1	<p>At their level, self-reliance is best expresses, giving due attention to learning and working their exams by themselves rather than copies from others. So, students should discuss on the significance of attentive learning in different groups.</p> <p>By taking exemplary persons in their community by self-reliance through attentive learning, farming, trading and hand crafts, let students discuss and appreciate their contribution to their family, community and country at large.</p>	Photos and pictures which shows while students are learning and studying.	Evaluating the discussion
<ul style="list-style-type: none"> <li>• Explain the meaning of self-confidence by examples</li> </ul>	<p><b>8.2 Self-confidence</b></p> <p>8.2.1 What is self-confidence?</p>	1			
<ul style="list-style-type: none"> <li>• Explain the meaning and significance of self-esteem</li> </ul>	<p><b>8.3 Self-esteem</b></p> <p>8.3.1 Holding impartial stard</p> <p>8.3.2 Holding through critical analysis</p>	2	Each of students expected to explain their interest of engagement in future and the ways to reach to that interest. Their explanation expected to show that individuals with high self esteem are highly successful. For example, students have to have high self-esteem in their learning and if he/she drops education, so he/she has no self-esteem.	Pictures which shows while people are debating	Evaluating group discussion

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
	8.3.3 Promoting his/her opinion and understanding freely		Students expected to explain on how they reach to decision. For example, if he/she aimed to study on today, let them describe how they reach to such conclusion. In general, every decision has to be decided after critical analyses and if once decided it has to be carried out. Students have to admit such facts		
<ul style="list-style-type: none"> <li>Enumerate problems which occur due to wrong self-perception</li> </ul>	<p><b>8.4 Attributes of wrong self-perception</b></p> <p>8.4.1 Superiority complex</p> <p>8.4.2 Inferiority complex</p> <p>8.4.3 Incompatibility with others</p> <p>8.4.4 Giving under attention for works</p> <p>8.4.5 Absence of self-confidence</p>	2	Giving regional examples concerning wrong self-perception of people. Some peoples have lower understanding (inferiority complex) about themselves. For example, some student may admitted that he/she cannot rank first in class because, the lesson is beyond his/her capacity. Let students discuss whether such understandings are correct or not. The discussion has to point that such understandings are wrong and root from inferiority complex, and if any one works hard, he/she can score 1 <sup>st</sup> rank in a class. Like aforementioned students, If previously tough but currently not work hard declaring to rank 1 <sup>st</sup> in a class, this is also wrong understanding of himself. Let students discuss this point also. The superiority and inferiority complex creates hindrance in our relations with others and on our attention to works even. Hence, let student discuss on this points are reach in to conclusion.	Pictures which shows while people are debating	Evaluating the group discussion

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
<ul style="list-style-type: none"> <li>Explain the meaning of self-competence</li> <li>Explain the importance of learning from others</li> <li>Attempt to take experience and knowledge from others</li> </ul>	<p><b>8.5 By understanding self-competence, the readiness to learn from others.</b></p> <p>8.5.1 Common progress</p> <p>8.5.2 Scoring high achievement</p> <p>8.5.3 Supporting national development and progress</p>	2	<p>Their understanding of the self-competence has to be dealt by students. They are expected to explain whether there are issues to be learned from their friends and families. For example, all students do not have equal understanding of Civics and Ethical Education. Hence, they can learn more from their school mates, brothers and sisters. Learning something new is the behavior of wise person. It is important even at country level. Such things are important for expansion of civilization and hence it is important for the progress of a country. Let students discuss strongly on it and come to the agreement.</p>		Evaluating the report of discussion
	<p><b>8.6 Practices that hinder national development and progress</b></p>	1	<p>On the other side, students should know about contraband, which is illegal trade which evades the tax that would be collected for government. For further understanding of the topic, let students do it through drama and explain what they have understood from dramas.</p>		Giving exam for conclusion of the unit



## UNIT 9: SAVING

**General Objectives:** At the end of this unit, students will be able to:

- explain the meaning of Saving
- explain that saving helps to create self-reliance
- understand professional ethnics
- understand the significance of saving their community.

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
<ul style="list-style-type: none"> <li>• Enumerate the meaning and objectives of saving</li> </ul>	<p><b>9.1 Saving</b></p> <p>9.1.1 Meaning of saving</p> <p>9.1.2 Objectives of saving</p> <p>- not being dependent to overcome the possible problems that will encounter in future</p>	2	<p>At their level, self-reliance is best expresses, giving due attention to learning and working their exams by themselves rather than copies from others. So, students should discuss on the significance of attentive learning in different groups.</p> <p>By taking exemplary persons in their community by self-reliance through attentive learning, farming, trading and hand crafts, let students discuss and appreciate their contribution to their family, community and country at large</p>	Provide pictures which can show about saving	Evaluating discussion of a class
<ul style="list-style-type: none"> <li>• Explain the meaning of being based on plan and capacity</li> <li>• Live on bases of plan and capacity</li> </ul>	<p><b>9.2 Being on plan and capacity</b></p> <p>9.2.1 The meaning of plan and capacity</p> <p>9.2.2 Living on basis of plan and capacity</p>	2	<p>Let students explain turn by turn what does, it mean of plan. For further understanding, let students be in groups and design their study plan.</p> <p>Let students discuss on the importance of weekly study plan and understand that if they are based on plans, they can act on basis of their capacity. Students are expected to discuss on the importance of being on the level of some ones capacity. Let students explain wedding, mourning and local and national holidays. Students should be</p>	<p>School yearly plan, teacher's yearly, monthly and weekly plan; and pictures showing exaggerated wedding and other festivals</p>	<p>Evaluating class discussion</p> <p>Giving exam as concluding remark of unit</p>

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
			ordered to ask their parents on what amount of expense they exert in such holidays and their effects in the life of family.		
	<p><b>9.3 Anti-saving community activities</b></p> <ul style="list-style-type: none"> <li>- Unnecessary wedding ceremony</li> <li>- Mourning</li> <li>- Unnecessary social festivals</li> <li>- Unnecessary holidays</li> <li>- Intoxicatedness</li> <li>- Other addictedness</li> </ul>	2	<p>Furthermore, let students discuss on the addition crooking sigara, cheating chat etc. and their effects on the income of individuals and let students reach to consensus on those points.</p>		

## UNIT 10: ACTIVE COMMUNITY PARTICIPATION

**General Objectives:** At the end of this unit, students will be able to:

- explain the meaning of active community participation
- understand the significance of active community participation for development
- understand the significance participation in community discipline, neatness and development.

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
<ul style="list-style-type: none"> <li>• Explain the meaning of active community participation</li> <li>• Take active participation in issues of the class</li> </ul>	<p><b>10.1 Active community participation</b></p> <p>10.1.1 What is active community participation?</p> <p>10.1.2 Taking active participation in a class</p> <ul style="list-style-type: none"> <li>- Election of monitors</li> <li>- Keeping the neatness of a class</li> <li>- Respecting rules and regulations of a class</li> </ul>	2	Each student has to explain the meaning of active community participation in relation to him/her. By being two different groups, let students discuss on issues which need active community participation in their community. By expanding this group discussion into class discussion, students have to reach into understanding that they have to take part in neatness of class, respecting rules and regulations of school and the class and selecting their monitors.	Movies and posters which shows while people are working 'Debo', debating on common issues, electing representatives, keeping peace and security etc.	Evaluating class and group discussion
<ul style="list-style-type: none"> <li>• Explain the necessity and significance of active community participation</li> </ul>	<p><b>10.2 The necessity of active community participation</b></p> <p>10.2.1 To take part in school extra-curricular activities and committees</p>	2	In the former session, they understood kinds of participation expected from them. In this session, they have to understand what is community participation. Therefore, by making them in groups, let them discuss the necessity of their participation in schools. For example, they have to debate and agree on the significance of taking part in extra-curricular and committee works in schools.	Posters and photos showing citizens participation	Evaluating the group discussion

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
	<ul style="list-style-type: none"> <li>- To furnish the school</li> <li>- Take part in plantation</li> </ul> <p>10.2.2 safeguarding school and public resource and properties from damage</p>				
<ul style="list-style-type: none"> <li>Enumerate the type of community participation</li> </ul>	<p><b>10.3 Types of community participation</b></p> <p>10.3.1 Issues that need active community participation in schools</p> <p>10.3.2 Community participations taking on basis of community willingness</p>	2	<p>At this level, it is enough if students understand two types of participations which are school and community participations. For this purpose by being in two groups, let students discuss on issues that have to fulfilled by active participation in schools and participation based on the self-interest of community.</p> <p>Let students mention their roles, such as keeping neatness of the school compound, and participations based on the willingness of the community may be maintaining house of the enabled persons. If students need further explanation, they should ask their parents by other concerned bodies.</p>	Posters showing active participation of citizens	Group discussion
<ul style="list-style-type: none"> <li>Explain the meaning of civic organizations</li> </ul>	<p><b>10.4 Civic organizations</b></p> <p>10.4.1 The meaning of civic organization</p>	1	<p>Explaining the meaning of civic organizations. If they know civic organization, let them debate on whether it is important or not, to take participation and why it needs to take participation in it. The group discussion has to be presented to class to get participation of the whole class and reaching on conclusion.</p>	Posters and photos which show the activities of civic organizations	Group and class discussion

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
<ul style="list-style-type: none"> <li>Explain advantages they get due to participation in a community</li> <li>Take participation in civic organizations of schools</li> </ul>	<p>10.4.2 The necessity of making participation in civic organizations</p>				<p>Giving exam to conclude the unit</p>

## UNIT 11: PURSUIT OF WISDOM

**General Objectives:** At the end of this unit, students will be able to:

- understand the meaning of pursuit of wisdom
- understand significance of knowledge for better life and social development
- recognize the significance of knowledge and information for proper decision.

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
<ul style="list-style-type: none"> <li>• Explain the meaning and necessity of knowledge</li> </ul>	<p><b>11.1 Wisdom</b></p> <p>11.1.1 Meaning of knowledge</p> <p>11.1.2 The necessity of knowledge</p> <p>- To be active student and researcher</p>	1	<p>Encourage students to explain turn by turn way do they come to school and what they want to be in fulfilled to meet their interests.</p> <p>By having detail class discussion, students have to understand that to meet their interest, they should grasp due knowledge and skill and therefore, they have to attend their education attentively. By mentoring certain exemplary scholars as models, let them discuss on it.</p>	<p>Pictures showing books, computer etc.</p>	<p>Evaluating class discussion</p>
<ul style="list-style-type: none"> <li>• Explain the meaning of information</li> <li>• Mention methods of analyzing information</li> </ul>	<p><b>11.2 Methods of gathering and analyzing information</b></p> <p>11.2.1 Meaning of information</p> <p>11.2.2 Provide local information</p> <p>11.2.3 Criticizing information</p> <p>11.2.4 Setting information in their typology</p>	2	<p>Information should be reliable and providing knowledge about some thing. By organizing, it is better to order students to collect information of different titles. It can for instance on crops, Holidays, monthly income of their family, number and sex of teachers in their schools etc. Those information should be critically seen. For example, getting information on the monthly income of your parents from under neighboring person is not as reliable as you can get from other basic documents. Following this, let students practice by collecting information by its types such as information gained from written documents, interviews etc.</p>	<p>Different documents which serves as information</p>	<p>Practicing gathering information and evaluating the presentation of the gathering practice</p>

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
<ul style="list-style-type: none"> <li>Explain backward understandings and opinions, which are not based on information, by using examples</li> </ul>	<p><b>11.3 Backward understandings and opinions</b></p> <p>11.3.1 The meaning of backward understandings and opinions</p> <p>11.3.2 Its non based-ness on information</p>	2	<p>By being in groups, students are expected to identify backward understandings and opinions in their community and analyze whether such opinions are good or bad.</p> <p>They must be sure that, the identified understandings and opinions are backward because they are not based on reliable information. Therefore, students should be sure that sayings by themselves or by others are checked against information.</p>	<p>Writing on different backward understandings and opinions and writings criticizing such things</p>	Class and group discussion
<ul style="list-style-type: none"> <li>Explain the culture of reading</li> <li>Explain the importance of developing culture of reading</li> <li>Attempt to develop culture of reading</li> </ul>	<p><b>11.4 Culture of reading</b></p> <p>11.4.1 What is culture of reading</p> <p>11.4.2 Importance of developing the culture of reading</p>	1	<p>Though school is the main source of knowledge it is not the only. Out of schools individuals can get knowledge from different sources. First get information whether students agree on this point or not. If they agree, let them mention the way in which they can attain knowledge out of the usual schools. For example, through discussion with others, listening radio, attending television program, working practical work, reading books etc. Especially, culture of reading is the major source of knowledge. Hence, students have to clearly understand the importance of reading culture, by mentioning certain exemplary persons on such practices.</p>	<p>Different books, Radio-lesson etc.</p> <p>Photos and posters showing authors, scientists etc.</p>	Class discussion

Specific Objectives	Contents	Periods Allotted	Teaching-Learning Methods	Teaching Aids	Evaluation
<ul style="list-style-type: none"> <li>• Set study program</li> <li>• Understand the importance of studying</li> <li>• Mention ways of studying</li> <li>• Use studying program</li> </ul>	<p><b>11.5 Methods of studying</b></p> <p>11.5.1 What is study?</p> <p>11.5.2 The necessity of studying</p> <p>11.5.3 Methods of class subjects</p> <p>- Setting study program</p>	2	<p>Students due learning in class from teachers only cannot make them effective. In addition close attendance of class instructors teaching, to be effective, students have to read more. Therefore, it is important to read exercise books, textbooks and other refers books to further their knowledge. Let students discuss on this issue and reach to the consensus. Students while reading, they should not do it merely. But it has to be set hierarchically on bases from easily understandable to not easily under stable. So, students have to understand to allot a lot time to subject not easily understandable. Furthermore, they have to set time to entertain, to help their family, etc. For this easily, students have to set reading programs.</p>	<p>Time table of meetings or other issues</p>	<p>Class discussion</p> <p>Giving exam at the end of the unit</p>