CIVICS AND ETHICAL EDUCATION

Teacher Guide
Grade 10

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Federal Democratic Republic of Ethiopia
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Foreword

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

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

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

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

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

Ministry of Education

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INTRODUCTION TO THE TEACHER GUIDE

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

For each lesson there are guidance notes including:

CLASS PREPARATION: INSTRUCTIONAL AIDS

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

STARTER ACTIVITY

Starter activities are included to:

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

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

READINGS

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

1. Parliamentary and presidential democracy.

- This section compares the two forms of democracy....

CASE STUDIES

Case studies, found in the students' textbooks to contextualize the themes and concepts, are expanded with additional information in this teacher guide.

ACTIVITIES

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

1. Discussion on how the three organs of government work.

- Points that may arise from this are….

Additional activities may also be included with guidance on how they can be implemented.

At the end of each set of guidance notes there are:

LESSON PLANS

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

UNIT REVIEW EXERCISE ANSWERS

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

UNIT 1 BUILDING A DEMOCRATIC SYSTEM

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

- understand the values and principles of a democratic system.
- recognize what is meant by rights and obligations.
- understand state formation in Ethiopia.

	Lesson	Specific Competencies Students should be able to:	Other Resources that may be used
1	Principles and Values of a Democratic System	• describe the main principles and values of a democratic system. • participate in the democratic process of your country within the limit of your capacity.	UNDP (2000) *Women's Political Participation and Good Governance: 21st Century Challenges* Meredith, M (2005) *The State of Africa* London: Free Press
2	Rights	• describe the interdependence between democratic and human rights. • explain why it is sometimes necessary to limit rights. • defend your human and democratic rights.	
3	Obligations	• state what your obligations are as citizens of this country.	
4	Tolerance	• explain the importance of tolerance of diversity. • describe the implications of tolerance of diversity for a multicultural country like Ethiopia. • be tolerant of cultural differences.	
5	The State in Ethiopia	• explain the history of state formation in Ethiopia. • describe the kind of governments that existed in Ethiopia until 1991. • explain the struggle the Ethiopian people had against autocratic governments. • explain the transition to democracy and its contribution to transparency and accountability.	

6	Federalism in Ethiopia	• explain the political status of the federal and regional states of Ethiopia. • describe the structure set up to avoid the abuse of power by the government. • list the instruments which are in place to safeguard the rights of citizens in Ethiopia.	Bahru Zewde and Pausewang S (ed)(2002) *Ethiopia The Challenge of Democracy from Below* Uppsala and Addis Ababa: Nordiska Afrikainstitutet and Forum for Social Studies
7	Ethiopia's Foreign Relations	• explain the importance of international conventions and agreements in guiding foreign relations. • describe one of the main purposes of Ethiopia's foreign relations in promoting the development of the country.	

LESSON 1

PRINCIPLES AND VALUES OF A DEMOCRATIC SYSTEM

CLASS PREPARATION: INSTRUCTIONAL AIDS

- FDRE Constitution

STARTER ACTIVITY

- Did you see any examples of democracy in action during your vacation? Tell the class about them.

  The whole class could share their experiences.

READINGS

- Explanations about principles and values of a democratic system
- This deals with the ingredients of a democratic system such as public participation, universal suffrage, fair, free and periodic elections etc.
- Participation in the democratic system is one theme of this lesson. In Ethiopia, there are many levels of participation from voting to standing for election at local, regional or national level. Although most students in Grade 10 will not have reached the age to vote, they may be politically aware and some may have attended political meetings or read literature provided by the parties. School councils would also provide an example of how a democratic system can work and can encourage participation by all students.
- Universal suffrage is a democratic principle but it has not always been the right of citizens. Although males over the age of eighteen had the vote following the 1955 Constitution in Ethiopia, women did not share this right. Historically, right across the world, women have not had the same rights in governance as men. Yet, in the 4th century BC, Greek philosophers like Plato and Socrates acknowledged that ethnicity, class and gender should not limit access to education, and those who benefit most from education, should govern others.
- However, even in the 21st century, many women are restricted from enjoying such democratic rights. In countries like Egypt, women constituted less than 2% of parliament compared to over 40% in Sweden. Source: UNDP
- The format and frequency of elections are indicative of the level of democracy in a country. Many countries hold general elections between four and six years with two or more major parties that seek to govern. In addition, there are regional and local elections. This was not always the case. "Out of a list of fifty African countries in 1989, almost all were one-party states or military dictatorships. Opposition parties were illegal in thirty-two states. Elections, when held, served mainly to confirm the incumbent president and his party in power. In twenty-nine countries, over the course of 150 elections held between 1960 and 1089, opposition parties were never allowed to win a single seat." Source: p385-6 Meredith
- Transparency and accountability are also principles of democracy. The electorate should be aware of government activities and plans unless they affect the country's security. One problem that many African countries face is corruption which stifles democracy. According to a paper presented to an African Leadership Forum in 1994, "The bureaucratic set-up is characterised by a complicated network of patron client relations, with a patron giving a decent position in the government in exchange

for a client's political support. Clientism in this form is extremely widespread and spreads out in waves from the centennial figure of the system." Source: p28 *Corruption, Democracy and Human Rights in East and Central Africa*

- A response to this issue appears later, (p150) and advises that there is no 'quick fix'. "The development of a national integrity system that will effectively safeguard the public interest is a process that goes hand-in-hand with social and economic evolution — constantly adapting to changing circumstances.
- In terms of majority rule and minority rights, the idea is that the decision of the majority always prevails over the minority; and the minority, whatever noble idea it may have, has to abide by the decision of the majority. But the minority has the right to be heard and to disseminate its ideas which could convince the majority to change its position. The majority at any time has to respect the dissension of the minority, so long as it is within the framework of the law, and treat its members equally with other members.
- Multi-party democracy is one value that can provide checks on government activities and encourage greater openness. Here, also, the right to dissent has to be respected and the winning party should refrain from treating the losing party as an enemy.

CASE STUDY

1. Election for school council

- Many schools across the world form their own councils to enable students to have a say. In Colombia, each rural school had its own 'government' elected by democratic procedures in the classroom. 'Through the representatives they have elected to the 'school government' or to various committees, the pupils play a part in the running of the school, experience its problems, suggest solutions and help to implement them." Source: p108 Meyer-Bisch P (ed) (1995) *Culture of democracy: a challenge for schools* UNESCO

ACTIVITIES

1. Form groups to discuss the ways you can have participation in your community. Group leaders should present their ideas to the class.

- Student participation in the community can be practical, such as helping in environmental or health projects as a volunteer, or becoming politically educated by attending meetings, reading reports and observing the activities of community leaders etc.

2. Form groups to discuss what you understand by universal suffrage and majority rule. Group leaders should present their ideas to the class.

- Suffrage is the right to vote in political elections. Therefore, universal suffrage is the right of all persons (except those prohibited by law) to vote in a political election.
- Students should understand that in Ethiopia, as in many countries, every person over the age of 18 has the vote. Majority rule is taken to mean that the candidate achieving the highest number of votes takes the seat in local, regional or national government. Majority rule and minority rule are explained on the previous page.
- They may consider the possibility of lowering the age of voting, as has been discussed in other countries.
- They may also be aware of proportional representation, an alternative method in which the number of seats a party wins is roughly proportional to its share of the vote. In proportional representation every vote counts. In the 'first past the post' system, in each constituency it is only the winning candidate who has a seat in government. Yet, across the whole country, the losing candidates' parties

may have gained many votes but will only gain seats if they gain at least one vote more than the other candidates. This means that the proportion of votes won by each party may not be the same as the proportion of seats that each party has in government. With proportional representation, even the smaller parties will gain seats in proportion to the votes that were cast for their candidates, and, although not all the candidates will have a seat, there will be representatives from that party in government.

3. Make six groups, discuss and list the characteristics of democracy under each heading. Pick one heading each to discuss and give feedback to the class.

- Other characteristics include: being involved in campaigns, being able to vote at 18, lack of corruption, openness and representation of all the people. Although it may not be possible to complete a long list of characteristics, the discussion on each value will help assess the students' understanding of these principles.

4. You have seen how representative democracy works in the student council. Now form groups to discuss and compare how representative democracy works in your kebele and woreda councils. Group leaders should present their ideas to the class.

- Students may be aware of the involvement of family members, not just as elected representatives, but in their participation in meetings and making their voice heard. These forms of participation should encourage leaders to take account of their concerns and needs.

AN ADDITIONAL ACTIVITY

If there is no school council, discuss the value of setting one up. If there is a school council, evaluate its role and effectiveness.

LESSON 2

RIGHTS

CLASS PREPARATION: INSTRUCTIONAL AIDS

- FDRE and states' constitutions

STARTER ACTIVITY

- What rights do you think you have as a human being and as a citizen? As a class, with the help of your teacher, prepare a list of your rights on the board.

  This is a full class activity, possibly starting as a brainstorm.

READINGS

- Explanations about rights
- Human rights are listed in the FDRE Constitution from Article 14 to Article 28, the 1948 Universal Declaration of Human Rights (UDHR) and later covenants. Democratic rights are also indicated in the Federal Constitution from Article 29 to Article 44. Some are referred to in the student textbook.
- The UDHR was a reaction to the Second World War atrocities and aimed to provide a common set of principles that every nation and all peoples could agree to. It was adopted by the UN in 1948 although some members, including South Africa and the USSR, abstained. It was not intended to be a legally binding document but a declaration of intent to promote respect for human rights. Several global and regional covenants have now made it law, including the FDRE Constitution.
- Later covenants include the International Covenant on Civil and Political Rights (ICCPR) and the International Covenant on Economic, Social and Cultural Rights (ICESCR), adopted in 1966 and later taken as a whole with the UDHR to be recognised as the International Bill of Rights. They provide the minimum standards that a country should set for its citizens. Other conventions include the convention on the rights of the child and the African Charter on Human and Peoples' Rights. These are also part of the Ethiopian legal documents.
- Rights are sometimes classified into three categories: civil and political rights which are also called liberty-oriented or first generation rights which give people the right to choose how their community should work. This includes the right to vote; the second generation rights (security-oriented) are social and economic rights which provide security of food, shelter and health care; finally the environmental, cultural and developmental rights are referred to as third generation rights and they recognize the right to live in a safe, clean environment. Human rights thus depend on democratic rights being in place.

CASE STUDY

1. Use your rights

- This case study explores the rights of students in the election for a school council. The case can be compared to elections on a national scale where bribes and threats lead to people being elected undemocratically, usually with undesirable consequences.
- On the other hand, to win the election some countries resort to manipulating the procedures and even amending the constitution.
- One example is Ghana where Nkrumah amended the country's constitution after two years of independence. He abolished the

regional assemblies, thus strengthening the central power that he controlled. Other African leaders in 1960s favoured a one-party system, thus avoiding the threat of any opposition.

- Later in Ghana's history, after resisting multi-party democracy for 11 years, the military leader, Jerry Rawlings, lifted the ban in 1992. However, he only gave the opposition parties six months to prepare for an election. He used government resources — money, vehicles (including helicopters) and the state owned media — to boost his own campaign. Just prior to the election he announced a major increase in civil service salaries and launched new job programs. In the presidential elections held in November 1992, Rawlings won the contest by 58.3% of the votes.

ACTIVITIES

1. Form groups to discuss in what ways human rights are essential to you. Group leaders should present their ideas to the class.
   - In addition to the student textbook, students could look at those human rights listed in part one of the FDRE Constitution.
2. Make groups then discuss and list some of your rights and how you use them without affecting the rights of others.
   - Students should list both their democratic and human rights and identify what obligations emerge such as the right to protection should mean that individuals cannot use force on others, *e.g.*, using corporal punishment. These obligations will be expanded on in the next lesson.
3. Form groups to discuss how Emmanuel and Matios behaved and list down the actions and attitudes of each. Group leaders should present your ideas to the class.
   - The main points that should emerge are the differences in attitudes to the democratic process, particularly the strong democratic principles that Matios held compared to his friend.

LESSON 3

OBLIGATIONS

CLASS PREPARATION: INSTRUCTIONAL AIDS

- FDRE and states' constitutions

STARTER ACTIVITY

- Can you list some of your obligations as citizens and share them with the class?

Students could each write down at least one obligation which could be read or posted on the board for all to see.

READINGS

- Explanations about obligations
- This subject was introduced in the previous lesson as well as in Grade 9. Obligations are also referred to as duties and responsibilities which everyone shares in order to enjoy their rights.
- In order to enjoy human and democratic rights, individuals share obligations with organizations (such as businesses and NGOs) and the government. Industry has a responsibility to provide the items essential to meet basic needs and social needs may be met by NGOs, particularly where state support may be lacking. The government also has an obligation to provide the conditions and support to ensure rights are maintained and not abused, often through security and defense services.
- As an individual, everyone should be obliged to: do whatever they can within the framework of the law of the land, vote in elections (when they reach eighteen), participate in education, respect and defend the rights of others to freedom of expression, work at home and in the community to ensure the burden is shared, treat others with respect and, also, not take for granted the rights that they enjoy. There are many more obligations that will emerge, such as the duty of enterprises to produce goods which are up to the required standard, through class activities over the lesson and in future grades.

CASE STUDIES

1. Stereotyping — wrong behaviour

- It is acceptable to find humour in life and many comedians use it as the basis for their jokes and stories. Laughing at ourselves is often healthy and enables us to recognize our faults. However, making fun of others is not acceptable. In this case study the 'fun' was not appreciated by many in the class and needed to be stopped. By making fun of another person's accent, dress or custom, the students were encouraging others to ridicule it rather than respect it.
- Stereotyping can lead to discrimination and lack of tolerance if it is not checked. Portraying a particular culture or group as backward or aggressive leads to problems when others accept this description. For example, boys who shaved their heads in many western nations were labelled skinheads and were often, usually wrongly, associated with crime and violence.

2. GTZ for clean Addis

- GTZ is involved in many activities in Ethiopia including environmental protection. In this particular case, its engagement as a partner to keep the city clean is presented. This could be emulated by students in an effort to maintain their kebeles, schools, etc., clean as well.

ACTIVITIES

1. Form groups, discuss and list the rights and obligations you have in class, school and the community you live in. Share ideas in a whole class discussion.

- This exercise can be done as a full class activity with ideas being gathered from different students if there is no time for group discussion.

2. Form groups to discuss why it is wrong to joke about other nationalities. Group leaders should present their ideas to the class for discussion.

- If students have personal anecdotes or experiences, these could be shared in the discussion.

3. Form groups to discuss what you can do to keep the town or city you live in tidy and list some of them below.

- Cities like Addis Ababa, Baher Dar and Gondar could be attractive places to live and visit were it not for the litter and pollution. They have enviable features such as surrounding mountains, often tree covered, and streams, rivers and, in the case of Baher Dar, a huge lake. New buildings and roads have made them more accessible and interesting, but they are spoilt by litter which clogs up waterways, makes the streets untidy, attracts vermin and often causes foul smells. Most of these problems are caused, not because of a problem of resources, but of attitude. Therefore, amongst others, students could suggest changing their attitudes and those of others regarding the disposal of waste as one important measure.
- In some countries dropping or dumping litter leads to fines. People are brought up to either take their litter home or put it in waste bins. Collection of household and industrial waste is the responsibility of local government and recycling is encouraged.

LESSON 4

TOLERANCE

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Pictures of Mahatma Gandhi and maps showing India
- FDRE and states' constitutions

STARTER ACTIVITY

- How important do you think it is to tolerate diversity in Ethiopia? What will happen if you are not tolerant of cultural diversity in society?

  This could be discussed in pairs then shared with another pair.

READINGS

- Explanations about tolerance
- It may help students to consider the outcomes of intolerance in other countries. The philosopher, Voltaire, wrote, "... grant that all the faint shades of difference between the atoms called men, may no longer be the signals for hate and persecution." Over two hundred years later we still see the impact of intolerance, every time we read a newspaper or watch the news on the television.
- "The temptations of withdrawal into the self, of 'every man for himself', of the rejection and exclusion of other, are all the greater because, in a world that is growing smaller everyday, the presence of the other is coming to be increasingly asserted. Yet we know from experience that such attitudes invariably lead to the weakest and most vulnerable ethnic and social groups being singled out as scapegoats, and thus making the most flagrant injustices even worse." So what should we do? "We have to look into other people's eyes, force ourselves to look at them and recognize them. Tolerance does not only mean accepting the presence of the other, it means listening, entering into dialogue, respecting and even — why not? — appreciating and loving." Source: p139 Mayor F. (1995) *Memory of the Future* UNESCO

CASE STUDIES

1. Culture meets culture

- This case study should encourage students to think about times when they observed or shared another cultural, either in their locality or further a field. Even taking the initiative should motivate them to organize one.

2. Mohandas (Mahatma) Gandhi

- Much has been written about Gandhi and there is further information in the student text and teacher guide at Grade 12. For the purpose of this case study, it is Gandhi's remarkable show of tolerance that is focussed on.
- Rather than use violent means to force change, Gandhi used peaceful techniques including strikes, boycotts and marches. He was also defiant, for example, wearing the Indian dress (dhoti) instead of a formal suit. He persuaded followers to boycott British goods which effectively resulted in a significant reduction of textile imports from Britain.
- In Grade 9, students were introduced to the caste system and the untouchables in India which Gandhi peacefully protested against. The term 'swaraj' meant political and economic independence and personal self-control. In 1921 he said, "Swaraj is a meaningless term if we desire to keep a fifth of India's population (the untouchable caste) under perpetual subjection."

- In 1930, he led a peaceful protest against British taxation, notably the salt tax, which he encouraged followers not to pay. He then marched over 300 kilometres to the sea where he took a piece of natural salt, thus defying the British salt monopoly. The British response was to arrest and imprison him and thousands of his followers, eventually culminating in the move to independence for India.
- He was given the name 'Mahatma' by the poet, Rabindranath Tagore (see Unit 11, Lesson 1) because he was 'the living truth'. He visited the poorest people of India, dressed and ate like them and spoke in their language. He also urged the people to be tolerant of each other, to think of themselves as Indians rather than Hindus, Muslims, Tamilians, Bengalis, upper or lower castes. In this way they were united and were able to overcome British rule and be independent.

ACTIVITIES

1. Form groups to discuss the diversities you see in your school and surroundings and ways of handling them.
- There will be some different groups in most schools with some students following different religions, coming from a different regions, speaking different language or having other cultural differences. The purpose of this activity is to identify them and discuss how the diversity can best be handled to ensure harmony.

2. Form groups to discuss and list down what possible lessons the students could have learnt from this visit.
- They could have learnt the prevalence of different cultures in the community. But, the main outcomes of the visit, in view of multi-culturalism, should be the lesson of how to live peacefully and in harmony with others through tolerance and sharing.

3. Form groups, to discuss what lessons you learn from Mahatma Gandhi's role to keep young India a peaceful country.
- The main lessons will be: his means of persuading others to follow him in peaceful protests, boycotts and marches; his encouragement of tolerance amongst the different groups, religions and classes in India to bring about a united force; and his perseverance in the face of arrest, imprisonment and occasional failure to continue to press for what he believed to be right for the country.

ADDITIONAL ACTIVITIES COULD INCLUDE

Students, in groups, might be persuaded to come up with proposals to strengthen multi-culturalism in their community.

See sample lesson plan on page 19.

LESSON 5

THE STATE IN ETHIOPIA

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Map of Ethiopia
- Films, pictures showing struggle of Ethiopian peoples

STARTER ACTIVITY

- Can you say something about the history of state formation in Ethiopia and the struggle of the people against autocratic governments?

Students could work in small groups to answer this question, each group providing one response to be shared with the class.

READINGS

- Explanations about the state of Ethiopia
- The history of Ethiopia during the Axumite period and in recent history was included in Grade 9. The Zagwe Dynasty was an important period which left a rich cultural history in the north of the country, but it was the events in the late 19th century that began to shape the modern state of Ethiopia.
- Tewodros II has an interesting history, cut short by his suicide at Maqdela in 1868 following the defeat by the British force sent to rescue the captives that Tewodros had held. He had brought together the provinces to create a unified state which he attempted to rule by progressive policies. However, he did not always have the support of his peoples and the country was held together often through violent rather than peaceful means.
- When Yohannes IV took the throne in 1872, he wanted to reintegrate Ethiopia. His rival, Menelik, the ruler of the Shewan province, finally accepted Yohannes' claim as emperor in 1876. The country had been integrated, mainly through compromise and patience, allowing rulers to maintain power under his imperial regime. Meanwhile, Menelik continued to expand his territory in the south and south-west.
- Relations between Menelik and Yohannes deteriorated throughout the 1880s, almost leading to civil war; but in 1889, at the Battle of Matamma against the Mahadist invaders of the Sudan, Yohannes lost his life.
- Menelik, on hearing of Yohannes death, proclaimed himself 'king of kings' and was crowned Emperor Menelik II in November 1889 at Entoto. He faced Italian invasion in the north which eventually culminated in the Battle of Adwa in 1896 with Ethiopian victory which helped consolidate his support, not only within Ethiopia, but from other parts of the world which recognized the achievement of this African state.
- It was the territories that were unified by Menelik that came under the rule of Emperor Haile Selassie I who also governed with an iron fist until he was overthrown from power in 1974 by a military elite called the Derg. The military rule in Ethiopia lasted for 17 years until it was ousted from power by democratic forces in 1991.
- All through her history until 1991, Ethiopia was a unitary state with the exception of Emperor Yohannes IVs reign which somehow tried to follow a rudimentary form of 'federalism' by which regional lords were permitted to administer their areas freely so long as they accepted the lordship of the Emperor. But the 1991 political development in the country brought about a total transformation in the country to federal state structures where the member states are able to administer themselves fully.

CASE STUDIES

1. The opposition parties in the parliament

- The format for standing for election in an opposition party, or as an independent candidate, is detailed in the Federal Negarit Gazeta. For example, in 438/97 under 18(1) 'Any government employee may run for election as a private candidate or as a candidate of a political organization, provided, however, that any judge, soldier or policeman shall resign from his post if he runs for election as a private candidate or as a candidate of a political organization.'

ACTIVITIES

1. Form groups to discuss and list down the differences between the autocratic, dictatorial and the rule under the FDRE.

- The differences include:
- Sources of power: under the monarchical and military governments it was in the hands of the leader whereas under FDRE it belongs to nations, nationalities and peoples of Ethiopia;
- Inequalities: in relation to administering one's regions, voting, access to health and education, taxation etc.

2. Form groups to discuss the role of the opposition party in the parliament and its contribution to democracy. Group leaders should present their ideas to the class.

- Opposition parties are needed in a democracy to ensure a balance of political views in parliament and representation of all groups.
- Opposition parties are not enemies of the ruling party or vice versa. They work within the framework of the law, accept the decisions of the majority and abide by it, and use their right to be heard legally.

LESSON 6

FEDERALISM IN ETHIOPIA

CLASS PREPARATION: INSTRUCTIONAL AIDS

- FDRE and states' constitutions

STARTER ACTIVITY

- Can you describe how federalism works in Ethiopia?

Students could work in pairs to discuss this and share their ideas with the whole class.

READINGS

- Explanations about federalism in Ethiopia
- Many countries have a federal system of government including Germany, India, Canada and Nigeria. Where there are different cultural groups, large populations and/or a vast geographical area, this division of power between the state and the regional states, federalism enables the people to have a voice in their own affairs.
- "The main objectives of Ethiopia's regionalization policy are to enable the different ethnic groups to develop their culture and language, manage socio-economic development in their respective areas, exercise self-rule and bring about an equitable share of the national resources among the regions." Source: p130 Mehert Ayenew 'Decentralization in Ethiopia' (2002) *Ethiopia The Challenge of Democracy from Below*
- "Both the federal and regional state governments have legislative, executive and judicial functions. As in any other federal system, state sovereignty has been constitutionally apportioned between the central government and the nine regional states... In addition, central and regional government powers and responsibilities have also been defined in the constitution. Accordingly, national defense, foreign policy, currency, inter-regional trade and citizenship are major functions left for the central government. Regional governments are made responsible for executing economic and social development policies, strategies and plans of the region, and establishing and administering a regional police force and maintaining public order." (136) See the FDRE Constitution Articles 51 and 52.
- "Both the federal and the regional constitutions provide for periodic democratic elections and popularly elected councils at all levels, active citizen participation in government and the establishment of local government administrations that will be transparent and accountable to the electorate." (136)
- The Human Rights Commission is primarily responsible for issues concerning violation of human rights.
- The Office of the Ombudsman deals with issues pertaining to maladministration in the public sector.
- The Ethics and Anti-Corruption Commission sees to cases of corruption and ethical behaviour of public officials. These insititutions are constitutionally empowered to rectify mistakes commited and take the necessary measures. For example, the Ethics and Anti-Corruption Commission has the power to sue wrong-doers.

CASE STUDY

The State of the Hararri people

- The Hararri state is presented as an example to show the rights started to be enjoyed by member states on the basis of the FDRE Constitution.

Students could be made to substantiate the rights that their region exercises as a result of the FDRE and the regions constitutions.

ACTIVITIES

1. In groups, undertake research into the roles of the three institutions and present your findings to the class.

- These are included in the readings on the previous page.

2. Form groups to discuss and list what the Hararri Regional State is doing to improve the living conditions of its people. What more do you think the state of the Hararri People could do for the people? Group leaders should present their ideas to the class.

- By 'executing economic and social development policies, strategies and plans of the region, and establishing and administering a regional police force', Hararri Regional State should be improving the living conditions.

3. In these groups, examine how the State of the Hararri People exercises its constitutional rights to administer the region. List, with the help of your teacher, some of the rights that the state enjoys.

- The state has set in place parliament which is of three types. One is the Council of Peoples' Representatives, having 22 representatives elected by all members of the regional state. The other is the Hararri Congress, composed of 14 representatives elected by the Hararri people and empowered to forumulate laws regarding the Hararri people's culture, language and heritage. The Hararri People's Council is composed of the two institutions and is the legislative organ concerning social, economic and political issues for the whole regional state.
- The state enjoys many rights as is stated in the case study but the main emphasis has to be the state's ability to do whatever it deems important to improve the life of the people and develop the region.

LESSON 7

ETHIOPIA'S FOREIGN RELATIONS

CLASS PREPARATION: INSTRUCTIONAL AIDS

- FDRE and Constitution
- International conventions/agreements

STARTER ACTIVITY

- What do you know about international conventions, agreements and sovereignty?

This could be done as a full class brainstorm activity, and would show what students remember from Grade 9.

READINGS

- Explanations about Ethiopia's foreign relations
- Ethiopia's foreign relations are partly economic, creating trade possibilities with the rest of the world, and partly diplomatic, ensuring peace and stability in the country, including adoption of international agreements.
- As is indicated in the FDRE's Foreign Affairs and Security Policy and Strategy document, the hub of the country's foreign relations and security is assuring development that benefits the whole people. Whatever relations the country establishes with others should promote the economic interest of the nation. Therefore, foreign relations should have the capacity to promote investment loan, aid and market opportunities to accelerate the development of the country.
- Among the international conventions and agreements are: the Universal declaration of human rights (1948); Convention on the prevention and punishment of the crime of genocide (1951); International convention on the elimination of all forms of racial discrimination (1969); International covenant on economic, social and cultural rights (1976); International covenant on civil and political rights (1976); Convention on the elimination of all forms of discrimination against women (1981); Convention on the rights of the child (1990).

CASE STUDIES

1. The Kuwait Fund in Ethiopia

- Before 1991, the relationship with Kuwait was lukewarm due to the intransigent nature of the military government in Ethiopia. Since the transition to democracy and due to the foreign policy of the country, which created an enabling environment for countries to invest in Ethiopia, the diplomatic relations between the two countries has strengthened. Cognizant of the conducive situation created in Ethiopia, Kuwaitee investors are involved in different economic sectors and are also supporting the development efforts of the country. One area of the Kuwaitee government support was in modernizing Bole Airport.

2. Resources mobilized by bilateral donors

- There are attempts to mobilize resources from different partners. For example, the German engineering Capacity-building program (ECBP) has been involved in supporting Ethiopian industry including leather manufacturing. "The ECBP program provides various support... technical support and market development.... Due to ECGP intervention the companies have boosted their production." one newspaper reported in 2009.

ACTIVITIES

1. Form groups to list, with the help of your teacher, some of the international conventions

and agreements that Ethiopia has ratified (accepted) and their benefits to the country.

- These conventions improve the country's international image and enable her to have good relations with countries which are prerequisites for her developmental effort.

2. Form groups to discuss and list down some of the mutual benefits that Ethiopia and other countries obtain from their relationships.

- The sources of information to answer this question should be available in the media or through local knowledge such as promotion of mutual trade, building of infrastructures, the establishment of a common front against common enemies like international terrorism, drug trafficking, etc.

3. Why do you think Ethiopia received these resources? Discuss in groups. Group leaders should present their ideas to the class.

- Ethiopia as a poor country needs the support of other countries. Moreover, due to the effects of drought and famine on parts of its population and poverty across the country, it needs the support in this area as well.
- In 2009, 4.6 million people were dependent on assistance to meet their basic food needs with a further 7.3 million relying on a 'safety net' food program. This situation recurs annually as climatic conditions prevent some crops being harvested, people have no insurance or credit to provide security in such periods and ineffective agricultural policies result in poor crop yields.

ADDITIONAL ACTIVITIES COULD INCLUDE

- Reading from the FDRE's Foreign Affairs and Security Policy and Strategy documents, ask the students, in groups, to explain what relations Ethiopia expects with other countries in the Horn of Africa.

SAMPLE LESSON PLAN

LESSON 4

Time	Teacher Activity	Student Activity
6	Warm up activity • How important do you think it is to tolerate diversity in Ethiopia? • What will happen if you are not tolerant of cultural diversity in society?	Work in pairs then share ideas with another pair.
5	Note responses on board or paper, then help students to read text.	Read individually stopping to reflect on the need for tolerance and the impact of intolerance.
8	Explain activity and help students to complete the table.	Work in small groups to discuss the diversities you see in your school and surroundings and ways of handling them.
8	Read case study on culture and explain activity.	Read individually, then work in same groups to discuss and list down what possible lessons the students could have learnt from this visit.
8	Read case study on Gandhi and explain activity.	Read individually, then work in same groups to discuss what lessons you learn from Mahatma Gandhi's role to keep young India a peaceful country.
5	Draw conclusions from the lesson and ask students to read 'remember'.	

ANSWERS TO UNIT REVIEW EXERCISES

PART I – MULTIPLE CHOICE

1. Which one of the following is not a value of a democratic system?

   (*a*) citizens rights (*b*) tolerance (*c*) duties of citizens (*d*) none

   Answer: (*d*)

2. Which one of the following is not an essential principle of democracy?

   (*a*) public participation (*b*) irregular elections

   (*c*) universal suffrage (*d*) multiparty competition

   Answer: (*b*)

3. Democracy does not protect one of the following:
   (*a*) the majority (*b*) the minority
   (*c*) losing parties in elections (*d*) none
   Answer: (*d*)
4. Which one of the following statements about democracy is not correct?
   (*a*) rights of citizens are limited (*b*) rights involve obligations
   (*c*) rights have no limits in a democracy (*d*) respecting the rights of others is essential
   Answer: (*a*)
5. Which type of government accepts cultural equality?
   (*a*) feudalism (*b*) democracy (*c*) dictatorship (*d*) autocracy
   Answer: (*b*)

PART II – TRUE OR FALSE

1. Human and political rights are linked together.
   Answer: true
2. The culture of tolerance will help development in Ethiopia.
   Answer: true
3. Knowing one's own obligations is a good way to respect the rights of others.
   Answer: true
4. Federalism in Ethiopia will lead the people to a common understanding.
   Answer: true
5. At present, Ethiopia is attracting more investment than ever.
   Answer: true (see notes)

PART III – SHORT ANSWERS

1. State some of the principles of democracy.

Ans. Rule of law, majority rule and minority right, equality among citizens etc.

2. List some of your rights and obligations.

Ans. The right to be a member of a legal political party, freedom to practice one's religion etc. Some of the obligations include upholding the constitution of the country, protect the environment etc.

3. What do you understand by federalism?

Ans. Federalism is a political system where power is decentralized and shared between the Federal states and the regional states.

4. What benefits do you think that Ethiopia has gained from its foreign relations? Why?

Ans. Ethiopia has been able to get aids and loans from foreign countries which contribute to its development effort. This is the case because the foreign policy of the country is basically based on mutual respect and support with other countries.

Notes: At the time of producing the teacher guide, investment in Ethiopia was increasing.

UNIT 2 RULE OF LAW

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

- recognize the role of a constitution in a society.
- recognize the importance of rule of law.
- understand the consequences of absence of rule of law.

	Lesson	Specific Competencies Students should be able to:	Other resources that may be used
1	Constitution as a Source of Rule of Law	• define the major purpose of a constitution. • explain how constitutions have been drafted in Ethiopia.	MOE *The Compiled Ethiopian Constitutions from 1931 – 1995.*
2	Understanding Rule of Law	• explain the importance of rule of law in governing human relations. • describe the sources of rule of law. • explain the different types of law.	
3	Rule of Law as an Instrument to Limit the Political Power of the Government	• describe that rule of law serves to limit the power of the government. • abide by the rule of law yourself.	
4	Breakdown of Rule of Law	• describe the consequences of breakdown of rule of law. • explain the ways in which corruption occurs with the breakdown of the rule of law. • describe how to struggle against corruption within your capacity.	

LESSON 1

CONSTITUTION AS A SOURCE OF RULE OF LAW

CLASS PREPARATION: INSTRUCTIONAL AIDS

- FDRE and states' constitutions

STARTER ACTIVITY

- List some of the main purposes of a constitution, and discuss as a class.
- Do you have any idea how a constitution was drafted in Ethiopia?

Students could list their ideas then share with the class in a discussion. This will help identify what students remember from Grade 9.

READINGS

- Explanations about constitution as a source of rule of law.
- The rule of law implies that both government and the governed should be subject to the law. Government decisions and actions should be made according to established laws rather than by arbitrary actions and decrees. Therefore, a constitution as a law — the Supreme Law — is a source and a decisive element regarding rule of law, as all activities are to be determined by the Constitution.
- Much has been written about the four constitutions in the students textbooks and the teacher guide for Grade 9.
- The three organs of government are separate bodies which have specific responsibilities and ensure that checks and balances prevent abuse of power.

ACTIVITIES

1. Form groups in class and each take one of the three organs of the government. Discuss their functions and importance then present a summary of the discussion to the class.
   - This deals with the three organs of government — the executive, the legislative and the judiciary — whose jurisdictions, with your support, the students should be able to describe. The main point, however, is the fact that the division of political power between the three branches of government, each checking the function of the other, is a mechanism by which concentration of power in one area or in the hands of a person leading to a dictatorship, can be avoided. In this regard, examples could be cited from the imperial and military governments of Ethiopia or from other countries like Germany and Italy under Hitler and Mussolini respectively.
2. Discuss the nature of the 1931 Constitution in terms of its formulation and recognition of the rights of the people. Present the summary of your group's discussion to the class.
   - The 1931 Constitution was modelled on the Meiji Japan Constitution of 1889, trying to combine both modernity and tradition while avoiding revolution. Tekle Hawariat Wayeh, a Russian educated intellectual, drafted the Constitution. After the document was thoroughly scrutinized and endorsed by the Emperor, it became a legal instrument. Therefore, as a modern constitution it did not enjoy the participation of the public during the stages of formulation and endorsement. The Emperor simply said that it was to be his gift to the people.
   - The 1931 Constitution under Chapter 3 contains articles concerning rights of the people. These include the right to citizenship; appointment; freedom of movement; prohibition against unlawful accusation or imprisonment; custody

and convict; equality before the law; right to privacy; right of appeal.

3. List some of the differences of the two Imperial constitutions. What are the main differences? Discuss in a group. Present the summary of your discussion to the class.

- There are no basic differences between the two constitutions as both were meant to serve the feudal monarchy and its henchmen. However, the 1955 Constitution was more elaborate about the succession to the throne and the territorial demarcation of the country. Moreover, the amended Constitution recognized the right of the people to choose their representatives to the Chamber of Deputies and human rights got more depth than was given in the 1931 Constitution.

4. Discuss the characteristics of the 1987 Derg Constitution in a group. Present the summary of your discussion to the class.

- Students, using the document, could locate the characteristics of the Derg Constitution. In general, the characteristics could include that it:
  - was socialist;
  - introduced a one-party system;
  - put all the power under Mengistu Haile Mariam;
  - apparantly introduced autonomous administrative areas;
  - appeared to elaborate citizenship, freedom and rights.

5. List some of the basic differences of the 1987 Constitution, and the 1995 FDRE Constitution. Discuss in a group. Form groups in the class, let each group present one of the Constitution's basic concepts and discuss as a class.

- The 1987 Constitution of the Derg is already mentioned above. The 1995 Constitution has the following characteristics. It has:
  - introduced the principles of the Constitution;
  - introduced a multi-party system;
  - emphasized human and democratic rights of citizens which covers two-thirds of the Constitution;
  - recognized the rights of nations, nationalities and people, including cesession to set up their own independent states;
  - given due attention to the rights of women and children.

AN ADDITIONAL ACTIVITY

Students could work in groups to identify the basic differences between the Imperial and the Derg Constitutions; and between the Transitional Charter and the FDRE Constitution.

LESSON 2

UNDERSTANDING RULE OF LAW

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Films, pictures showing customary celebrations of different cultural groups

STARTER ACTIVITY

Do you have any idea how the rule of law affects your own life?

Individual students should write down their thoughts.

READINGS

- Explanations about understanding rule of law.
- According to Civitas, the first idea about law is that "We the People" have the power to make and change the law — a concept commonly known as popular sovereignty. In a government based on popular sovereignty, the people use law as an instrument for reforming society and setting its future direction. The second idea is that government by the people must itself be subject to the rule of law. In a government based on the rule of law, decisions by officials that negatively affect individuals must be made on the basis of legal principle rather than arbitrary preference, political influence or public opinion. Under the rule of law, individuals who are adversely affected by the government action have the right to have the basis of that action reviewed by neutral and impartial decision makers (judges) who apply the requirements of a fair legal process that would apply in disputes between two individuals." Source: p 330 Civitas
- "In view of the Constitution, in the age of the law, there is in this country no superior, dominant, ruling class of citizens. There is no caste here. Our Constitution is colour-blind, and neither knows nor tolerates classes among citizens. In respect of civil rights, all citizens are equal before the law. The humblest is the peer of the most powerful." John Marshall Harlan, 1896

1. Divine Law

- This is related with a belief that a supernatural force that has the power to regulate the universe, which it had produced, and everyone must follow it. The transgression of this law results in the catastrophe and curse of the supernatural. For example, obedience to a monarch such as Emperor Haile Selassie was ordained by God and disobedience was taken as a revolt against God.

2. Natural law

- One of the promoters of the Natural Law Theory was John Locke (1632–1704). Locke believed that there were rules in a state of nature. He called these rules, natural laws or the laws of nature.
- "The state of nature has a law of nature to govern it which obliges everyone... No one ought to harm another in his life, health, liberty, or possessions..."
- They were "the Laws of Nature and Nature's God", as Thomas Jefferson called them in the Declaration of Independence. Jefferson believed they were laws made by a Supreme Being for the benefit of human beings.
- In determining the rights, all people always need and seek, Locke identified the following:
    - life: people want to survive and they want their lives to be as free as possible from threats to their security;

- liberty: people want to be as free as possible from the domination of others to be able to make their own decisions, and live as they please;
- property: people want the freedom to work and gain economic goods such as land, houses, tools, and money which are necessary for survival.

- These rights could only be protected by a government established through a popular consent. Source: p2-4 *We the People*

3. Common law

- Common law is the body of legal ideas based on the records of judicial decisions. It flows from:
  - precedent: in deciding a particular case, judges are obliged to take account of the past body of judicial decisions in relevant cases, and to explain how the case at hand is different from, or similar to, the previous cases. Precedent is also known as 'case law' or 'judge-made law'.
  - legislative supremacy: where legislation conflicts with common law, judges are generally obliged to follow legislation. The main exception is in the area of consitutional law — legislation that conflicts with the judicial interpretation of a constitution is invalid, and hence, not binding on the courts.

4. Statute law

- As is clearly indicated in the students' textbook, statutory law is written law created by legislative bodies.

5. International law

- International law can be defined as the body of rules of conduct accepted as legally binding by states in their relations with each other. Whether international law can legitimately be called law in the conventional sense is controversial, since there is no world state with the power to enforce international law on states that are parties to international disputes. Source: p332-3 *Civitas*

ACTIVITY

1. What is the difference between rule of law and absence of rule of law? Discuss as a class.

- Evidence of absence of rule of law in the past resulted in government led terror in Ethiopia, particularly during the Derg regime. Elsewhere in the world, absence of rule of law has resulted in genocide, mass murder and violation of people and corruption.
- China under Mao Zedong was one example where millions were killed or died in famine as a result of government programs such as the Great Leap Forward and the Cultural Revolution. In the latter, the target was those who were well-educated or in positions of authority and it was often students who led the protests against the non-communists. Red Guards were formed and they sought out intellectuals who were seen as 'enemies of the people'. About 35,000 were killed and over 700,000 persecuted as a result.

AN ADDITIONAL ACTIVITY

Students could work in groups to identify situations of rule of law and absence of rule of law. They could suggest how to improve the conditions to prevent a breakdown of rule of law.

LESSON 3

RULE OF LAW AS AN INSTRUMENT TO LIMIT THE POLITICAL POWER OF THE GOVERNMENT

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Pictures of previous leaders of Ethiopia

STARTER ACTIVITY

What do you think is the relationship between rule of law and limiting the power of government officials?

Students could work in small groups to identify answers which could be shared with the rest of the class.

READINGS

- Explanations about rule of law as an instrument to limit the political power of the government.
- According to Bahru's History of Modern Ethiopia, Haile Selassie's "obsession with power bordered on megalomania...it was marked by complete absorption with the present and total disregard for the future." Source: p202
- He held ultimate power in the centralized government "although the prime minister was empowered to select his team, and the council of ministers came slightly nearer towards a cabinet, final decisions on policy matters, as well as the appointment of all ministers (including the Prime Minister), vice ministers and assistant ministers remained the emperor's preserve." (204)
- Like the French kings of the 18th century, Emperor Haile Selassie identified himself as the State. The French kings used to say, 'L'etat ce moi' (I am the state) with full transgression of the law. Absence of rule of law and mismanagement of the affairs of the state impoverished the country and was the reason for the outbreak of the 1974 revolution and the overthrow of the monarchy.
- Absence of rule of law in Ethiopia during the Derg government resulted in the Red Terror which took place between 1976 and 1978. It was aimed at all opponents of the Derg, particularly the EPRP, many of whom fled north. "Addis Ababa experienced nightly shootings with bodies deliberately left on the streets as a warning to would-be Derg opponents... The Red Terror raged into 1978 and resulted in mass slaughters of all suspected EPRP and MEISON supporters, round-ups of Tigrayans and Eritreans, and kills of others thought to be enemies of the revolution. Signs proclaiming 'Let Red Terror Rage!' decorated the capital." Source: p26-8 Henze P (2007) *Ethiopia in Decline Vol 1* Addis Ababa: Shama

ACTIVITIES

1. Divide the class into three sets of groups.
- The first group will discuss the rule of law and list the major expressions of rule of law.
- The second group will discuss the nature of the rule of law during the Imperial time and list the points.
- The third group will discuss the nature of rule of law during the Derg time and list the points.
- Each set of group will present their lists to the class for further discussion.
- With your support, the group of students must identify what is required of them. For example, for the first question they could state transparency and accountability of the

government as well as respect for the human and democratic rights of citizens etc...

- For the second one, they could mention the autocratic nature of the monarchy, its ability to decide on the fate of citizens, the suppression of citizens' clamour for change etc...
- For the third, they could say the arrest, custody and conviction of citizens arbitrarily, the extra-judicial killings perpetrated by the government etc...
- In a large class it may be appropriate to have two or more sets of groups to ensure that the group size is small enough to enable each member to be involved in the discussion. In feedback, each group can state one issue that they discussed.

2. Discuss the consequences of unlimited power. Present the summary of your discussion to the class

- In the same groups the consequences relating to unlimited power anywhere in the world could be discussed. There have been many examples in recent years in African countries including Zimbabwe where Mugabwe held onto power and denied opposition parties any say until external negotiation talks led to his rival being offered office. Previously there had been arrest and imprisonment.
- In Liberia in the coup of 1980, a 28 year old muster sergeant named Samuel Doe came to power. He suspended the constitution, banned all political activities and declared martial law. Like other dictators, Doe looted the state money. The fortune he amassed for himself and his supporters during the 1980s was estimated at $300 million. He also promoted the interests of his own tribal group — the Krahn — numbering no more than 4 percent of the population. They were assigned to key positions and his personal bodyguards. This created animosity between the Liberian people leading to civil war.

3. Limiting the power and functions of government organs and their officials is important for the prevalence of rule of law. Why? Discuss in your groups and present your findings for a class discussion.

- The groups should note that everyone in government is under the law of the country, including the Prime Minister. Thus they are unable to do anything without appropriate approval from the relevant sectors. The prevalence of rule of law creates equality between the governed and the governing, enabling mutual trust to surface.

AN ADDITIONAL ACTIVITY

Students could identify whether there is rule of law, or not, in their school's activities; and come up with proposals on how to improve the situation so that rule of law fully prevails.

LESSON 4

BREAKDOWN OF RULE OF LAW

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Films, pictures, posters etc., of Ethiopia in 1970s and Red Terror

STARTER ACTIVITY

What do you think would be the consequence of the breakdown of rule of law?

The class could share ideas in a brainstorm activity.

READINGS

- Explanations about the breakdown of the rule of law

1. The Red Terror

- The Red Terror, briefly described in Lesson 3, was the climax of political violence unleashed by the Derg under Colonel Mengistu. One reason was the abortive coup against Mengistu led by senior Derg members in July 1976. The following February, General Tafari, the head of state who had called for negotiations with Eritrea and the opposition, was implicated with plotting to overthrow Mengistu and, in a palace coup, they were executed and the Derg declared Mengistu the head of state and its chairman. He declared a 'Red Terror', particularly against EPRP members and student allies.
- "Unspeakable horrors were perpetrated on a largely defenseless civilian population for the sake of dogmatic purity, the broad masses, democracy, national integrity, and civilian rule. The government, however, had the urban masses, history, and guns on its side and finally wore down the EPRP, in the process killing, or forcing into exile, thousands of Ethiopia's best-educated and idealistic young people. The Red Terror was so traumatic that subsequently there was virtually no overt civilian opposition to the PMAC." Source: p196 Marcus H (2002) *A History of Ethiopia* California

2. Corruption

- Corruption in Africa has been a serious problem. A case in point is Kenya. Spreading from the top, corruption in Kenya became embedded in the system during Moi (Daniel arap Moi) years.
- "An ethic of corruption has percolated deep into the civil service", wrote the American journalist, Blaine Harden in 1989. "District commissioners routinely steal cement from donor-funded erosion prevention dams. Court prosecutors routinely demanded bribes in return for not opposing bail. The director of motor vehicles has become rich and politically powerful by demanding bribes from everyone who wants to licence a big truck." The judiciary became notorious for corruption. "Why hire a lawyer when you can buy a judge?" ran a well-worn Kenyan saying.
- An investigation carried out in the post-Moi era found that almost half of Kenya's judges and more than one-third of magistrates were corrupt. It revealed that the cost of bribery ranged from up to $190,000 for an Appeal Court judge to $20,000 for a High Court judge to $2,000 for a magistrate. As little as $500 would quash a murder conviction while $250 would secure acquitation on a rape charge. One judge estimated that at least 20 per cent of prison inmates were wrongfully imprisoned because they could not afford to pay a bribe. Source: p385 Meredith *The State of Africa*
- The governments of many African countries

are aware of the harm that corruption does. In 1994, a meeting in East and Central Africa to discuss corruption noted that, "As the most able party leaders and expert advisers become involved in central administration and policy, regional and local party organisations as well as the local government apparatus are manned by less qualified personnel or they simply cease to function... (to install public confidence it is necessary to) extend the reach of the state to the remote areas of the country and carefully monitor conducts of the agents of political groups." Source: p29 *Corruption, Democracy and Human Rights in East and Central Africa* ALF

CASE STUDY

A victim of the Red Terror

- There may be staff in school or people in the locality who have similar stories about their experience of the Red Terror. If so, ask them to talk to the students.

ACTIVITIES

1. Discuss this story of the woman and her life?
- What do you think would have happened had there been rule of law?
- The rule of law would have prevented such injustice by ensuring that no one person had authority to order arrests, imprisonments and executions of prisoners without a fair trial according to laws and procedures that are the same for every person, regardless of their government position.

2. List any manifestations of corruption that you have observed in your school and in life and present your ideas to your class.
- Corruption can be found anywhere, including school, and needs to be recognized to help eradicate it. Although a criminal offence, corruption may be identified among those who are paid to uphold the law such as the police. Students should try to identify where they think corruption is taking place.

AN ADDITIONAL ACTIVITY

After identifying the manifestations of corruptions in the last activity, students should be able to describe the damage perpetrated by such acts and suggest how to check for acts of corruption for the future.

See sample lesson plan on page 30

SAMPLE LESSON PLAN

LESSON 4

Time	Teacher Activity	Student Activity
10	Warm up activity What do you think would be the consequence of the breakdown of rule of law?	The whole class can participate in a brainstorm activity.
5	Note responses on board or paper then help students to read text and case study.	Read individually stopping to reflect on why a breakdown in the rule of law can be disastrous for a country.
10	Explain activity and help groups to consider outcomes if there had been rule of law.	Work in small groups to discuss the case study and say what you think would have happened had there been rule of law?
10	Read section on corruption and explain activity. When students have made their lists, encourage them to share ideas with the whole class.	Read individually reflecting on the problems of corruption then list any manifestations of corruption that you have observed in your school and in life and present your ideas to your class.
5	Draw conclusions from the lesson and ask students to read 'remember'.	

ANSWERS TO UNIT REVIEW EXERCISES

PART I – TRUE OR FALSE

1. There is no rule of law in all countries which have unwritten constitutions.

   Answer: false

2. The importance of rule of law is to rule the people according to the will of the government officials.

   Answer: false

3. All constitutions in the world equally respect the human and democratic rights of citizens.

   Answer: false

PART II – MATCHING

Column A	Column B
1. The 1955 Constitution (D)	A. Using public property for one's benefit
2. International Law (C)	B. The 1970s Summary execution
3. Corruption (A)	C. International Covenant on Civil and Political Rights
4. Red Terror (B)	D. Absolute Monarchical power

PART III – MULTIPLE CHOICE

1. Which one of the following is true about the written constitutional development in Ethiopia?
   (*a*) the Ethiopian written constitutional history began during the early 18th century.
   (*b*) the 1931 Constitution was the written constitution.
   (*c*) the 1987 Constitution provided constitutional federalism.
   (*d*) (*b*) and (*c*)
   (*e*) none
   Answer: (*b*)
2. Identify the valid statement among the following:
   (*a*) the concept of rule of law has nothing to do with constitution.
   (*b*) Ethiopia has a good experience of prevalence of rule of law.
   (*c*) International law is one of the major sources of law
   (*d*) all
   Answer: (*c*)
3. Which one of the following statements is true?
   (*a*) rule of law was one of the principles provided under the 1931 Ethiopian Constitution.
   (*b*) Universal Declaration of Human Rights (UDHR) which was adopted in 1948 is a good example of International Law.

(*c*) using public property for one's own personal interest is, strictly speaking, not corruption.

(*d*) none

Answer: (*b*)

4. Which one of the following is true about rule of law?

(*a*) rule of law has no role of limiting the power of government.

(*b*) the gross violation of human rights is one aspect showing the breakdown of rule of law.

(*c*) in a government with a constitution, there is always prevalence of rule of law.

(*d*) all

Answer: (*b*)

PART IV – MISSING WORDS

1. If we say "the 1955 Constitution and the Monarchy", then we have to say "the 1987 Constitution and the Derg."
2. Written constitution is a formal written law enacted by the body having the power to issue or enact laws.
3. Summary execution is carrying out death penalty without having detail and formal legal procedure.

UNIT 3 EQUALITY

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

- recognize how equality was understood in Ethiopia.
- appreciate the importance of equality.
- understand the necessity of gender equality.

	Lesson	Specific Competencies Students should be able to:	Other resources that may be used
1	The Concept of Equality	• explain the new dimensions of equality after the transition to democracy in Ethiopia.	The FDRE and states' constitutions
2	The Effects of Equality of Citizens	• explain the effects of the existence of equality among the citizens of Ethiopia.	The FDRE and states' constitutions
3	Gender Equality	• describe the importance of gender equality. • explain the constitutional response to gender equality in Ethiopia. • respect gender equality.	The FDRE and states' constitutions
4	Equality of Cultures	• explain what is meant by equality of cultures.	The FDRE and states' constitutions

LESSON 1

THE CONCEPT OF EQUALITY

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Pictures, posters etc., showing the comparisons between life for the nobility and life of peasants.

STARTER ACTIVITY

Do you have some idea about the history of equality in Ethiopia?

This could be a class discussion to identify how much students remember from previous grades.

READINGS

- Explanations about the concept of equality
- The concept of equality is sometimes contentious. According to Civitas (p416): Equal rights - unequal results. A right is the authority to choose the means necessary to life and happiness; liberty and property are the most important of those means. When we exercise the liberty that we hold equally as a right (or attempt to amass property), inequalities in wealth, knowledge, status and political office often result. These inequalities may seem to violate the basic equality in rights. But when they stem from the proper use of liberty, they are an outgrowth of our equal freedom to pursue happiness. Different talents lead to different results when all are equally free to use their talents.
- How equality may conflict with liberty. The political conflict between equality and liberty, *i.e.*, between equal rights and unequal results that arise from freely exercising these rights, comes about because our respect and love for equality in rights often tends to make us believe that our national goal is to secure as much equality as possible in all things. To secure such equality, however, would be to deny people the freedom to pursue their rights whatever that freedom resulted in inequality.
- The student text referred to inequality in Ethiopia and other nations in the past. In the United States, not only did African Americans and women have to wait for the vote, but Native Americans were also denied this right until 1965.
- They were also not treated equally in other respects. In 1830, the Indian Removal Act had allowed the government to remove Indians from their own lands in parts of north east America. The Indians' ways of living changed with colonization and many lost their territories. Attempts were made to force Indians to live on reservations but many did not adapt to farming and battles and wars broke out between the Indians and settlers. Although there were many different Indian tribes, in 1871, Congress ruled that they should not be treated as separate, independent governments. The attempts by Native Americans to recover their lands and their rights continued up to the 1980s. Source: p159 - 180 adapted from World Book Encyclopedia Volume 10 (1994)

CASE STUDY

Feudal lords and gebar in feudal Ethiopia

- Peasants in Ethiopia in monarchical times were also treated unequally. According to Pankhurst, "The peasantry ... had to pay the gentry an inordinate number of dues, and were subject, as in the past, to frequent and often arbitrary depredations by the soldiers." Source: p139, 1990 *A Social History of Ethiopia*
- Pankhurst quotes Plowden who noted that the governor had the "right to oxen, sheep, goats, butter, honey and every other requisite

for subsistence," (141) and that some rulers were so bad that the villagers would have deserted their farms "were it not for a law that empowered the local chief to seize them, and force them to cultivate their farms or give security for their share of the tax." (142)

ACTIVITIES

1. List the kinds of *gibir* the peasant paid to the feudal lords.

- Which group benefited more from this relationship between the *gebar* and the feudal lords?
- Do you think that *gebars*, or peasants of that time, had access to education and health-care services?
- The peasants of Ethiopia led a very hard life in the history of the country and their plight persisted well into the 20th century. According to Pankhurst, "The peasantry throughout this period (in the 19th century) had to pay the gentry an inordinate number of dues, and were subject, as in the past, to frequent and often arbitrary depredations by the soldiers.
- ...The system of taxation constituted, in fact, a continual source of harassment and anxiety."
- 'Pearce, who also had many opportunities to witness this at first hand, recalls: "The peasants or labouring people in all parts of Abyssinia, never know when their persons or property are safe, on which account they are obliged to repair the habitations of their chief on holidays, some presenting bread, butter, honey, and corn, and others a goat, sheep, or fowls, to keep in favour and prevent him sending his soldiers to live upon their premises." Source: p140-1 *A Social History of Ethiopia*
- Education for peasants in 19th century was limited to a small percentage of boys who usually went to a church school run by a priest of layperson where they were taught reading and memorization of the psalms, often for no payment. Health-care was largely restricted to the use of local or traditional medicines prepared by and for the peasants.

2. How are people represented in the two Houses?

- Which Article gives attention to minority nationalities and peoples?
- In your opinion, what are the benefits of peoples' representation in the two Houses?
- The Constitution, particularly Articles 54 and 64, clearly state how people will be represented in the two houses. Students should identify the benefits of peoples' representation, particularly in relation to ensuring equality and thus avoiding conflict or mistrust.

LESSON 2

THE EFFECTS OF EQUALITY ON CITIZENS

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Films, pictures etc., showing the wars in Ethiopia.

STARTER ACTIVITY

What is the importance of equality of citizens in Ethiopia?

Students could work in pairs, then share ideas with another pair.

READINGS

- Explanations about the effects of equality on citizens
- The student text refers to the conflicts that Ethiopia faced in the past, often resulting from inequality. The plight of peasants under monarchical rule was covered in the last lesson. The peasants rebelled in different parts of the country during the reign of Haile Selassie I because of the inequalities that they faced. The Wayane movement and the Gojam Peasant Rebellion are described in Grade 12, Unit 3 Lesson 1 and the Bale Peasants' Rebellion is in Unit 4 Lesson 1.
- During the Derg period, people were not given equal status and had no way of democratically expressing their views. This led to the emergence soon after the Ethiopian Revolution of a number of opposition groups which, having no freedom to criticize the government by democratic means, were forced to fight for freedom. The Ethiopian Democratic Union (EDU) fought the Derg forces in the north of the country, particularly during 1977–78, but this organization collapsed and a successor, the Ethiopian Popular Democratic Alliance (EPDA), emerged. The Ethiopian People's Revolutionary Party (EPRP), Tigrayan People Liberation Front (TPLF) and Ethiopian People's Democratic Movement (EPDM) proved to be more effective opposition forces.
- Equality enables the creation of a common understanding and mutual trust. In the face of this common understanding and mutual trust, reasons not to go to war will be in place, and this contributes to accelerate the development of the country and the improvement of citizens' way of life.

ACTIVITY

1. Describe the negative impacts of lack of equality in previous Ethiopian governments.

- Why is the existence of equality of citizens important?
- Do you think that we should have consensus on the following issues?
  - Fighting poverty;
  - Fighting against terrorism;
  - Tolerating cultural diversity;
  - Maintaining peace and stability.
- The last lesson and this one have shown the problems that arose through lack of equality in the previous governments. They disregarded the equal rights of individuals and groups, particularly peasants, in the monarchical times, and the different nations, nationalities and peoples in both previous regimes.
- Students should realize that equality is important to maintain peace and enable the country to fight other problems such as poverty, terrorism and intolerance. Through this the country would be better equipped to develop its economy.

AN ADDITIONAL ACTIVITY

The need to ensure greater equality for the disabled and respect their rights is referred to at the end of the lesson. Students could evaluate the opportunities that are offered to disabled young people in their area. They could identify what education provision is available for those who have hearing or sight impairments. They should be able to report on how far the disabled youth receive equal treatment in education, health and other services.

See sample lesson plan on page 42

LESSON 3

GENDER EQUALITY

CLASS PREPARATION: INSTRUCTIONAL AIDS

- FDRE and states' constitutions
- Information on gender issues

STARTER ACTIVITY

Have you ever observed your parents treating you and your brother/sister differently because you are of a different gender?

The whole class can discuss this issue.

READINGS

- Explanations about gender equality
- Ethiopian women have had a marked historical record for the role they played in the life of the nation. Pankhurst wrote, "Ethiopian women played an important role in economic, social and cultural life. Upon them, Henry Salt declared, devolved 'most of the laborious occupations,' including the grinding of corn and the carrying of firewood and water, as well as much cultivation, especially in weeding, reaping and winnowing. The country's womenfolk, who were, in Gobat's view, 'far more active and industrious' than members of the opposite sex, were in fact prominent in agriculture, trade and handicrafts as well as in the domestic field in general. Women were also active as potters and weavers." p248 However, despite all these commendable roles, society had a low regard for women.
- Gender inequality still exists in parts of Ethiopia and elsewhere in the world but most females now enjoy better opportunities than previous generations. (See Grade 9 Unit 3 Lesson 1)
- "Women want to influence the decisions that affect their lives and the lives of their families, the political economy and destiny of their communities and nations, as well as the structure of international relations. Political participation and representation is essential for the achievement of these ends. This will allow women and men of all ages and races the full exercise of their human rights. It is also the avenue for influencing equitable resource allocations for development that shape the lives of girls and boys, as well as women and men." Source: p3-4 UNDP *Women's Political Participation and Good Governance: 21st Century Challenges*
- Women have fought for many years for equality. Sylvia Pankhurst, who was well-known in Ethiopia, was a suffragette in Britain where women, over the age of 30, eventually got the vote in 1919.
- Gender inequalities exist today in parts of Ethiopia where women are not allowed to inherit properties, such as camels, and when a man dies his widow is obliged to marry his brother. In parts of the Afar community, a brother or cousin on the father's side can inherit a wife who has no right to protest. Source: Rapid Assessment of FGM in Somale and Afar Regions Report 2008
- Abduction is another area which infringes upon the rights of women to equality and self assertion. Early marriage is yet another dimension where women's rights are violated. In one incident, a district governor, who was 69 years old, making use of the power of his office, 'marries' a girl of 12 years old. The girl, who was taken forcefully, refused to sleep with the governor.
- As a result, "He came close to her with the

alenga and swung several lashes on her back.... The old man, angry at the rejection, continued to flail her until she passed out. Finally, when his old hand got tired and he saw no more resistance from her... he turned off the *twaf* light. It was in the dark that the animal in him came out." Disgusted by what had happened to her, the girl went as far as committing an aborted suicide. Source: p154 *The Prince of Africa*

CASE STUDY

Women's role in productive activities

- Women, in some places of Ethiopia, still take on roles that are regarded as 'female' and are prevented from doing the 'male' tasks despite the fact that education has provided a broader view of a world where men and women take on identical roles in work and society.

ACTIVITIES

1. List the economic activities of Dorze women and discuss the contribution of each activity.

- List economic activities of women in your area and compare them with that of the Dorze women.
- Do you think that we can achieve rapid economic development without the active participation of women?
- Identifying what Dorze women are doing from the text, the students should be able to explain the importance of each activity. For example, weeding and harvesting enables them to have greater yield capacities for the family and, by extension through marketing, the community, to make them self sufficient in food.
- The response to the second questions may depend on whether the school is in a rural or urban area. In towns and cities the economic activities are likely to be completely different than in rural areas. In towns and cities, women may serve as drivers or lecturers in the universities, colleges and schools. This is quite different from what the Dorze women are contributing. But in rural areas in most parts of Ethiopia, women are engaged in farm activities like the Dorze women and, by doing so, contribute their share.
- The consequence of active participation by women can be seen in countries like India which, "has shown a correlation between women's education and economic independence and increased child survival rates.." Source: p8 UNDP

1. Split the class into groups, female and male, and discuss among yourselves whether or not you are treated differently from your brothers or sister at home. Choose a representative of each group and present your points to the class. Finally discuss all the issues in the class considering gender equality and inequality.

- The discussion will depend on the contributions of each group and their experiences. You may need to direct the discussion to relevant issues concerning gender equality and inequality.

AN ADDITIONAL ACTIVITY

What gender difference do students notice in their community? What are the reasons?

LESSON 4

EQUALITY OF CULTURES

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Music and costume from different cultural groups
- Celebrations by different cultural groups

STARTER ACTIVITY

Do you think all cultures are equal? Why?

The class could discuss this in groups after which each should state their answer and justify it to the class.

READINGS

- Explanations about the equality of culture

1. Equality of language

- According to UNESCO, of the 6,900 languages spoken in the world, some 2,500 are threatened with extinction. In 2001, it appeared that 900 were classed as endangered (although this may be due to research tools). India has the highest number of endangered languages (196), followed by the US with 192 and Indonesia with 147 at risk. In sub-Saharan Africa of the 2,000 languages currently spoken, over 10% will disappear over the next century.
- Language diversity is important, as is the need to have pride in one's own language, which is part of our culture, and thus needs to be protected. The FDRE Constitution in Article 5, sub-Article 1 ensures that, 'All Ethiopian languages shall enjoy equal state recognition.'

2. Equality of religion

- Respect for other religions is paramount to the future peace and stability of this country and others across the world where different faiths are followed. Conflicts and wars have been fought, and continue, over religious beliefs in many countries. The Crusades in the 12th Century between Christians and the Muslims were an early example of religious conflict. In our contemporary world, religion, enmeshed in politics, has increasingly become a cause of conflict and instability.

3. Equality of other cultural traits

- Culture is a symbol of identity for a given person or group. Unless respect is accorded to anyone's culture, in a society marked by multi-culturalism, it could be a cause for all kinds of war which could result in mutual destruction.

CASE STUDY

Religious extremists trying to convert others

- The two cases, although centuries apart, indicate how religious groups show intolerance towards others, sometimes resorting to violence to achieve their own aims.
- The Indian sub-continent has absorbed many religions, often peacefully, but occasionally there have been violent confrontations. The city of Delhi was Muslim until the end of the 14th Century when it was conquered by a Hindu state in the south of India which allowed the Muslim traders to continue while they set up a network of Hindu temples to consolidate their power.
- When India gained its independence in 1947, Jinnah of the Muslim League, demanded that there should be two separate, autonomous states — one to accommodate the Muslims and the other for the Hindus; despite opposition by people such as Mahatma Gandhi, the country was partitioned into two countries — India and Pakistan.

ACTIVITIES

1. Make groups and discuss the following questions based on the above cases.

- Do you think that it is fair to violate the rights of people to choose their religion?
- Do you think religious intolerance is harmful to the common good?
- How can we avoid or minimize conflicts that may arise out of religious controversy?
- The first two questions demand that students state their feelings. But interference in the cultural practices of people nearly all the time results in conflicts and civil wars which may lead to human and material destruction and erode mutual trust. Therefore, it is undemocratic in nature.
- The last part requires more consideration of policies and practices that could reduce the risk of conflict. For example, in Ethiopia the FDRE Constitution, by setting in place Article 27, has recognized equality among religions. Ideas from these groups could be gathered and shared with the whole class at the end of the lesson.

AN ADDITIONAL ACTIVITY

Students could prepare a display of cultural items such as dresses, household items and photographs/illustrations showing different cultural activities. This could be shared with other Grades and classes who are studying the cultures of Ethiopia.

SAMPLE LESSON PLAN

LESSON 2

Time	Teacher Activity	Student Activity
10	Warm up activity What is the importance of equality of citizens in Ethiopia?	Work in pairs, then share ideas with another pair.
5	Note responses on board or paper then help students to read text and explain how wars and rebellions in the past resulted from inequality.	Read individually stopping to reflect on the issues.
10	Explain activity and check that the groups understand the task. Gather some ideas to share with the whole class.	Work in small groups and describe the negative impacts of lack of equality in the previous governments of Ethiopia. • Why is the existence of equality of citizens important? • Do you think that we should have consensus on the following issues? ○ Fighting poverty; ○ Fighting against terrorism; ○ Tolerating cultural diversity; ○ Maintaining peace and stability.
10	Read final section and set additional activity to evaluate the opportunities that are offered to disabled young people in their area.	Read individually reflecting on the issue of disability then prepare to do some research identifying what education provision is available for those who have hearing or sight impairments in order to report on how far the disabled youth receive equal treatment in education, health and other services.
5	Draw conclusions from the lesson and ask students to read 'remember'.	

ANSWERS TO UNIT REVIEW EXERCISES

PART I – TRUE OR FALSE

1. In addition to having equal rights, citizens should receive similar rewards and benefits though their abilities and contributions differ.

   Answer: true

2. Political equality prevailed in Ethiopia in the period of the monarchy though kings and feudal lords had more political power.

   Answer: false

3. Gender equality refers to equality of men and women in terms of rights, access to services and opportunities.

   Answer: true

PART II – MULTIPLE CHOICE

1. Which of the following is not the advantage of the prevalence of equality among citizens?

   (*a*) it promotes peace and stability
   (*b*) it promotes development
   (*c*) it reduces conflicts
   (*d*) it makes citizens equally rich
   (*e*) none of the above

   Answer: (*d*)

2. What is the importance of having national consensus among citizens?

   (*a*) it helps citizens to promote their common interest
   (*b*) it helps them to fight against their common enemies
   (*c*) it helps them to have identical opinions on important issues
   (*d*) it helps them to maintain peace and stability
   (*e*) all

   Answer: (*e*)

PART III – SHORT ANSWERS

1. How does gender equality help to promote development?

Ans. Gender equality is the equality between male and female. Women make up half of the population. When they are treated equally, they will participate and contribute to the development of the country.

2. What is national consensus?

Ans. National consensus is a common agreement on national issues.

3. What is the difference between material and non-material culture?

Ans. Material culture is something tangible like obelisks, monuments etc. Non-material culture is intangible ones such as devotion to one's religion and beliefs.

UNIT 4 JUSTICE

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

- recognize the effects of lack of justice.
- appreciate the importance of equal provision of social services.
- understand the different categories of justice.
- realize the workings of the judiciary.

	Lesson	Specific Competencies Students should be able to:	Other resources that may be used
1	The Effects of Lack of Justice	• describe the effects of lack of justice. • explain how to react to acts of injustice.	Bahru Zewde & Pausewang (ed) (2002)*Ethiopia The Challenge of Democracy from Below* Addis Ababa: Forum for Social Studies
2	Equal Provision of Social Services	• explain the importance of the fair distribution of social services.	
3	Categories of Justice	• differentiate the various categories of justice.	
4	Organization and Functions of the Judiciary	• explain the organization, structure and functions of courts under the different political systems of Ethiopia.	
5	Equity of Taxation	• identify the types of taxes collected in Ethiopia. • explain the principles of taxation.	

LESSON 1

THE EFFECTS OF LACK OF JUSTICE

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Films, pictures showing civil war and famine in Ethiopia

STARTER ACTIVITY

What is justice? What is injustice?

In a class brainstorm activity, discuss these words.

READINGS

- Explanations about the effects of lack of justice
- The student texts considered the effects of lack of justice including civil war, instability, famine and poverty. The first effect, civil war, not only affected Ethiopia in the past, but many other countries in the world. The English Civil War was cited as one example.
- In mid 16th Century Britain, King Charles I disagreed with parliament over his rights relating to arbitrary taxation and imprisonment. He dissolved parliament, governing the country without it until the time came when troubles made him summon a new parliament. The confrontation continued, however, and led to a civil war which lasted seven years with Royalists fighting the Parliamentarians. At the end the king was caught, put on trial and executed. Therefore, the unjust act of the king led the country to unnecessary sacrifice.
- The American Civil War started in 1861 partly as a protest to slavery in the southern states. The Southerners believed that there was no American nation, rather a collection of sovereign independent states which had the power to protect slavery. The Northerners believed in the unity of the states and their defeat of the southern Confederacy, led to the abolition of slavery.
- Instability is another effect which can result in conflict. In Ethiopia, unfair taxation and land redistribution have both led to instability among groups which resulted in conflicts including the Bale Peasant Rebellion, the subject of the case study.
- Famine and poverty are the other outcomes of lack of justice. Often those who suffer are unable to protest but the impact on society is disastrous. A country that has food security measures in place, long term relief plans that can deal with drought and food shortages, and organizations that can work with the government to minimize the impact of famine would be able to protect its people from its effects. Ethiopia has to work towards achieving these aims to eventually avoid relying on external aid. However, the causes of famine and poverty are not always due to lack of justice in the country concerned, but may result from global activities and external threats.

CASE STUDY

1. The Bale Peasant Rebellion

- The Bale Peasant Rebellion, which began in 1963 was an outcome of the peasants' 'inability to pay the increased taxes accompanying new land measurements.' This was exacerbated by Christian settlers being imposed on a predominantly Muslim population and the appointment of a new governor. Religious differences, unfair taxation and land deprivation were the main reasons for this rebellion which did not end until 1970.

ACTIVITY

1. Make groups and discuss these questions

- Is it fair to take land from one group of people and give it to another?
- Is it fair to treat one group of people well while treating others badly?
- Do you think that injustice usually leads to conflict and civil war?
- In the Ethiopian case as the mainstay of the economy is agriculture, the issue of land was at the center of the clamour for justice and equality. Emperor Haile Selassie's monarchy was overthrown, among other reasons, for its land policy. Opposition of the peasants against the military government was strengthened as a result of the government's interference in their production and distribution of activities. In any case, as land is a means of existence, it will be seen as unfair when it is taken from one and given to another.
- Injustice sometimes leads to conflict and even civil war but there are examples of people accepting injustice and waiting for change. But when change is overdue it may be unavoidable.

LESSON 2

EQUAL PROVISION OF SOCIAL SERVICES

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Posters, pictures etc., showing social services such as hospitals, electricity, transport etc.

STARTER ACTIVITY

- Can you give some examples of social services?
- How do you explain equal provision of social services?.

  The students could work in pairs to share ideas

READINGS

- Explanations about the equal provision of social services
- Distribution of schools in Ethiopia was also discussed in Grade 9 Unit 3 Lesson 1 where statistics compared the number of schools and students in 1983 and 2000. The ratio of enrolments across the region in 1987 compared to 2000 is also interesting as the following table shows. Where the percentage is over 100% it is because it is a percentage of the age group and any older students that are added to the table opposite.
- The table indicates that, in areas where enrolment was very low such as Afar and Somale, there have been substantial increases due to various alternatives such as mobile schools and non-formal education for students. Although these two regions are still experiencing low enrolments compared to the rest of the country, there have been substantial increases. Reasons for low enrolment are often linked to traditional practices (reasons for girls not attending) and poverty in rural areas. Thus these issues have to be addressed if school enrolment is to increase.

Region	1987	2000
Tigray	43.7	99.25
Afar	8.4	36.7
Amhara	17.9	99.5
Oromiya	21.2	101.3
Somale	11.6	41.01
Benshangul Gumuz	35.4	109.97
SNNPR	28.8	101.5
Gambella	53.9	154.7
Harari	53.4	112.35
Addis Ababa	84.9	102.6
Dire Dawa	41	107.1
Total	**26.2**	**97.1**

CASE STUDY

Mobile schools for pastoralist communities

- Education is key to the development of a country. However, education can play its development role when educational opportunities are fairly accessible to all citizens. Since the settlement pattern and way of life could be different from one area to another, most often there may not be a one-fits-all system to distribute educational opportunities to all. Under such circumstances, different types of approach should be set in place so that all could get, irrespective of differences, educational opportunities.
- For example, alternative forms of education have had to be introduced where the population is scattered or is nomadic, such as in Afar. Non-

formal education has also provided children with a smaller curriculum which enables them to transfer to higher grades in less time. In these kinds of comprehensive approaches, equitable provision of social services to all citizens can be attained and, through the contribution of the educated citizens, the country's development can be accelerated.

ACTIVITY

1. Discuss these questions as a class.

- Do you think that mobile schools and clinics are good ways of providing equal social services?
- Do you think enough has been done to equally distribute social services among the nations, nationalities and peoples of Ethiopia.
- As is indicated in the case study, putting in place different approaches to make social services accessible to citizens is the bedrock to sustain justice and equity among members of the community.
- The students' contribution will depend on their experience of seeing distribution of social services. The perceptions of students who have had access to the mobile provision may differ from the perceptions of a city student. If teachers can locate information on the syllabus for students who attend mobile schools it may help to compare provision.
- Identifying the methods for allocating resources to each region is also important. Is it based on population alone or are their additional factors that are taken into consideration?

AN ADDITIONAL ACTIVITY

- Identify information on other social services in your area and, if possible, compare with a different region in Ethiopia.

LESSON 3

CATEGORIES OF JUSTICE

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Posters, pictures etc showing courts in session.

STARTER ACTIVITY

Have you heard of the different types of justice? Discuss this issue in the class.

A class discussion will enable students to share previous knowledge and experience.

READINGS

- Explanations about categories of justice

CASE STUDIES

1. Land distribution by the kings of Ethiopia

- Land distribution has been discussed in previous lessons and in Grade 9 (Unit 4 Lesson 1). In parts of Ethiopia, land was shared by the nobles and provincial chiefs or taken from the church (which owned a very large part of land) to give to followers and soldiers. At the time of Haile Selassie students were protesting that land should be owned by those who farmed it.
- Distributive justice has to be implemented to lead to a fair and just society and avoid conflict.

2. Abduction

- This is regarded as a form of marriage by kidnapping in parts of Ethiopia and appears to be on the increase in some regions according to a 2008 report which cites the reasons for marriage by abduction as to:
  - Ensure that the girl of men's choice will not run away,
  - Avoid payment of bride-price in anticipation of a rejection of their marriage proposal by households with a relatively higher social status, and
  - Avoid expenses for wedding parties (EWLA 2001)
- In the previous unit abduction was dealt with. "In general, marriage by abduction has serious harmful consequences for the girls. The mistreatment of the girl during the process of abduction is very high. She is often beaten and if not immediately intimidated suffers severe punishment leading to bodily harm." Source: p22 A Study on Violence against Girls in Primary Schools and Its Impacts on Girls' Education in Ethiopia
- The report claims that prevalence of marriage by abduction was as high as 69% across the whole country in 1997. Corrective justice is essential to act as a punishment as well as a deterrent in such cases.

3. The case of Ato Kibru

- There may be similar cases in the media or discussed in the locality that will show how procedural justice is used, regardless of the status of the individual on trial.

ACTIVITIES

1. Do you think it is justifiable to take all the land from the farmers and give it to the noblemen and kings? Discuss.

- Did the workings of Haile Selassie's government violate the notion of distributive justice? Discuss.
- Students should identify the unfairness of such a system and may wish to compare it with the current system where the state owns all the land but enables it to be possessed for industrial or

agricultural use and accommodation.

2. Do you think justice has been served in the case of Woinshet? Discuss.

- The sentence received by the abductor and rapist may be a focus for discussion. How much is a destroyed life worth? Can there ever be a fair outcome when people's lives are involved?

3. Which side do you think is right? Discuss your views in the class.

- It is hoped that the students will see the need for procedural justice and expect any criminal to face the same treatment regardless of their position in society.

See sample lesson plan on page 54

LESSON 4

ORGANIZATION AND FUNCTIONS OF THE JUDICIARY

CLASS PREPARATION: INSTRUCTIONAL AIDS

- FDRE and states' constitutions

STARTER ACTIVITY

What do you think are the functions of the judiciary?

This could be a brainstorm activity for the whole class.

READINGS

- Explanations about the organization and functions of the judiciary
- Situations can be fair or not fair, depending upon different factors. What is fair for one person might be unfair for another. A person may treat someone else wrongly with a belief that he is doing right. Generally, because of differences of interests, fairness is sometimes difficult to achieve.
- It is to reconcile these differences legally that the judiciary is organized and set in motion. The judges are the main elements in the judiciary, and they, in most cases, are recruited on the basis of their qualifications and merit. In most cases judges are free from the interference of the legislative and the executive organs of government, and are only accountable to their conscience and the law of the land. To maintain their freedom, different provisions are set in place. (See the FDRE Constitution, Articles 4 and 5.)
- In any political system, the judiciary is structured at different levels. For example, in Ethiopia under the unitary political system, the organization of the judiciary includes the Supreme Court at the top, then the High Court and the First Instance courts. Under the federal system, the Supreme, the High and the First Instance courts are in place both at the federal level and the regional state levels.

ACTIVITIES

1. When you go home ask your parents how the courts were organized in previous regimes. Also ask them to tell you how cases were taken from First Instance courts to Higher Courts and to the Supreme Court.
   - Their response depends upon what they get from their parents but they must be geared towards what is explained in the readings above.
2. Discuss the structure and organization of the Ethiopian judiciary under the unitary and the federal systems.
   - This is already dealt with in the readings but the students can be motivated to air their views.

AN ADDITIONAL ACTIVITY

Students, in groups, could study how cases are presented in the First Instance court and how they are adjudicated.

LESSON 5

EQUITY OF TAXATION

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Pictures showing citizens paying taxes

STARTER ACTIVITY

- How many types of taxes can you list?
- How do you think taxation should be conducted?

The activity could be discussed in small groups and their ideas then fed back to the whole class.

READINGS

- Explanations about the equity of taxation
- Taxation is not always easy and there are constant efforts by those in power to gather as much as is required by the easiest and most appropriate methods. The people who have to pay do not always agree and this has led to many conflicts.
- For example, in Nigeria, the Ibo Women's War of 1929 was a protest against taxation. A grievance emerged over a woman, fearing that she would be taxed, prevented an official from counting her goats and was hit by the colonial employee. "Shortly after the incident, thousands of nude women carrying mens weapons (sticks and spears) surrounded the houses of the accused parties and sang ridiculing songs... However, the British response to the peaceful assembly was swift and violent, and about fifty women were killed or injured. Eventually the tax was imposed." Source: p852 (1998) *In the Balance Vol 2*
- In Ethiopia, income tax is supposed to be paid by everyone who earns an income or has interest on their savings. The tax rates are set by the government and there is a threshold for paying tax. Not everyone agrees that these tax rates are fair.
- In 2009, the Revenue and Customs Authority set about creating an integrated tax system and agency to meet the 30 billion Birr revenue target for the fiscal year. Many companies were requested to pay millions of Birr in tax arrears.

CASE STUDIES

Taxes in Ethiopia

- The message that this case study highlights is that tax collection in Ethiopia is a problem as many individuals and companies do not pay their taxes. A number of administration systems had been introduced to enable the government to integrate the tax system, collect accurate information and help in the enforcement of revenue collection. Prosecution is one outcome for those who evade tax on a large scale and others will be expected to pay back the debts within a set period of time.

ACTIVITIES

1. Discuss.
   - Why do you think some people do not pay taxes?
   - What do you think should be done to solve this problem?

- The students should identify reasons including: a desire to defraud the government and not pay their burden; a concern that the taxes are not being used appropriately; lack of knowledge of what they should be paying; a belief that they are being overtaxed by an unfair system etc.
- Putting in place a functional system with officials free from corruption, and sensitizing the public on their obligations and the

necessity of paying taxes, could be mentioned as a solution to deal with the problem of tax evasion.

2. Devise an equitable tax rate for personal income then use it in the table below and calculate the tax amounts.

- Students could work in small groups to design a fair tax system which other groups could evaluate.

AN ADDITIONAL ACTIVITY

If there is a tax authority in their locality, students could investigate who actually pays tax, and what the major problems are related to the collection of taxes.

SAMPLE LESSON PLAN

LESSON 3

Time	Teacher Activity	Student Activity
10	Warm up activity Have you heard of the different types of justice?	Take part in a class discussion to share previous knowledge and experience
5	Note responses on board or paper then help students to read text and first case study	Read individually stopping to reflect on different types of justice and land distribution
10	Explain activity and manage class discussion.	Discuss whether you think it is justifiable to take all the land from the farmers and give it to the noblemen and kings? Discuss whether the workings of Haile Selassie's government violated the notion of distributive justice?
5	Read next text and case study on abduction and discuss question.	Read individually reflecting on the issues and sharing in discussion on whether you think justice has been served in the case of Woinshet.
5	Read remaining text and case study and discuss the question with the class.	Discuss which side do you think is right with the class.
5	Draw conclusions from the lesson and ask students to read 'remember'.	

ANSWERS TO UNIT REVIEW EXERCISES

PART I – MULTIPLE CHOICE

1. Which of the following is not a result of lack of justice?

   (*a*) civil war (*b*) poverty (*c*) instability (*d*) none

   Answer: (*d*)

2. Which of the following is not a category of justice?

   (*a*) social services (*b*) corrective justice

   (*c*) procedural justice (*d*) distributive justice

   Answer: (*a*)

3. The Federal Supreme Court:
   (*a*) is the highest body of the judiciary
   (*b*) is the smallest body of the judiciary
   (*c*) is responsible for settling regional cases
   (*d*) is the same as a higher court
   Answer: (*a*)
4. Procedural justice deals with:
   (*a*) the way benefits are distributed to the people
   (*b*) correcting acts of injustice
   (*c*) the process of serving justice
   (*d*) procedures for serving people
   Answer: (*c*)

PART II – TRUE OR FALSE

1. The organization of the judiciary is more centralized in a unitary form of government.
   Answer: true
2. The First Instance Court is the highest decision making body under a federal form of government.
   Answer: false
3. In a federal government the Federal Higher Court deals with regional cases.
   Answer: false
4. Procedural justice is more important than corrective justice.
   Answer: false

PART III – SHORT ANSWERS

1. What is the tax base?

Ans. A tax base is an activity determined by the government to pay tax.

2. What is the difference between a tax base and a tax rate?

Ans. A tax rate is a percentage determined by the government to tax its people depending on their income.

3. What is a fair and equitable tax rate?

Ans. Fair and equitable tax is one that is collected relative to one's income.

4. Why is contraband an unwanted activity?

Ans. Contraband is an unwanted activity because it is illegal and takes away money meant for the government.

UNIT 5 PATRIOTISM

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

- understand what is required for the prevalence of patriotism.
- understand the relationship between patriotism and the common good.

	Lesson	Specific Competencies Students should be able to:	Other resources that may be used
1	Requirements to Increase Patriotism	• list what is required to make people feel patriotic. • respect the equality of citizens. • respect the national flag.	
2	Patriotism and the Common Good	• define what the common good or public interest means. • defend the common good. • explain the duties of a patriot apart from that of defending Ethiopian territory. • be patriotic.	
3	Patriotism and Poverty Reduction	• explain the causes and effects of poverty. • describe how citizens can help to reduce poverty.	
4	Voluntarism	• explain what voluntarism means. • commit to giving voluntary services to your community.	

LESSON 1

REQUIREMENTS TO INCREASE PATRIOTISM

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Pictures, posters etc., showing nations, nationalities and peoples of Ethiopia working, defending their country etc.

STARTER ACTIVITY

What do you think helps people to feel patriotic?

This could be a class brainstorm activity.

READINGS

- Explanations about the requirements to increase patriotism
- The first part of the text revisits the need for equality to avoid discrimination and potential conflict. When groups in society are dissatisfied with the way the government treats them, they lose their respect for it. If not dealt with, this can lead to conflict as happened in the past in Ethiopia when the different nations, nationalities and peoples' human and democratic rights were not recognized by the state.
- Since the federal system was implemented there has been an opportunity to remedy this situation in respect of different cultural groups. One symbol that binds the groups together is the flag of each region just as the state flag is a nationalistic emblem.
- "Flags are recognizable symbols of a nation around which its members rally in war and peace. In traditional dynastic states, flags bore the coat of arms of the ruling family: under the Hapsburgs, the double-headed eagle was the center of the flag of the Austrian Empire; and a golden fleur de lis on a white field, the coat of arms of the Bourbon dynasty, which was the French flag before the Revolution."

  Source: p705 *In the Balance*
- Tolerance of differences is essential for peace in society. Since there are likely to be people of different nationalities and religions in many parts of the world, with different languages spoken and food, dress and other cultural traits setting them apart, these communities have to learn to live with each other.
- In a city or community with an equal division of groups, this would appear to be a straight forward assumption. However, where two religious groups each have a following of about 50% of the population, there can be lack of tolerance in some societies. The reasons are usually complicated and may not be fully understood or even believed by the groups who grow up in a divided society.
- In the UK in Northern Ireland there were decades of unrest and fighting between the Protestants (who wanted to retain their union with the rest of Britain) and Catholics (who wanted to be part of a separate Republic of Ireland). Many were killed in shootings and bombings in Northern Ireland and in England until a peace agreement was eventually reached following peace and reconciliation talks and joint action by both sides in the late 1990s.
- Sometimes the unrest can be caused by one group, though smaller in number, having greater power as was the situation in apartheid South Africa and in Burundi.

ACTIVITIES

1. Form groups and discuss these questions. Ask your group leader to summarize your discussion for the class.

- How does discrimination weaken patriotic feelings?

2. How can we strengthen the sense of patriotism in all Ethiopians?

- The above explanations may help to support some of the discussions. How many different languages do students in your row/class speak?
- How many of them like reading the same kinds of books?
- How many students choose football as their favourite sport?
- How many of them follow the same religion?
- How many students like similar kinds of music?
- How many different kinds of cultural foods can the students list?

- Students could produce a table or chart to illustrate these differences. All the questions are indicative of differences among students, the recognition of which is important for the development of patriotic feelings.

3. Form groups to discuss what people and the government should do to promote a sense of patriotism among all citizens and let the group leaders summarize their ideas to the class for further discussion.

- There may be suggestions such as joint religious events, or publications and broadcasts in minority languages; celebration of national holidays and making every attempt to fully respect the human, democratic and cultural rights of citizens, and also enabling them to be equitable beneficiaries of the resources of the country.

LESSON 2

PATRIOTISM AND THE COMMON GOOD

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Films, posters, pictures etc., that show terrorist activities and the Holocaust etc.
- Posters against corruption

STARTER ACTIVITY

- What do you think the common good or public interest means?
- Why is it important for everybody to do his or her best for the public interest?

The class could work in pairs to answer these questions, sharing their information with another pair.

READINGS

- Explanations about patriotism and the common good
- Having objective views of the past is one theme of this lesson. Followers of a particular leader or government may be biased in their interpretation of the events of that period. In reading a book written during the period of Haile Selassie, one can often identify patriotic support for his rule while another, written during the military period, would give a very different impression.
- This is mostly the case because the sources used for writing the book, the writer's political attitude etc., can be different at different times.
- A Cuban, Raul Valdes Vivo, described the emperor's palace, "with its 800 servants, the rugs on which he stepped every morning at around 11:00 were embroidered with gold. His toilet seat was solid gold, as were the bicycle frame for his daily exercises, the washstand and the bathtub." Source: p16 (1977) *Ethiopia the unknown revolution*
- He did not have sources to substantiate his ideas and his descriptions justifying the actions of the work of the military party are also subjective. "The number of traitorous ministers and generals that Ethiopia's revolutionary courts have had to send before the firing squad in three years — to prevent Andom from becoming a Pinochet, or a fascist regime such as Pretoria's or Salisbury's from setting itself up in Addis Ababa — is insignificant compared to the number of peasants the landlords murdered in a single month — and continued doing so for decades — when their Emperor held absolute, final and almighty power.
- As for the lies about massacres of 500 students a day, presented by the capitalist press in New York and Paris as coming from "reliable sources," I have heard US and French diplomats in Addis Ababa deplore the fact that the press could have considered such stupidities credible.
- It is true that there has been sporadic crossfire in which one or two terrorists, not to mention a *kebele* militiaman or policemen, died. However, the Revolution is not to blame; this is the work of the counterrevolution." (p84-5)
- Another theme discussed in this lesson is that of personal versus public interests. Sometimes this causes conflict, particularly if it means reducing personal interests to help the community, region or the country.
- But under a democracy as young as ours, the system will not be deep rooted unless, at

times, individual interest is sacrificed for the common good.

CASE STUDIES

1. Terrorism: minibus bombing in Addis Ababa

- Terrorism is a recurring theme in the civics and ethical education program. It is usually the action of a small but powerful group intent on change in a practice or regime using a threat or violent action, often against innocent civilians, to achieve their aim. Bombs in minibuses or other venues where civilians are congregated are used, sometimes strapped to a person — the suicide bomber — who is prepared to die for the cause.
- Al Qaeda is one large Islamic group that has caused destruction and fear across the world. In the 21st century, the use of terrorism increased in parts of the world such as Palestine and Israel, Afghanistan and Iraq where long standing conflicts continue to affect the civilians.

2. A disaster caused by nationalistic chauvinism

- When Hitler, the leader of the Nazi party, became chancellor of the country in 1933, he established a totalitarian dictatorship. It brought an end to federalism and led to a military government. The people saw change as the country became industrialized and a propaganda machine, headed by Goebbels, encouraged racism and anti-Semitism.
- Through the Nuremberg Laws (1935) "a Jew was defined as any person with one Jewish grandparent and their German citizenship was stripped... Thousands of Jews and others began to disappear; men, women, and children were marked with yellow armbands bearing the Star of David." Source: p814 *In the Balance*
- From 1942, the elimination of the Jews and other 'undesirable' groups, including gypsies and homosexuals, was a priority and millions were taken to concentration camps where millions were exterminated.

3. The 'I' and the 'we'

- This case study highlights the problems caused by selfishness and corruption. People who have authority or responsibilities for citizens, are expected to be patriotic and honour their role. They are usually paid a reasonable salary and live in better conditions than most of the people they serve. At least, under such circumstances, they have to give up their selfish interests and serve the people loyally.

ACTIVITIES

1. Discuss the impacts of terrorism considering the above case study.

- Do you think that you have a responsibility in the fight against terrorism?
- What is the effect of these kinds of terrorist actions on your country's development?
- The impacts identified should include fear among the community and the possibility of people avoiding situations where there may be terrorism such as crowded places thus changing their lifestyles. Everyone should see that there is a role to play to fight terrorism including being vigilant and notifying authorities when there is a potential threat. Terrorism can play a major role in harming a country's development as is witnessed in countries such as Iraq. In a country trying to encourage tourism, terrorism can have a devastating effect when people decide to visit other countries instead of taking a risk.

2. Discuss the following questions in groups and list the summary of your points. Ask the leaders of each group to read the summaries to the class for further discussion.

- Do you think that there are superior and inferior nations in Ethiopia?
- What is the impact of feelings that there are superior or inferior people?

- How do you feel when your nation or culture is regarded as inferior?
- Discuss how we can avoid nationalistic chauvinism.
- This discussion should encourage students to speak what they feel but it should be managed with discretion to ensure that it leads to a positive outcome with consensus on how nationalistic chauvinism can be avoided.

3. Using the above information, discuss the effects of nationalistic chauvinism as a class.
- The main point that should arise is the impact on a country of such a huge population loss.

4. Form groups to discuss how you can promote the public interest/common good in your area. Group leaders should present their ideas to the class.
- This is quite a challenging task for students and may require some support to enable them to come up with their own ideas. As students they may feel that they are powerless to promote common good. They should realize that action can start in the classroom and school *e.g.*, joining clubs to support environmental issues, HIV/AIDS and other worthy issues and being an active member of that group. In their locality they may take time to be involved in literacy schemes or clean up campaigns.

5. Discuss the following questions as a class
- What do you think about Abebe's action? Do you think this is corruption? Why?
- What would you do if you were in Abebe's position? Discuss the problem and mention possible solutions.
- It is assumed that students will denounce Abebe's action and acknowledge that using resources identified for others is corrupt practice. It may be difficult for students to put themselves in Abebe's position but they may be able to identify some solutions to the problem of corruption such as declaring high value gifts.

See sample lesson plan on page 66

LESSON 3

PATRIOTISM AND POVERTY REDUCTION

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Films, posters, pictures etc., showing the famine in Ethiopia and citizens engaged in different activities

STARTER ACTIVITY

Describe some of the responsibilities of patriotic citizens fighting against poverty?

This could be a class discussion.

READINGS

- Explanations about patriotism and poverty reduction
- Many people in the rest of the world have heard about poverty and famine in Ethiopia but know little else about the country. The famine in 1974, which partly led to the overthrow of the emperor became worldwide news when the BBC reporter, Jonathan Dimbleby reported on it. Ten years later the world heard about Ethiopia again as another famine killed and threatened the lives of thousands, particularly in the northern part of the country. In 2004, there was famine which called for a huge relief effort in the country.
- Although it is important for the rest of the world to support countries in difficulty through drought and other disasters, it is essential that the country mobilizes its own forces to try to avoid such devastation and destruction.
- Large populations combine with high mortality rates in many areas, particularly in rural areas where there is lack of food and healthcare. Family planning is therefore important. This has to be supported by literacy and education for adults as well as children. Although much of this will be supported by government and NGO funding, there is still a role for voluntary work to help spread the health and education programs.
- Many young people who have the benefit of education up to University level aspire to move to the developed countries to continue their education and possibly to find better paid work opportunities. This is a situation that can lead to a 'brain drain' as the country loses its bright future leaders and workers. The government has to find ways to attract such students and workers to remain in Ethiopia to help develop the country to compete with the rest of the world. This may also be a test of how patriotic a person is in terms of serving one's own country when they have completed their education. Although many support families in this country out of their earnings, the skills and knowledge they take may prove difficult to replace.

CASE STUDY

Success story of a patriotic farmer

- There are other stories of individuals who work hard to achieve success for themselves and their country. The media sometimes tell their stories and students have to be motivated to describe the success stories in their locality.

ACTIVITIES

1. Discuss the following question in groups, list your answers and let your group leader read them to the class.
- What can patriotic citizens do to reduce and then eradicate poverty?
- Do you think that government alone should fight against poverty and backwardness?

- How do you contribute to poverty reduction in your community?
- The student text and some of these examples may help them identify ways of reducing and eradicating poverty. Ways of reducing poverty in the community may include avoiding waste, providing education and training for those at risk and ensuring that health care includes family planning. Students may identify other ways that the government, NGOs and community groups can reduce poverty.

2. Do you think that Sado is a patriot? Why? Discuss.

- This will encourage students to revise what is meant by patriotism. Although many war veterans and athletes can wear their medals to show the patriotic role they have played for the country, many people who have helped others are not recognized. Some may be paid for the work they do but others do the work for no money. Even when they work for money, when they do it diligently and with a sense of accomplishment, they must be considered as patriots. Voluntarism will be discussed more in the next lesson.

AN ADDITIONAL ACTIVITY

The students could discuss the problems that the country faces when it loses qualified students and workers to the Diaspora.

LESSON 4

VOLUNTARISM

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Films, pictures, posters etc., depicting citizens engaged in community welfare activities.

STARTER ACTIVITY

Do you think that it is possible to solve community problems by giving free services? Who is responsible for giving these kinds of services?

The students could work in small groups to discuss these questions.

READINGS

- Explanations about voluntarism
- Voluntarism is a sort of self-help project rather than waiting for the government to do something. For example, "By the middle of the nineteenth century,... Americans were forming a great variety of voluntary associations to achieve purposes through private efforts rather than through governments. The assumption was that the public good could best be achieved by enlightened self-interest, whereby individuals get what they want through their own efforts." Source: p365 *Civitas*
- The voluntary work described in this lesson is linked to supporting people with HIV/AIDS.
- Sub-Saharan Africa has the highest incidence of HIV/AIDS — approximately two-thirds of all those living with the disease are here.
- UNAIDS reports that in Sub-Saharan Africa:
  - For every two people gaining access to antiretroviral therapy, five more become infected.
  - Nearly 12 million children under age 18 have lost at least one parent to HIV/AIDS. Source: World Bank.

CASE STUDIES

1. Voluntary organizations and volunteers in the United States

- In many countries, giving in terms of time and money to voluntary and charitable organizations is common. In Ethiopia, there is also evidence of people who do a valuable job for no financial reward. The next case study highlights one person.

2. Tibebe Meko — a volunteer who serves

- 'HAPCSO, the HIWOT HIV/AIDS Prevention, Care and Support Organization was established as a local NGO in the capital of Addis Ababa in 1999 by nurse Tibebe Meko as an indigenous, community-based response to the HIV/AIDS epidemic.
- HAPCSO involves 65,000 people and includes nine kebeles (sub-districts), located in the southwestern outskirts of Addis Ababa.
- Over the years HAPCSO has grown to provide a wide variety of programs including home-based care to HIV/AIDS patients; care, medical treatment and education for orphans and vulnerable children; prevention work through peer educators, drama and song clubs for youths etc. HAPCSO works in partnership with many community leaders dedicated to breaking the silence and stigma surrounding HIV/AIDS and taking action to stop its spread through an integrated, community-based approach.'
- "We are reaching the people through their own organizations — the men's associations and the women's associations. As these organizations learn to deal with AIDS, we have

strengthened the community to fight AIDS on its own." –Tibebe Meko, founder, HAPCSO
Source: HAPCSO website

ACTIVITIES

1. Discuss the following questions in groups and list your answers and opinions and share your answers with the class.

- Compared to Americans, do you believe that Ethiopians actively engage in voluntary activities?
- Do you know any voluntary organizations serving the community in your town or village? What kind of services do they give to the community?
- Have you taken part in any voluntary activity to give free service to your community?
- The answers will depend on students' perceptions of the voluntary service in their own area and any experience that they may have of doing voluntary work.

2. Discuss these questions as a class:

- Do you think that the contribution of volunteers such as Sister Tibebe helps to solve some of our problems?
- Do you know other Ethiopians who serve children or other needy people in your area? Try to find one and write briefly about the contribution of that person and share it with the class.
- If there are any volunteers in the locality who are willing to talk to students about their experiences, it would be interesting for students to listen to them and ask questions, by which they could be able to identify the merits and demerits of the volunteers.

SAMPLE LESSON PLAN

LESSON 2

Time	Teacher Activity	Student Activity
7	Warm up activity • What do you think the common good or public interest means? • Why is it important for everybody to do his or her best for the public interest?	Work in pairs to answer these questions, sharing information with another pair. Remain in this group for later task.
8	Note responses on board or paper then help students to read text and first case study.	Read individually stopping to reflect on issues relating to terrorism.
10	Explain activity and manage class discussion on terrorist activity.	Discuss the following as a class: • The impacts of terrorism considering the above case study. • Do you think that you have a responsibility in the fight against terrorism? • What is the effect of these kinds of terrorist actions on your country's development?
10	Read case study on Hitler and World War Two and explain tasks to class When groups have finished ask them what they think are the effects of nationalistic chauvinism.	Read individually reflecting on the impact of nationalistic chauvinism and answer following questions in your groups of four: • Do you think that there are superior and inferior nations in Ethiopia? • What is the impact of feelings that there are superior or inferior people? • How do you feel when your nation or culture is regarded as inferior? • Discuss how we can avoid nationalistic chauvinism.
5	Draw conclusions from the lesson and ask students to read remaining texts and 'remember' in their own time.	

ANSWERS TO UNIT REVIEW EXERCISES

PART I – TRUE OR FALSE

1. The followers of Adolf Hitler killed about six million Jews during the Second World War; this is a good example of discrimination.

   Answer: true

2. The public interest and personal interests do not go together because when individuals promote their interests they go against the common good.

   Answer: true for some of the time

PART II – MULTIPLE CHOICE

1. Which of the following is not important to promote patriotism?
   (*a*) avoiding discrimination
   (*b*) tolerating diversity of cultures
   (*c*) maintaining absolute equality among citizens
   (*d*) providing equal opportunities to all
   (*e*) none of the above
   Answer: (*e*)
2. Patriotic citizens keep the secrets of the state. This means that:
   (*a*) they do not expose illegal actions of government officials
   (*b*) they keep top state secrets such as military strategies
   (*c*) they have no right to get information about government policies
   (*d*) all government affairs are secrets that should be kept carefully
   (*e*) none of the above
   Answer: (*b*)
3. Leaders such as Hitler are nationalistic chauvinists because:
   (*a*) they consider their nation superior to others
   (*b*) they invade other countries in the name of national interest
   (*c*) they promote extreme nationalism which may lead to war
   (*d*) they promote democracy and equality
   (*e*) all of the above except (*d*)
   Answer: (*e*)
4. Which of the following is not an indicator of poverty?
   (*a*) life expectancy
   (*b*) death rate of babies under the age of five

(*c*) doctor-people ratio

(*d*) population number

(*e*) all of the above

Answer: (*d*)

PART III – SHORT ANSWERS

1. List five problems that can be solved by volunteers or voluntary activities in your kebele or town?

Ans. (*i*) Care and support for HIV victims.

(*ii*) Protecting the environment

(*iii*) Slum reduction

(*iv*) Literacy campaign

(*v*) Preserving cultural heritage.

UNIT 6 RESPONSIBILITY

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

- recognize the various responsibilities that citizens have.
- understand, as citizens, the responsibilities you have to protect natural resources and cultural heritage, as well as public property.
- know your responsibilities as citizens in the fight against HIV/AIDS.

	Lesson	Specific Competencies Students should be able to:	Other resources that may be used
1	A Citizen's Duties	• explain what the duty of a citizen should be. • describe how to carry out your responsibilities.	
2	Taking the Consequences of your Actions	• describe your personal responsibilities. • describe organizational responsibilities.	
3	National Responsibility	• describe what your national responsibilities are. • be responsible for your actions.	
4	Responsibilities for the Protection of our Natural Resources and Cultural Heritage	• explain the role of citizens in protecting natural resources and our cultural heritage. • describe the economic importance of natural resources and our cultural heritage. • contribute to the protection of our natural resources and cultural heritages.	
5	Creating a Common Front against HIV/AIDS	• explain the responsibilities of citizens to combat HIV/AIDS. • describe the impact of HIV/AIDS. • help to combat HIV/AIDS.	

LESSON 1

A CITIZEN'S DUTIES

CLASS PREPARATION: INSTRUCTIONAL AIDS

- FDRE and states' constitutions

STARTER ACTIVITY

What duties do you think you have as a citizen? List down and present them in class.

This can be an individual activity to check how much students remember from previous grades and lessons.

READINGS

- Explanations about a citizen's duties
- To execute civic duties one should have civic dispositions, civic commitments and civic virtues. According to Civitas (p11) "Civic dispositions refer to those attitudes and habits of mind of the citizen that are conducive to the healthy functioning and common good of the democratic system.
- Civic commitments refer to the freely-given, reasoned commitments of the citizen to the fundamental values and principles of American constitutional democracy."
- Traditionally, "Civic virtue has meant the willingness of the citizen to set aside private interests and personal concerns for the sake of the common good." But, nowadays, it is taken as the combination of civic commitments and civic dispositions. That is, a person with civic commitments and civic dispositions is said to be virtuous.
- Many of the duties have been already covered in previous grades and lessons. They include obeying the law, active participation in the life of the nation to make a difference, working hard and helping others.

CASE STUDY

Compromise — a gateway to common life

- This case study introduces the importance of leisure in life as well as study and work. Getting the balance right is sometimes difficult and students may need help in their time management.
- Time management skills are important throughout life to ensure this most precious resource is not lost or wasted.

ACTIVITIES

1. Form groups to discuss and list down some of your civic duties as citizens. Group leaders should present their ideas to the class.
   - Civic duties can include voluntary activities or public service - helping a group or individual or taking part in environmental actions.
2. Form groups to discuss the best way to spend time in school, with friends and at home. Discuss how you resolved differences of opinion among yourselves up to now. What lessons have you learnt to help you solve differences of opinion in the future?
   - This activity can be combined with the additional activity.

AN ADDITIONAL ACTIVITY

Students could draw up their own plan showing how they intend to manage their time for studying, working and leisure activities. Then they could swap what they have produced with a partner. Each could then work out their differences and reach a consensus.

LESSON 2

TAKING THE CONSEQUENCES OF YOUR ACTIONS

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Films, pictures, posters showing citizens executing their responsibilities

STARTER ACTIVITY

Have you ever thought of any responsibility arising from your own action? Have you ever done any wrong? Were you asked to explain why?

This should be done individually but some students could tell the rest of the class about their action.

READINGS

- Explanations about taking consequences of your actions
- The different types of responsibility are explained in more detail in this lesson. Some of this has been covered in previous grades and lessons. The main point here is to show how responsibilities change according to different situations. Individual responsibility is different from organizational responsibility etc.
- In terms of individual responsibility, some students may have more responsibilities than others due to their home circumstances. In the developing world many children are given the responsibility of looking after younger siblings or older families members as well as doing household chores and other work to bring in some income.
- A case study in a report by UNICEF is typical of the lives of many children in Africa:
- A twelve year old looks after her aunt and four young family members. The aunt is sick from an AIDS-related illness. They all live in a small mud hut which leaks in the rain. They receive support from a local charity but the twelve year old still has to make the small amount of money cover the food needed for the six members of the family. She has to bathe her aunt, do the daily chores including fetching water, firewood and cooking - when there is food. She attends school whenever she can but sometimes has to miss lessons to help her aunt.
- As well as the responsibility that the child has to the aunt and younger family members, this article also highlights the responsibility of the local charity. In this case, when the aunt died, the charity worker took care of the five children.

CASE STUDY

Misbehaviour — a social curse

- Everyone likes to have a good time and enjoy themselves when there is no work. These friends are no exception but they had their fun at the expense of others. Students have to be aware of the problems of irresponsible actions.

ACTIVITIES

1. Form groups to discuss and list down your personal responsibilities at home, in school, in your community and as a citizen of the nation. Group leaders should present their ideas to the class.
- This activity will depend on the students in the class. Some students may face huge responsibilities compared to others. In any case, at school level students have the responsibility to respect the rights of their school and classmates, the rules and regulations of the school, giving honour to their teachers and

the school community, actively participating in the activities of their class and school and endeavouring to achieve educational excellence etc.

- At a community level they have the responsibility to respect the norms and values of the community, do their best to be part of a solution to the problems in their community and contribute to its improvement.
- At a national level they have the responsibility to be patriotic, acknowledging the flag and other national symbols, honouring and defending the sovereignty and territorial integrity of the country as well as the Constitution.

2. Form groups to discuss and list down some of your responsibilities in the table. Group leaders should present their ideas to the class.

- This will extend the ideas contributed in the first activity.

3. Form groups to discuss what you could do when you see misbehaviour in public places. How would you behave in places meant for recreation?

- Discuss times when you have been embarrassed by the bad behaviour of other people. Do you have a responsibility to ask people to stop behaving badly?
- Again, this depends on the students' personal experiences. However, misbehaviour, as it endangers the common good and damages public property, must be dealt with courageously and students have to follow this positive example.

AN ADDITIONAL ACTIVITY

If there is time, the students could devise and possibly perform simple role plays to demonstrate the impact of irresponsible behaviour on others.

LESSON 3

NATIONAL RESPONSIBILITY

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Pictures, posters etc., that show citizens engaged in different activities, institutions such as the council of elders and citizens recruited into national defence force.

STARTER ACTIVITY

Discuss, as a class, what you think your national and social responsibilities are.

This could be done as a brainstorm activity

READINGS

- Explanations about national responsibility
- As was already indicated in the first activities of Lesson 1, one of the national responsibilities that citizens have is to defend the country in times of invasion. In Ethiopia's history the Italian invasion in 1935 was the most serious threat to the country's sovereignty.
- As well as those involved in the fighting, other patriots took a different approach to defending the country using their intelligence. As Bahru Zewde wrote: "An institution established on the eve of the war, the Ethiopian Patriotic Association, helped to galvanize patriotic sentiments against the impending Italian aggression. It provided a forum above all for that sector of the new elite with a traditional educational background, like Makonnen Habta-Wald...(who) castigated the world for its mindless arms race, detailed Italian arguments for expansion and argued that Italian aggressive designs had gained a new momentum because of fears that Ethiopia's earnest efforts to modernize would thwart Italy's long standing desire to colonize the country.
- Another active member of the association, Yoftahe Nguse, employed the allegorical technique... to depict the dangerous portents hovering over Ethiopia..." Source: p216-7 (2008) Society, State and History AAU Press.
- Another intellectual, Kidana-Maryam, played a role in the capital by organizing the women and youth "in a war of resistance. Leaflets rousing the city's population to an uprising against the Italians in June-July 1936, probably to coincide with the ill-fated five-pronged Patriot offensive on the capital, might also have been authored by some of the intellectuals like Kidana-Maryam. The city-dwellers were enjoined to kill all Fascists at a signal from those who issued the proclamation.." (222)
- The Black Lion organization was another young intellectual opposition group led by the British educated veterinary surgeon, Dr Alamawarq Bayyana. Unfortunately for many, and for the future of Ethiopia, following the attempt on Graziani's life, "All those intellectuals whom the Italians could lay their hands on were rounded up and most of them were shot after perfunctory interrogations. These included many of the leaders of the Black Lion.." (223)
- While some of the intelligentsia collaborated with the Fascists (notably Afawarq Gabra-Iyyasus), others went into exile and some of those worked to build up solidarity for Ethiopia. Among these were Yoftahe Nguse who had escaped to Sudan, disguised as a priest and then 'divided his time between his literary activity and correspondence with the emperor'.

CASE STUDY

Adanech and Bedelesh

- Adanech had strong feelings about fighting to defend the motherland if faced with invasion. Bedelesh probably reflected the feelings of many people who question whether they would actually lay down their life for their country. But, as we all benefit from our country, no matter what the degree of the benefit will be, we have the responsibility to defend it for our own sake. Besides, defending one's country is both a moral and civic virtue.

ACTIVITIES

1. Form groups, discuss and list down some of your national responsibilities in the table below.
   - National responsibilities include other activities — not just defending the country from invaders. Students should identify these responsibilities. They could include, respect for the Constitutions, upholding the law, working hard in a job to help the economy, resolving conflicts etc.
2. Form two groups, to evaluate the ideas of Bedelesh and Adanech.
   - Adanech's idea is very patriotic but may also be seen as risking life. Is this right? Although Bedelesh may not appear to show national responsibility, are there other ways that she might defend her country? These questions may help students debate the ideas of the two girls.

LESSON 4

RESPONSIBILITIES FOR THE PROTECTION OF OUR NATURAL RESOURCES AND CULTURAL HERITAGE

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Films, pictures, posters that show natural resources and cultural heritages and natural disasters such as drought and flood.

STARTER ACTIVITY

What responsibilities do you think you have to protect our national resources and our cultural heritage?

The topic could be introduced as a brainstorm activity with the whole class.

READINGS

- Explanations about responsibilities for the protection of our natural resources and cultural heritage
- Even during the medieval period and in the early 17th century, the land was fertile and agricultural yields were abundant. Pankhurst, in *A Social History of Ethiopia* (p6) says "Medieval Ethiopian agriculture.... was on the whole fairly productive, for the soil in the inhabited areas - which were far less populated than in modern times - tended to be fertile, and the highlands in normal years were blessed by abundant rainfall... The fertility of the land, and the magnitude of agricultural production, also impressed observers of the next few hundred years. Early in the seventeenth century the Jesuit Manoel Almedia for example reported that in Dembeya north of Lake Tana he saw 'fine fields of very rich and fertile soil,' while near Fremana in Tigre he found both wheat and barley growing abundantly." But, with the expansion of the population, the soil lost its fertility and desertification expanded.
- So, one of the threats to Ethiopia's natural resources is the population. This has increased dramatically over the last fifty years, in spite of high mortality rates. The population increase has impacted on the resources causing deforestation and desertification.
- Deforestation is a problem across Africa where, for centuries, trees had been cut down for domestic use and for charcoal fuel for blacksmiths and land for crops. Pankhurst describes Ethiopia in the 19th Century where the whole of Tegre, a region of settlement for thousands of years, was... extensively deforested. Evidence of this was seen at the time of the British expedition against Tewodros. "Not a single tree is to be met which could be used for telegraph poles..." p276
- Today deforestation continues with the growing need for timber for construction, paper and fuel.
- The need for more water and hydro-electric power has also changed the landscape and affected the environment in many parts of the world. In Ethiopia, the controversy continues over the damming of the Omo River in the Gibe III project which will provide much needed power, not just for Ethiopia, but for other neighbouring countries. On the other hand there is a claim that it would also destroy the habitat of many creatures and the homes and pasture of the resident population.

CASE STUDIES

1. Friends of the Earth club

- There may be similar clubs near the school which could be used as an example of how students can become involved in environmental action.

2. Three trees for the third millennium

- Tree planting is essential to replace the natural forests that once covered much of this country.

3. Alehegn — a responsible student

- Manuscripts and other relics are among the artefacts that are disappearing from their original sites to be sold. There are many wonderful examples of Ethiopia's historic artwork in museums such as the Institute of Ethiopian Studies in Addis Ababa which is an archive and record centre for Ethiopian documents. In his paper explaining this role, Degife Gabre Tsadik wrote, "Records and manuscripts are the basis for the re-construction and interpretation of history. Such historical records include royal chronicles, lives of Ethiopian religious leaders and church and monastic documents... Ethiopia, being one of the oldest countries with its own alphabet, much has been written about its country and peoples. The problem of preserving records for posterity was and still is very acute ...the civilization of Ethiopia is not yet as well known as that of other countries..."she was often plagued by civil wars which occurred from time to time in Ethiopia and destroyed many historical monuments."
- This is the plain truth why letters, manuscripts and other written records were not preserved in Ethiopia and why, ...the preservation of the cultural heritage was not given priority over the material needs of the inhabitants. Moreover, various rulers spent much of their time fighting wars, and during most of their reigns they did not have the time to think about cultural development." Source: p143,146 Proceedings of the First National Conference of Ethiopian Studies 1990
- Therefore it is important to preserve what remains so that it can be used by researchers to continue to learn about Ethiopia's past.

4. Aba Jeffar's Palace

- Aba Jeffar's Palace, like many other relics of the country, had been forgotten and neglected. Because no attempt had been made to maintain the palace it was almost a shamble. But now, due attention has been given to this historical heritage and it is increasingly becoming a tourist site attracting many people from foreign countries and the different parts of Ethiopia.

ACTIVITIES

1. Form groups in class and discuss how you can be active in preserving the natural resources of your own surroundings. In the box below list some of the natural resources of your local surroundings and the country as a whole and indicate where they are found and how they are used.

- This activity will depend on the location of the school and the awareness of students towards their surroundings.

2. Form groups and discuss the possible benefits of aforestation, agroforestry, terracing and the preservation of the wild animals. Do you believe that you too will form such a club in your school? List down what you can do in your own area.

- The benefits of aforestation, agroforestry and terracing are multifarious. Through maintaining the fertility of the soil, they will contribute to economic development of the country and make the life of the people comfortable. The preservation of wild animals, besides adding beauty to the country, attracts tourists which provide additional income of the country. Students should be encouraged to do their best to be engaged in environmental protection, but the activities do not have to be ambitious and could build on environmental activities that are already undertaken in the school and community.

3. Form groups and discuss the benefits of such a national program. Are you ready to participate in such a great reforestation campaign? In

what ways do you think you can contribute? Group leaders can present their ideas to the class for discussion.

- Reforestation is only possible with the support of other agencies working in the area. Students may be aware of such groups locally or they could be given information through the school or kebele about ways that they can help.

1. Form groups and fill in the tables below, discussing how cultural heritages attract tourism and help develop the country.

- Tourism could be one of Ethiopia's leading industries since it has a rich cultural history and extensive beautiful natural resources. Yet the number of visitors from other countries to these sites is relatively small (200,000 per year), especially compared to those visiting the neighbouring countries of Egypt and Kenya.
- A 63 million dollar five year project was launched to turn tourist attractions into 'community based, sustainable tourism development centres,' to encourage tourists to remain in Ethiopia for longer periods, media agencies reported in 2009. The projects would also have a role in conserving historical and cultural heritages for the nation. Nine sites have been identified including Axum, Lalibela's rock-hewn churches, Addis Ababa, eastern Afar, Dire Dawa, south Konso and Bale.

2. Form groups and discuss the damage done when artefacts or cultural heritages are stolen and sold. Group leaders can present their ideas to the class for further discussion.

- The additional information provided in the teacher guide may help students to realize the potential damage that is done when such artefacts disappear. The report by Degife quotes a Dr Lenz who visited Ethiopia in 1976 and whose statement of the objectives and strategies of culture appeared in Ethiopia's Ten Years Perspective Plan in 1983/4:
- "Ethiopia's cultural heritage, although immense and rich in its diversity, has never been systematically identified and registered, preserved and presented. Whatever was identified and preserved is to be found scattered in churches, mosques, palaces and in private hands. The government is to preserve records on history, economic and social issues." (p153)
- Since that time, the Institute of Ethiopian Studies acquired many records from home and abroad. Ongoing efforts are being made to record older manuscripts digitally to ensure their contents can be maintained, protected and used as a resource.

AN ADDITIONAL ACTIVITY

Students, working in groups, could identify what historical sites and wild animals are found in their region/woreda and suggest ways to preserve them and make them a source of income.

LESSON 5

CREATING A COMMON FRONT AGAINST HIV/AIDS

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Pictures, posters showing the problems caused by HIV/AIDS and the support rendered by different groups

STARTER ACTIVITY

Form groups to share ideas on the impact of HIV/AIDS in schools and communities.

The groups can each provide a short written statement to be shared with the rest of the class.

READINGS

- Explanations about creating a common front against HIV/AIDS
- Females are at risk of HIV/AIDS through no fault of their own when they are subject to rape or forced sex but children are particularly vulnerable. A UNICEF report in 2004 summarized the problem many face when it stated: "..it is estimated that by 2010 over 18 million African children will have lost one or both parents to HIV/AIDS.
- The loss of a parent implies more than just the disappearance of a caregiver. It pervades every aspect of a child's life: their emotional well-being, physical security, mental development and overall health. It implies that part of a child's safety net against violence, abuse, exploitation, stigmatization and discrimination is lost, often further isolating them from others at a time when they need as much care and support as possible. In the most extreme cases, children can find themselves utterly devoid of family support and end up living on the street.
- A child's right to an education is often jeopardized when caregivers become sick or die, since it propels children out of the classroom and into the adult roles of caring and providing for their families. So is the right to rest, play and recreation. As HIV/AIDS often exacerbates poverty, it places children at an increased risk of engaging in hazardous labour and of being exploited." Source: p67 *Children Under Threat*

CASE STUDIES

1. HIV/AIDS — a serious problem in Africa

- Statistics often mean very little so it may help to show the students what they actually mean in real terms. If the class is to represent sub-Saharan Africa and there are 50 students in that class, 6 would be infected. In some parts of the country, students may be aware that the rate is far higher. According to UNAIDS data in 2008, the adult prevalence in Ethiopia ranged from 1% to 5%, relatively low compared to countries in the south of Africa where the rate was as high as 28% in some parts, but far higher than other countries in the north of Africa where the prevalence was less than 0.1%.

2. Gender inequality and the fight against HIV/AIDS

- Females have to help each other to try to prevent the spread of HIV. In parts of Ethiopia where traditional practices such as FGM are prevalent, it is often the mothers that perpetrate the activity, identifying from their own experiences the reasons why it is necessary often linked to religion, society, health and aesthetics. This is enforced in communities through poetry and songs celebrating circumcision, and through the fear of God etc. By breaking down the myths, providing education and accurate training, females can

help to stop such harmful practices which are one cause of HIV *e.g.*, when instruments are not clean.

ACTIVITIES

1. Form groups to discuss the effect of HIV/AIDS on individuals and country. Use the table below to list them in each column.
- Look at the second table and list the roles of individuals and organisations in combatting HIV/AIDS.
- Students should fill in the tables after group discussions, sharing ideas from their texts and other sources.

2. Do you think ensuring gender equality is important to fight against HIV/AIDS? Why?
- In addition to the information in their texts, students should be informed of the gender issues that can affect many girls in Ethiopia including forced sex, early marriage and abduction.

SAMPLE LESSON PLAN

LESSON 5

Time	Teacher Activity	Student Activity
10	Warm up activity Form groups to share ideas on the impact of HIV/AIDS in schools and communities.	Groups should write down ideas then share them with the rest of the class.
5	Note responses on board or paper then help students to read text.	Read individually stopping to reflect on the problems related to HIV/AIDS.
10	Explain activity and give students support to complete the tables.	Work in small groups and discuss the effect of HIV/AIDS on individuals and country. Use the table below to list them in each column. Look at the second table and list the roles of individuals and organisations in combatting HIV/AIDS.
10	Read case study and text then explain second activity and read the second case study.	Read individually reflecting on the issues of gender inequality and its link with HIV/AIDS. As a class discuss why ensuring gender equality is important to fight against HIV/AIDS.
5	Draw conclusions from the lesson and ask students to read 'remember'.	

ANSWERS TO UNIT REVIEW EXERCISES

PART I – MULTIPLE CHOICE

1. The different types of responsibilities you have may include:
   (*a*) social responsibility (*b*) individual responsibility
   (*c*) national responsibility (*d*) all
   Answer: (*d*)
2. What can you do to protect natural resources?
   (*a*) replant trees (*b*) protect trees
   (*c*) protect wild animals (*d*) all
   Answer: (*d*)

3. The way to stop HIV/AIDS is through:
   (*a*) the use of condoms
   (*b*) avoiding multiple sexual partners
   (*c*) avoiding drug use
   (*d*) all
   Answer: (*d*)

PART II – TRUE OR FALSE

1. HIV/AIDS cannot be stopped.
   Answer: true - unless a dramatic cure is found
2. Natural resources are created by people.
   Answer: false
3. Cultural heritage contributes to economic development.
   Answer: true
4. When a national emergency occurs you should defend your country.
   Answer: true
5. The community you live in needs your involvement.
   Answer: true

PART III – SHORT ANSWERS

1. Name some of your individual responsibilities.

Ans. Respecting parents and siblings, participating household chores.

2. Write down three responsibilities you have in school.

Ans. Respecting the rule of the school, protect the properties of the school, engage in school activities.

3. Name some of the responsibilities you have in your community.

Ans. Respecting the norms of the community, promoting the welfare of community etc.

4. What can you do to combat HIV/AIDS?

Ans. Avoid blood transfusion and sexual relation before marriage as far as possible.

5. How do you protect our natural resources and cultural heritage?

Ans. By being aware of the importance of natural resources and cultural heritage and protecting them from any danger.

UNIT 7 INDUSTRIOUSNESS

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

- understand the relation between work and well-being.
- realize the damaging impact of poor working habits.
- appreciate the importance of improving your skills.

	Lesson	Specific Competencies Students should be able to:	Other resources that may be used
1	Work and Well-being	• describe the rewards and satisfaction which we get from work. • describe what qualities are essential for work.	
2	The Importance of Good Work Habits	• explain the effects of absence of good working habits on personal and national development.	
3	Choice of Economic Systems	• explain the importance of sound economic system for development. • describe the positive and negative sides of globalization in general.	
4	Improving your Work Skills	• describe the imperative of improving skills in order not to be left behind.	

LESSON 1

WORK AND WELL-BEING

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Posters showing happy families and females involved in productive activities

STARTER ACTIVITY

- What kind of reward do you think you get from work?
- What do you think are the essential elements for work?

Students could consider these questions individually and keep their answers for later in the lesson.

READINGS

- Explanations about work and well-being
- A key message in this lesson is the importance of each person's work in society. It is difficult to think of a job that has no value in most communities. Some roles, such as fashion models, appear to offer little to the economy of a country or the support of its people while others, such as the police, are seen as hugely important. Yet without the fashion models, advertising would be limited which would affect the sales of products and thus reduce the employment in that industry and deny potential customers the purchases they want.
- Another theme is gender equity, ensuring that women should not only be able to go out to work and follow a career, but should have the same choice of job as any man.

CASE STUDIES

1. Tilaye's body parts

- This helps to show the importance of each person's job in society. What may appear to be unnecessary may prove to be extremely important. In Ethiopian society people involved in cleaning may be looked down on by those in office work but, without their daily activities to keep the buildings tidy, the office workers would soon complain about dust and dirt.

2. W/ro Asegedech Assefa

- There are now a number of female pilots working for Ethiopian Airlines, as well as most other aviation companies. But here, what is important, is the fact that, at a time when a woman's place was thought to be at home, the involvement of Asegedech in an area believed to be for men, shows her as a pioneer in this venture. However, now it should not be seen as surprising, since the job needs no skills, knowledge or physical ability that only a man can achieve.

ACTIVITIES

1. Consider the message from this story and relate it to real life. Think of individuals whose role or work appears unimportant or unnecessary but, as part of a larger activity, is crucial. Discuss.

- Although an example has been provided in this text, students should think of other individuals and evaluate their role in a larger activity.

2. What do you think about the story of W/ro Asegedech Assefa?

- Do you think there are any professions that should be specifically done by men or women? Why?

- There are assumptions that some jobs can only be done by men (particularly if it requires physical strength) or by women (often linked to their caring capacity) but in many countries there is no gender barrier unless it relates to caring responsibilities of females where a male would be inappropriate. Women in Ethiopia carry out physical labour on building sites and in road construction and men are employed as nurses so there is already acceptance that these skills and attributes are not gender based.

3. Lunchtime is from 12:30 to 1:30. At 12:25 your boss asked you to do a small task. It was an important part of the bigger job which you were working on and would require just a few minutes.

- Discuss in the class whether you would:
  (*a*) Do what your boss asked, even if it took you until 12:35, because it was important to get the work done.
  (*b*) Say that you had to go to lunch and he would have to wait until afternoon.
- Finally, have a vote in class to see how many people agree with (*a*) or (*b*).
- This should lead to an interesting short debate on the decisions made by students. It could be done by asking all students agreeing with (*a*) to go to one side of the room and all those agreeing with (*b*) to go to the other side then ask representatives from each side why they made that choice. This would enable those who wish to change their mind on the basis of the discussion to change sides.

AN ADDITIONAL ACTIVITY

Students could be asked which jobs they would prefer to do stating the advantages and disadvantages.

LESSON 2

THE IMPORTANCE OF GOOD WORK HABITS

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Pictures and posters etc., showing office workers sitting idly on chairs and young strong men roaming the streets begging

STARTER ACTIVITY

Do you think that good working habits are important to personal and national development? Why?

Students could work in pairs to discuss these questions then share ideas with another pair.

READINGS

- Explanations about the importance of good work habits
- Developing good work habits starts at an early age as the student text and previous grades explained. Time management was briefly introduced in Unit 6 Lesson 1 and involves promptness as well as efficient use of time. Being late for a meeting or other activity reduces the effectiveness of everyone's work.
- Other good habits include a willingness to get involved and sharing skills. Many foreign workers often teach by example when working in other countries, demonstrating to others how to do the job. In this way the Chinese have enabled large scale construction activities to move the country forward and build the capacity of those working on the sites.

CASE STUDIES

1. Road construction by the Chinese

- Across Ethiopia, and many countries in the developing world, the Chinese have been responsible for road construction to develop the countries' infrastructures. If this has happened in the school locality, ask students if they have watched the Chinese workers or spoken to them about their work habit and how they value work.
- There could be other people in the locality with good work habits marked by promptness, commitment and diligence. The students could ask them how they developed that habit and what benefits they got.

2. Lack of good working habits

- This is an example of how one person's bad working habits can threaten a business. Although students may not be familiar with using banks, they will probably experience the differences in service that employees give in cafes and shops. This may be a good opportunity to discuss what skills and attributes a person with good working habits demonstrates. It is not only knowledge and skills to do the job but also attitude and personality which make a difference. The surly waiter will be unlikely to encourage customers and won't deserve a tip while a friendly person who seems willing to listen and advise will ensure customers return.

ACTIVITIES

1. Why do you think having good working habits has helped the Chinese economy?

- Had the Chinese demonstrated poor working habits, the work they were involved in would have been late in completion, poorly finished and their attitude would have had an adverse

impact on employees who work with them. Therefore, the good working habits has enabled them to gain more contracts across different countries because of their reputation and the finished products.

2. Discuss the story of Tassew.

- Students should share their views on Tassew's performance. This could be done in small groups as a role play with one person acting as Tassew and another playing the bank manager or the personnel manager explaining why Tassew's employment had to be terminated.

LESSON 3

CHOICE OF ECONOMIC SYSTEMS

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Pictures, posters etc., of citizens engaging in different economic activities and global cultural differences

STARTER ACTIVITY

- Do you think a sound economic system is important for development? Why?
- What do you think about globalization?

  The class could discuss this together.

READINGS

- Explanations about the choice of economic systems
- The economic systems were discussed in Grade 9 but this lesson deals with identifying which economic system to choose. Taking into account the resources available, manufacturing conditions and global trends, the country can make decisions about which products to promote.
- One product which is traded on the international market is the rose, a flower which can be grown in vast greenhouses, transported to Addis Ababa and flown to different destinations. It meets the first two requirements of local resources and good manufacturing conditions but the global economy in 2009 began to have an impact on sales. As one newspaper reported, "Transactions on flowers have declined so drastically that the earnings of flower farms do not even cover the cost of freight. Within the last few weeks, for example, the price of a stem of rose has gone down to as low as 0.06 dollars from about 0.20 dollars in the European market where consumption has fallen considerably..."
- The future of the horticulture industry is important for Ethiopia which is the second largest flower exporting country in Africa after Kenya. The agro-climatic conditions here suit flower cultivation and there are markets across Europe, America, the Middle East and other Asian countries. The business also relies on airlines, seed breeders, fertilizer companies, packaging businesses, transporters etc., but, if the business begins to fail due to global factors, the subsidiary industries will also be affected.
- While many of these industries are private ventures, the managers rely on the government's commitment to support the growth of this sector.

CASE STUDY

African youngsters with European or American clothes

- In most towns and cities of every African country, young people will be dressed in 'western designed clothes' often imported from the east. The influence of globalization has changed the way people dress and cheap imports have encouraged the sales of these items. The debate into whether this is good for the people or whether it will harm local industry, the local economy and therefore the people, needs to take place.

ACTIVITIES

1. Taking into account the economic potential, production process and global economic trend try to choose the appropriate economic system for Ethiopia.

- In order to do this form two groups.
  - One group studies the command economic

system and discusses whether it is appropriate for Ethiopia considering the country's economic potential, production process and global economic trend.

- The second group takes the free market economic system and discusses whether it is appropriate for Ethiopia, considering the same points.

- Present your findings to the rest of the class.
- The students may need to have information from the Grade 9 texts to help them remember the differences between the command economic system and the free market economic system.

2. Form groups. Each group should take one of the following issues:

- The advantages of globalization, in terms of cultural exchange, outweigh the disadvantages.
- The disadvantages of globalization, in terms of cultural exchange, outweigh the advantages. The teacher will supervise the debate and then the class will vote on which idea was the stronger.
- There are many aspects of cultural exchange that students will be aware of: food, music, fashion and sport are the ones which impact on their lives and could be explored in more detail.

LESSON 4

IMPROVING YOUR WORK SKILLS

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Pictures etc., showing different people making use of new technologies like computers, the Internet etc.

STARTER ACTIVITY

Do you think improving skills is important to keep pace with the demands of the market? Why?

The class could discuss this in small groups and their ideas could inform a debate at the end of the lesson.

READINGS

- Explanations about improvement of work skills
- Lifelong learning is a concept that developed countries invested in during the 1990s as many were emerging from a recession. They had learnt the lesson that a job is not for life and new technologies require new skills and knowledge in the workplace and in the community. It was also recognized that everybody, not just those of employable age, needed to keep their mind active and continue learning. More opportunities were created for retired people to use their brains and develop skills such as using a computer and accessing the internet.
- Learning new skills for the workplace is important for everybody who needs to keep abreast of new developments and wants to progress. Continuous professional development activities for teachers should be available through regional education bureaux and teacher training institutions. Other professions will have their own in-service training opportunities. Many working in manual jobs may be required to attend courses on health and safety and those working in restaurants and hotels may need to understand about food hygiene.
- After leaving school many people feel the need to keep learning at their own expense. Language courses and Information Technology classes are common in the cities where the skills will help when seeking work or promotion.
- People can also continue to learn informally by reading, watching films or TV for information and listening to the radio. Lesson 4 in Unit 11 has more information about the value of reading for knowledge. Reading books and newspapers can be done by almost anyone who is literate, even those with a visual impairment can sometimes gain access to materials in Braille. However, for those who lack literacy skills, the rich world of books is inaccessible. The case study shows that it is never too late to learn.

CASE STUDY

Never too late to go back to school

- Adult literacy has an interesting history in Ethiopia which was acclaimed for the efforts made during the military regime to improve the literacy rates across the whole country. The campaign, with the slogan 'There will be no hands that cannot write; no eyes that cannot read' according to the Cuban writer, Vivo, intended "to teach children and adults to read and write.."

- But the problem was the sustainability of the program which discontinued at some point and some of the beneficiaries relapsed into illiteracy.

ACTIVITY

1. Is age a factor to be considered when improving one's skills and knowledge. Discuss in groups.

- Students may believe that their grandparents and older people living in their community are too old to learn. Hopefully the case study and other information will make them realize that this need not be the case.

AN ADDITIONAL ACTIVITY

There could be a class debate on the importance of learning new skills for work and for life.

See sample lesson plan on page 91

SAMPLE LESSON PLAN

LESSON 4

Time	Teacher Activity	Student Activity
10	Warm up activity Do you think improving skills is important to keep pace with the demands of the market? Why?	Discuss this in small groups and note ideas that could inform a debate at the end of the lesson.
5	Help students to read text on improvement of work skills.	Read individually stopping to reflect on the need to continually develop new skills.
10	Explain activity and suggest students look at the case study. Provide other information as necessary to help.	Work in same small groups to discuss whether age a factor to be considered when improving one's skills and knowledge.
10	Using the information learnt in the lesson and the notes made in the warm up activity, encourage the groups to debate the need to continually improve skills to keep pace with market demands	Participate in debate using information gained in lesson and notes made during warm up activity.
5	Draw conclusions from the lesson and ask students to read 'remember'.	

ANSWERS TO UNIT REVIEW EXERCISES

PART I – MULTIPLE CHOICE

1. Improving skills helps to:
   (*a*) produce useful services and materials (*b*) compete with others
   (*c*) produce better products (*d*) all of the above
   Answer: (*d*)
2. Economic potential of a country is:
   (*a*) the amount of resources and the ability to use them
   (*b*) the economic system of other countries
   (*c*) none
   Answer: (*a*)
3. Sharing cultural heritages with people from another place is part of:
   (*a*) improving one's skills (*b*) global economic trends
   (*c*) globalization
   Answer: (*c*)

PART II – TRUE OR FALSE

1. Work only helps the material well-being of an individual.
   Answer: false
2. All types of works are important and should be respected.
   Answer: true
3. Women should only work in the house.
   Answer: false
4. Having more than one job means having a bad working habit.
   Answer: false
5. An economic system is something by which we decide what to produce.
   Answer: true
6. Choosing the appropriate economic system helps to use resources efficiently.
   Answer: true

UNIT 8 SELF-RELIANCE

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

- understand what distinguishes self-reliance from dependency.
- appreciate the relationship between self-reliance and decision-making.

	Lesson	Specific Competencies Students should be able to:	Other resources that may be used
1	Examples of Self-reliance	• explain factors that manifest self-reliance. • be a self-reliant citizen.	
2	Examples of Dependency	• list the characteristics of a dependent person.	
3	Self-reliance and Decision-making	• explain how a self-reliant person makes decisions.	

LESSON 1

EXAMPLES OF SELF-RELIANCE

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Pictures, posters etc., showing a student studying in class and a person talking easily with others

STARTER ACTIVITY

What do you think are the main characteristics of a self-reliant person? Talk about some self-reliant people whom you have met.

This could be done in pairs, sharing the ideas with another pair.

READINGS

- Explanations about examples of self-reliance
- One example is, when attending an interview, a person needs to demonstrate their self-reliance to demonstrate that they will be a good asset to the organization they are applying to join. Helping students recognize and develop these social skills is one responsibility of the teacher and fellow students.
- Dependability is demonstrated in a number of ways including handing in work on time and being responsive in group activities.
- Relationships with others is evidenced by social interactions in the classroom and outside. The loner or the loud, boisterous individual has to develop the skills to communicate confidently while not being too bossy with others.
- Confidence is a key sign of a self-reliant person who is able to adapt to any situation without fear. A person demonstrates confidence through their body language and voice — remaining calm but clear, moving smoothly and deliberately towards their goal.
- Other social skills include being friendly towards people — smiling, making eye contact and showing respect *e.g.*, speaking to them in a way that recognizes their position.
- Encourage students to watch others on television or in the school and community to identify what social skills they exhibit. Teachers should provide a good role model for students.

CASE STUDY

Polite shopkeeper and rude customer

- This dialogue provides an example of two extremes of social skills through the words and actions of the characters.

ACTIVITIES

1. Make a list of examples of good social skills.

- With the information provided in the students texts supported by additional information in this text, students should be able to list examples of social skills.

2. Discuss these questions as a class
    - Who has good social skills? Nesru or Debebe?
    - How do you see the communication skills of Debebe and those of Nesru?
    - List the bad and polite words Debebe used in his conversation with Nesru. Is it good to use these kinds of words?
    - How did Nesru manage to cool down Debebe's temper? Is Nesru a good shopkeeper? Why?
    - The students should be able, with your

guidance, to pick up from the text points that give answers to the above questions.

AN ADDITIONAL ACTIVITY

One way of teaching self-reliance is through practice and observation. In this lesson, role play could be used to demonstrate some of the positive traits as well as the negative actions. The case study provided one example but another could be based on an interview for a job or college place.

See sample lesson plan on page 100

LESSON 2

EXAMPLES OF DEPENDENCY

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Films, pictures, posters etc., showing beggars and poverty

STARTER ACTIVITY

- What are the main characteristics of a dependent person?
- What, in your opinion, are the negative impacts of dependency?

Students could do this independently providing some answers to share with the rest of the class.

READINGS

- Explanations about examples of dependency
- In the previous lesson, students explored the signs of self-reliance through observing the actions and words people use. In this lesson, observation of dependent people should enable them to consider how to avoid this situation.
- The first group to observe are young children or the very elderly who are dependent on parents or adult for their basic needs. When they are hungry, thirsty or in need of comfort or attention, they display different types of body language as well as spoken language. These people are usually incapable of being able to support themselves.
- When observing beggars, many may appear able to do some form of work but may be hindered by age, childcare responsibilities or a disability.
- In school and in the community there may be others who show signs of dependency. This may be evident through their inconsistency *e.g.*, not knowing what to do in a situation and relying on others to show them. They may appear afraid of unfamiliar situations and show lack of self-confidence, seeking support from others. Some are lacking in self-reliance due to factors relating to their upbringing (they may have had overprotective parents or, on the contrary, were afraid of their carers). Some may have learnt that dependency can lead to an easy life — not doing homework and copying from someone else when it has to be submitted. It is the latter group that have the least excuse for their problems.
- Countries, because of their level of development, poor resources, prevalence of corruption and maladministration culminating in political instability etc., remain poor and dependent on affluent countries for their survival. This is the case in many Africa, Asian and Latin-American countries. As these countries, for many years, continued to solicit the support of the rich countries, it is said that they have developed a dependency syndrome, finding it difficult to extricate themselves from this fatigue.
- To avoid being dependent on others, teachers, students and community members need to be motivated to act independently, to identify their goals and work towards them, unlike the student in the first case study.

CASE STUDY

The ups and downs of school life

- Having a role model helps to develop goals and provides motivation to succeed. In Mola's case, lack of parental support may have been one factor for lack of ambition. There are some young people who choose to remain

in secondary education with no ambition to continue their education beyond Grade 12 and no interest in learning, yet relying on the support of their parents. Such people are dependent and lack self-confidence and self-esteem. Some, however, may be forced to discontinue their schooling at a certain point to help their parents or siblings or providing an income, and they cannot be regarded as dependent.

ACTIVITIES

1. Form groups, discuss the following questions and let your group leader present the summary of the discussion.

- Dependent people are unreliable. How do you explain this statement?
- What do think the negative impact of lack of courage, motivation and initiative taking could be?
- Do you take the initiative to do something for your family, school and community?
- The students need to be motivated to speak their mind on all issues which could depend on their experiences. Dependent people are unreliable because they are susceptible to the influences of those who support them *i.e.*, they will not have their own viewpoint on important issues.
- Without courage, motivation and initiative taking, life can be miserable. Life is dynamic and dynamism keeps its momentum when we act upon it. But initiative taking calls for precaution, because there are areas where, due to legal issues, we simply cannot infringe.
- In terms of improving the working of the school, and improving life in the family and in the community, it is right that one should take the initiative.

2. Discuss the following possible causes for Mola's failure:
    - Lack of self-confidence
    - Lack of ambition and long-term goals
    - Lack of motivation
    - Lack of initiative
- Could you add any more?
- There may also be:
    - Lack of parental guidance
    - Lack of guidance in school
    - Laziness
    - Peer influence etc.

AN ADDITIONAL ACTIVITY

Students could identify issues in their family or community which requires initiative to be taken for improvement to happen.

LESSON 3

SELF-RELIANCE AND DECISION-MAKING

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Films, pictures, posters etc., showing friends arguing on an issue

STARTER ACTIVITY

What is the relationship between self-reliance and decision-making?

This could be discussed as a whole class.

READINGS

- Explanations about self-reliance and decision-making
- Everyone will have had to make a decision at some stage in their life and will have realized that usually there are two or more choices. Deciding whether to choose science or social studies is one choice many students will be making.
- But making one's own decision, without being a stooge, means that the self-reliant person owns that decision.
- When taking a decision to do something, there is a risk that it might be the wrong decision or have weaknesses. It is therefore important to accept criticism — whether from others or self-criticism. Whether it is the wrong response to a question or the decision to go out with friends instead of revising, people need to prepared to accept criticism that is justified. The case study provides an example of criticism that is not justified.
- The second case study relates to the behavior of people towards each other, demonstrating how lack of civility can be obstructive and may even be destructive in relationships.

CASE STUDIES

1. Discouraging and encouraging others

- Hirut and Takele's conversation shows how unnecessary criticism can lead to conflict and adds no value to change the behaviour or build up the capacity of a performer.

2. The committee

- This dialogue shows the implications of impolite behaviour and lack of civility. Students should understand that, while listening is an important skill, there are times when tactful interruption may be necessary to move business on.

ACTIVITIES

1. Read the following questions and discuss the points in groups.

- What is the problem with Takele's criticism regarding Hirut's book?
- How should Takele have given criticism on Hirut's book?
- How will this type of criticism affect the relationship between Hirut and Takele?
- In pairs discuss the following questions.
- Why is it important to be open-minded and civil in public debates and in everyday life?
- Takele's criticism did not show the weaknesses and strengths of Hirut's work; he did not read the book properly; he did not start his comment with a postive influence; and the criticism was destructive.
- He should have started his criticism by positively praising Hirut; showed her where the strengths in the book were as well as the weaknesses; identified how to improve it and finalize it.

- From these comments Hirut could have learnt her weaknesses and strengths and ended up appreciating Takele; this would have strengthened their relationship.
- There is no person in the world who knows everything. We may be an expert in one area but a layperson in another. This gap is always bridged by being open-minded to learn new things and being ready to listen to others.

2. How can you persuade other people to agree with your point of view when you take part in a discussion? Do you use statements like these: I am right! You are completely wrong! Why do you not accept my ideas?

- Persuade your partner to give you something of theirs. Think about that language that you use and listen to their side.
- Observe students doing this activity and provide constructive criticism where needed.

3. Discuss the following questions as a class
    - ‘Do not focus on people; do not criticize people but their ideas; be ready to listen.’
    - These are among the rules of public debate.
    - What kind of problems do you observe in this discussion?
    - Who spoke politely? How?
    - How can they resolve their differences for the future?
    - This activity could be delivered as a class debate or with students role playing alternative solutions.

AN ADDITIONAL ACTIVITY

The class could discuss whether or not students believe that, in terms of politeness, they are on the right track.

SAMPLE LESSON PLAN

LESSON 1

Time	Teacher Activity	Student Activity
10	Warm up activity What do you think are the main characteristics of a self-reliant person? Talk about some self-reliant people whom you have met.	Work in pairs to form ideas then share them with another pair.
5	Note responses on board or paper then help students to read text and add further information	Read individually stopping to reflect on examples of self-reliance.
5	Explain activity and help students to complete table.	Work individually to complete table
5	Ask one pair of students to read the case study aloud for the class to hear	Read case study in pairs, trying to capture the character of the person.
3	Explain activity	As a class answer the questions: • How do you see the communication skills of Debebe and those of Nesru? • List the bad and polite words Debebe used in his conversation with Nesru. Is it good to use these kinds of words? • How did Nesru manage to cool down Debebe's temper? Is Nesru a good shopkeeper? Why?
10	Explain role play activity	Students work in groups of four to role play one of the following scenes: • an interview for a job • an interview for a college course • an interview with the police after witnessing an accident • a meeting with the school principal
2	Draw conclusions from the lesson and ask students to read 'remember'.	

ANSWERS TO UNIT REVIEW EXERCISES

PART I – MULTIPLE CHOICE

1. Which of the following is true about self-reliant people?
   (*a*) they force others to accept their opinion
   (*b*) they do not ask for apology when they do something wrong
   (*c*) they accept the consequences of their decision
   (*d*) they do not criticize other people
   (*e*) none of the above
   Answer: (*c*)
2. Which of the following refers to readiness to consider or accept the ideas of others?
   (*a*) open mindedness (*b*) self-reliance
   (*c*) being rigid (*d*) civic commitment
   (*e*) none of the above
   Answer: (*a*)
3. Which of the following is an example of dependency?
   (*a*) self-motivation (*b*) having a harmonious relation with others
   (*c*) changing decisions when others change theirs
   (*d*) being inconsistent (*e*) (*c*) and (*d*)
   Answer: (*e*)
4. Which of the following goes with civility?
   (*a*) listening to the views of others (*b*) lacking long term goals
   (*c*) persuading people instead of forcing them
   (*d*) giving priority to the common good (*e*) (*a*) and (*c*)
   Answer: (*e*)

PART II – SHORT ANSWERS

1. List three examples of good social skills

Ans.
- Accepting the views of other
- Arguing on the basis of facts
- Listening to the viewers of other.

2. Write three examples of the characteristics of a self-reliant person.

Ans.
- Open minded
- Not unnecessarily influenced by other
- Believe in him/herself.

UNIT 9 SAVING

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

- understand how traditional practices affect our saving.
- appreciate our saving habits in Ethiopia.
- recognize the necessity of leading a planned life.

	Lesson	Specific Competencies Students should be able to:	Other resources that may be used
1	Traditional Practices which Affect our Saving Habits	• explain how traditional practices can have a negative effect on saving in Ethiopia.	
2	Managing the Family Budget	• explain why it is important not to be extravagant. • plan a budget and be economical.	
3	The Need to Set your Goals and Plan your Saving	• describe the importance of planning your saving so that you can lead a successful life. • plan your life.	
4	Choosing a Career	• describe the difference between 'job' and 'career'.	

LESSON 1

TRADITIONAL PRACTICES WHICH AFFECT OUR SAVING HABITS

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Pictures, posters showing youngster sitting idle and a large poor family

STARTER ACTIVITY

Which traditional practices do you think have a bad effect on our saving habits?

Discuss this issue in the class.

READINGS

- Explanations about traditional practices which affect our saving habits
- The range of traditional practices relating to weddings and funerals was introduced in Grade 9. One basic reason for low savings is that the per capita income in less developed countries is low. Since most of the income is spent on consumption with the objective of meeting the basic needs of society, there is little by way of a surplus that can be saved. The financial institutions' weakness is another reason that demotivates saving. There is neither enough, nor the tight types of institutions, to encourage and mobilize savings. The financial institutions like banks, insurance companies, micro-finance institutions etc., are grossly inadequate. Capital market is either non-existent or less developed. The habit of share-holding is very weak too. Furthermore, the interest rates do not portray a picture of coherence, and lenders are not attracted by them.
- Culture also significantly affects saving behaviour. If citizens are prudent in their spending on basic consumption and determine to save a certain portion of their income for a better life in future, then culture positively contributes to a higher national saving. On the other hand, if citizens spend their income extravagantly in unproductive areas emanating from religion, tradition and/or contact with the high living standards of the affluent classes of the rich countries, culture adversely affects saving.
- "Since ancient times human societies have used language and art to describe and understand their world. While many living in post-1800 societies used the tools and language of science for these purposes, the role of faith and belief in a supernatural dimension did not disappear... For most people in the world,.. religious convictions have provided both personal solace in the age of uncertainty and a source of community in a world of rapid social, economic, and political change." Source: p930 *In the Balance*

CASE STUDY

The farmer and his family

- Families with large numbers of offspring are among the poorest in the world and, for many, the lack of family planning knowledge is the reason. Some choose to have a large family because their faith does not allow them to use contraception. Some, as in the case study, believe it is God's will.
- Particularly in developing countries, an increase in the mortality rate of children is a catalyst for a family to have more offspring, *i.e.*, as a mechanism to offset the rate of child mortality.
- Contraception has been available since 19th century following the development of a

flexible rubber that was used to produce condoms. However, the oral contraceptive was not introduced until 1954 and by the 1980s an implantation device was available that could prevent contraception for a number of years.

- The desire to decrease family size also developed pace in the 20th century as "children became economic liabilities rather than assets, because child labour laws and compulsory education postponed their economic contribution and lengthened their period of dependency... The general downward spiral of the birthrate (particularly in Euro-American urban society) during the early twentieth century was attributed to the legalization of contraception and its widespread acceptance by the female population." (923)

ACTIVITIES

1. What problems do you think the family face because of the number of children? How would you like to plan your family for the future?
   - Students should take account of previous lessons relating to poverty and dependency and the continuous increase in life expenditure, school fees, minimal job opportunities etc. when considering the problems of having a large family.
2. Try to list the different traditional practices that affect saving in your surrounding. Think of some solutions to avoid these extravagant activities.
   - Exaggerated wedding ceremonies, funerals, holy day feasts and saints' days may be among the traditions that cost a lot of money and/or prevent saving.

AN ADDITIONAL ACTIVITY

There could be a discussion on the saving cultures of students' families, exploring ways of improving some of the more extravagant expenses at home.

LESSON 2

MANAGING THE FAMILY BUDGET

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Films, pictures and posters etc., showing a small sized family and economical use of materials in the home *e.g.*, electricity.

STARTER ACTIVITY

Why do you think it is important to be economical?

The whole class could do a brainstorm activity.

READINGS

- Explanations about managing the family budget
- The previous lesson considered how traditional beliefs and practices can lead to great expenditure and reduce the capacity to save. In this unit other unnecessary expenses are identified. Deciding what is needed and what is wanted is the first step to reducing expenditure.
- Maslow's hierarchy of needs helps to specify the priority of each need which, when it is satisfied sufficiently, leads to the next need.

1. Physical needs such as air, water, food etc.;
2. Safety needs including assurance of survival;
3. The need to be loved and to love;
4. The need for esteem from others and self-esteem;
5. The need for self-actualization and growth.

- His theory did not take into account the wants that may intervene between these needs. In other words, before the need for self-actualization, a person may want clothing or food that is not just for survival but looks or tastes good and gives the person self esteem.
- Needs are also relative and (as with poverty) may depend on the society a person lives in. The need for a fridge may be necessary for a person in a lifestyle where food cannot otherwise be preserved and where everyone else in the community owns one; compared to another person in the same climatic zone who may want a fridge but who lives among those whose diet and lifestyle has adapted to suit the climate.
- There is also a variety of wants from simply wanting what is necessary to complete education comfortably (uniform, stationery items, travel costs etc.) to extravagant desires such as jewellery and expensive clothes.

CASE STUDY

1. Abdul and Sofia

- This case study focuses on wastage of water, electricity and telephone resources. It is ironic in a country where shortages of these is so prevalent and frequent that, when they are available, they are not used efficiently by everyone. The students could add other wastages manifested in their region.

ACTIVITIES

1. What advice would you give to Abdul and Sofia if they really want to help their parents?
   - Work in groups of three to complete your answer, then join with another group to compare your work.
   - As well as explaining the importance of conserving resources, they could be shown how much is being wasted by them. See additional activity.
2. List unnecessary expenses

- Today, when you go home, try to make a list of the items that have been bought by your

family but which nobody uses. Also, think of a time when people you know spent a lot of money without a good reason. Make a list and exchange it with your classmates in the next lesson. Compare the many ways you can help to reduce household spending.

- This will be an individual effort which can be discussed at the start of the next lesson.

AN ADDITIONAL ACTIVITY

Find out the cost of using electrical items — how much does it cost to use the following for an hour:

- a light bulb
- a radio
- a single ring stove
- a television
- a fridge

Students could also find out what their families pay for water and what is wasted when a tap is left running for a period of time.

LESSON 3

THE NEED TO SET YOUR GOALS AND PLAN YOUR SAVING

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Pictures showing a family with two well-dressed happy children

STARTER ACTIVITY

Why do you think it is important to plan your saving?

This could be done as an individual task, then discussed in the class.

READINGS

- Explanations about the need to set your goals and plan your saving
- Family planning was the subject of Lesson 1 so these notes will concentrate on budgets and financial planning for the future. Regardless of how little a person or family earns, if there is money left after the basic needs have been attained, putting some aside for the future should be a consideration. Again the subject of needs and wants will be raised. What is essential for survival and what is a luxury item?
- Government budgets are planned in a similar way, identifying the total income (from taxes, loans and grants) and working out what the essential needs are before identifying projects that the government wants to spend money on. It may be interesting to find out the total income and expenditure of your regional state government for the current year to show students how budgets are used and to provide information on where the money paid in taxes, and discussed in Unit 4, is spent.

CASE STUDY

Semira's budget

- This is a simple way of showing how, even on a very limited income, small savings can be made which can mount up to pay for something that is wanted.

ACTIVITIES

1. Do you think planning has helped Semira to save? How?
   - Try to prepare your own budget. Could you save any money?
   - This is an opportunity for students to consider their own small income and identify where the money goes. If there are students with absolutely no money for personal use, you will need to be sensitive and possibly prepare a short budget for the whole group to work on together.
2. Now write your own short, medium and long term goals. They do not need to be all about work. They can be personal goals as well. You can see that you will need to save money to achieve your goals.
   - This will be an individual effort which could be discussed in a group or the whole class.

ADDITIONAL ACTIVITIES COULD INCLUDE

Students could establish an imaginary organization and set goals, and a budget for achieving these goals.

LESSON 4

CHOOSING A CAREER

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Films, pictures, posters etc., showing citizens engaged in different activities which they appear to enjoy.

STARTER ACTIVITY

What do you think a career is?

Discuss this issue with the class.

READINGS

- Explanations about choosing a career
- Some countries offer career guidance services staffed by qualified and experienced men and women who provide information to people, particularly those young people who are planning their next level of education or starting a career.
- Careers information is essential to identify: what career opportunities exist or will be available after education and/or training; what qualifications and experience are necessary to apply for these posts; and what other skills will be useful to be equipped to apply for the post (*e.g.*, writing a CV, or a letter of application, attending an interview etc.).
- Making a decision about a future career is important and must be considered with the support of others including family and teachers. The wrong choice could lead to years of wasted energy and resources. As teachers, knowledge of the students in terms of their abilities and their characters will help in advising them of their possible career choices.
- Information on careers and courses to lead to them, may be located on the internet and in universities. For students in Grade 10 their decision about which subjects to take at Preparatory School is the first step on this route. Others may be seeking to follow training and vocational education or go into employment. They too will need guidance and support.

ACTIVITIES

1. Write down what career you want when you finish school. List the reasons why you have chosen that career and what skills you will need in order to do that profession well. Exchange your plans with your neighbours.
- This will be an individual choice but should be discussed with neighbours and the teacher to enable constructive criticism and suggestions to be made.
2. List your strengths and weaknesses. Identify the strengths you have that will fit in with your chosen career. How can you improve your weaknesses and develop the necessary skills that you may need for the future?
- Once again students will need to work on this individually to reach their own conclusions, with the support of the teacher where necessary.

AN ADDITIONAL ACTIVITY

Gathering information on careers, university and training courses can be a joint effort between staff and students which will create a resource that can be added to and edited over the years. Sample CVs and letters of application can also be useful.

See sample lesson plan on page 109

SAMPLE LESSON PLAN

LESSON 4

Time	Teacher Activity	Student Activity
5	Warm up activity What do you think a career is?	Discuss with the rest of the class.
5	Note responses on board or paper then help students to read text on career choices.	Read individually stopping to reflect issues such as salary and job satisfaction.
10	Explain first activity and provide additional information if possible.	Work individually to identify what you want to be then discuss in small groups.
10	Explain second activity and help individual students.	Work individually reflecting on the skills you have and your weaknesses.
10	Draw conclusions from the lesson and encourage students, as an additional activity, to gather any information they can find on careers and courses. Also ask students to read 'remember'.	Gather information about careers and courses to build a class resource.

ANSWERS TO UNIT REVIEW EXERCISES

PART I – MULTIPLE CHOICE

1. A goal is:
   (*a*) saying God will take care of the future
   (*b*) something you want to achieve in the future
   (*c*) to keep money for use in the future
   (*d*) (*a*) and (*c*)
   Answer: (*b*)
2. Planning helps to:
   (*a*) achieve our goal
   (*b*) properly use our resources
   (*c*) be extravagant
   (*d*) (*a*) and (*b*)
   Answer: (*d*)
3. Family budget:
   (*a*) helps to save
   (*b*) is a list of expenditure and income for a family
   (*c*) is part of planning
   (*d*) all of the above
   Answer: (*d*)

PART II – TRUE OR FALSE

1. Looking after your property helps to avoid unnecessary expenditure.
   Answer: true
2. A career is something that develops over time.
   Answer: true
3. Family planning means to limit the amount of family expenditure.
   Answer: false

PART III – SHORT ANSWERS

1. What should be your role in family saving?
2. What extravagant practices in school do you think could be avoided?

UNIT 10 ACTIVE COMMUNITY PARTICIPATION

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

- understand the essence of the various levels of participation.
- recognize the role of civic societies.

	Lesson	Specific Competencies Students should be able to:	Other resources that may be used
1	Levels of Community Participation	• describe the importance of making a contribution to the political life of your community/country. • contribute to community life.	
2	Types and Roles of Civic Societies	• state the different types of civic societies. • describe the role of civic societies in democratic and undemocratic countries.	Bahru Zewde & Pausewang S (2002) *Ethiopia The Challenge of Democracy from Below* Addis Ababa: Forum for Social Studies

LESSON 1

LEVELS OF COMMUNITY PARTICIPATION

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Films, pictures, posters etc., showing citizens queueing to vote and engaged in slum clearance campaign etc.
- Manifestos and literature on political and civic organizations in the locality and FDRE Constitution

STARTER ACTIVITY

- What do you think is the difference between political and social participation?
- Have you ever contributed to your community? Explain what you did?

This can be discussed in class with some individuals contributing their own experiences.

READINGS

- Explanations about levels of community participation
- Participation in political activities is explained by Betty Reardon who writes: "Political freedom and democracy have inspired some of the major recent changes within nations and in the international system, much of them impelled by citizen action and popular movements. Citizens' organizations have become a significant factor in both national and international politics." Source: p123 (1995) *Educating for Human Dignity-Learning about Rights and Responsibilities* University of Pennsylvania
- In his opening address to the 1994 Seminar, the president of Uganda, Yoweri Museveni, said, "Popular participation leads to the creation of a strong civil society with a keen awareness of their rights and responsibilities. ...democratic governance must be open so that the people know what is going on at all times to be able to censor its actions. Regular elections are necessary to ensure that the people do, at regular intervals, choose the leaders they wish to lead them." Source: p66 *Corruption, Democracy and Human Rights in East and Central Africa*
- Having gained this freedom in Ethiopia it is essential that the people take advantage of it to ensure at local, regional and national level they elect the right people to govern and represent them.
- All participation that promotes the common good of society can be taken as social participation. These include, amongst others, Iddir, ikubs and mahiber.

CASE STUDIES

1. The Girls' Empowerment and Management project
- This is an example of how a project for girls was able to have a significant impact on the government.
2. Taitu's new-found literacy skills
- The importance of literacy skills for people of any age was discussed in Unit 7 Lesson 4. This also highlights the behaviour change that follows literacy.

ACTIVITIES

1. Discuss other ways in which you can take part in the politics of your country.
- Try to identify and critically evaluate the different policies of the parties in your area. Discuss this as a class.
- This is a complex task that will require resources from the community outlining the policies of the different parties. Students will need to consider their own position and, while

it will not be necessary to share with others their political affiliation, they can discuss the ways that they might be able to participate.

2. List some articles from FDRE Constitution which promote women's participation in the politics of their country.

- Why do we need groups like the Girls' Empowerment and Management (GEM) project when we have these articles in the Constitution? Discuss in pairs.
- Article 35 is concerned with the rights of women among others; Article 38, while not gender specific, is related to the right to vote and be elected; Article 25, the right to equality is also linked to women's promotion.

3. Form groups and discuss the different purposes of social participation, then present your ideas to the class.

- List some of the social problems in your community. Try to propose ways of solving these problems.
- This will entirely depend on the prevailing conditions in each school.

4. Have you ever taken part in literacy activities in your community?

- Discuss the possibilities of engaging in literacy activities during your school holidays.
- This will depend on the activities and opportunities available for individual students.

LESSON 2

TYPES AND ROLES OF CIVIC SOCIETIES

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Pictures, posters etc., depicting civic societies engaging in different community activities

STARTER ACTIVITY

- Have you ever participated in any civic societies? Tell others about your experience of participation in any club in your school.
- Do you think that there would be civic societies in undemocratic countries? If there are, what could be their role?

This activity can be discussed in small groups to enable each student to make a contribution.

READINGS

- Explanations about the types and roles of civic societies
- There are numerous organizations that perform different roles in communities across Ethiopia. Civil societies fall into four main categories:
- NGOs, some of which are large charitable bodies, possibly part of a national or international organization, with resources from across the world. Others may be regional or local, focussing on a specific theme or group of people, often relying on voluntary support and contributions.
- Advocacy organizations which are rights based institutions and those committed to wildlife protection etc.
- Interest groups include professional societies, trade unions, cooperatives, chambers of commerce employers associations and cultural societies.
- Community organizations including neighbourhood groups and youth organizations. Source: p105 Dessalegn Rahmato (2002) *Ethiopia The Challenge of Democracy from Below*
- One example of an NGO is WASH (water, sanitation and hygiene) Media and Ethiopian Movement which collaborates with another nationwide organization, Water Aid Ethiopia, to identify projects that will encourage a commitment to changing behaviour on sanitation and hygiene in local communities and improve access to clean water.
- Local examples should be located in the communities close to the school. Information can be gathered from some of these to identify their roles and functions.

CASE STUDY

The role of NGOs in creating Farmers of the Future

- TEACH aims to reach the most isolated learners through providing short intensive training for facilitators who come from the same locality and using local labour and contributions to construct centres to deliver alternative basic education. These centres are also used to teach adult basic literacy thus ensuring that the three basic pillars of capacity building (educating youths and children, educating parents and community members, and educating district education officers) are developed.
- The project has already reached a stage where the initial students have graduated from the centers and are in formal primary education.

ACTIVITIES

1. Are there any civic societies in your community? What are their programs? How could you become involved?

- Each student will need to undertake this in their own time and bring information back to show what they have learnt.

2. Evaluate the different nature and purposes of civic societies under democratic and undemocratic governments.

- Under democratic governments the civic societies are expected to play a role in democratising the nation — giving responsibility for development to the local people for improving the environment, helping care for the sick and needy and mobilizing the youth to play an active role in their community.
- By contrast, civic societies under an undemocratic government were more likely to be government controlled providing support for its policies and forming groups by means of coersion and even threat. Hitler's youth and China's Red Guards under Chairman Mao are examples of civic groups which became synonymous with their undemocratic leaders.

3. How do programs like the Future Farmers Program promote the interests of farmers? Discuss this with your group and the class.

- Do you think that educating children can also be a benefit to the community at large? Explain your answer.
- This project, and similar ones organized by the NGO TEACH, acknowledges the importance of teaching through a context that the people understand, in this case, through agriculture. As the future workers and leaders of a community, it is important to teach skills and knowledge that is relevant to the life in that community as well as the transferable skills that will enable them to progress through formal education.

AN ADDITIONAL ACTIVITY

Students could identify the work of the Youth Association, or any other association, during the time of the Derg.

See sample lesson plan on page 116

SAMPLE LESSON PLAN

LESSON 2

Time	Teacher Activity	Student Activity
10	Warm up activity • Have you ever participated in any civic societies? Tell others about your experience of participation in any club in your school. • Do you think that there would be civic societies in undemocratic countries? If there are, what could be their role?	Small groups can discuss these questions with each member contributing.
5	Note some responses on board or paper then help students to read text adding more information as necessary.	Read individually stopping to reflect on the different types and roles of civic societies.
5	Explain activity Are there any civic societies in your community? What are their programs? How could you become involved?	Work individually and continue after school if you do not have the information already.
5	Continue to read text and explain second activity which can be done as homework as a short essay.	Evaluate the different nature and purposes of civic societies under democratic and undemocratic governments.
10	Read case study and explain task. • How do programs like the Future Farmers Program promote the interests of farmers? Discuss this with your group and the class. • Do you think that educating children can also be a benefit to the community at large? Explain your answer.	Read individually reflecting on the work of the organization then discuss answers with your group.
5	Draw conclusions from the lesson and ask students to read 'remember'.	

ANSWERS TO UNIT REVIEW EXERCISES

PART I – SHORT ANSWERS

1. What is a political party?

Ans. A political party is an organization established to compete for political realization of its program.

2. State some of the levels of political participation.

Ans. Participation in an election (electing and being elected), political demonstration etc.

3. Describe some of the roles of civic societies.

Ans. Protecting the natural resource and cultural heritage, advocacy for the respect of human rights, protecting the environment etc.

4. On what grounds might you support a political party?

Ans. By being a member and contributing money etc.

5. What are the two main features of community participation that help to solve societal problems?

Ans. Political and social participation.

UNIT 11 THE PURSUIT OF WISDOM

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

- appreciate the relationship between knowledge and wisdom.
- realize the purpose of information.
- appreciate the importance of developing good reading habits.

	Lesson	Specific Competencies Students should be able to:	Other resources that may be used
1	The Relationship between Knowledge and Wisdom	• explain the relationship between knowledge and wisdom.	
2	The Three Fundamental Forms of Knowledge	• describe the three forms of knowledge.	
3	Use of Information	• describe the different sources of information. • explain what is meant by the skill of using information. • describe how data is collected.	
4	Knowledge and the Habit of Reading	• explain how to acquire knowledge through reading. • be better readers.	
5	Truthfulness	• describe the importance of truth.	

LESSON 1

THE RELATIONSHIP BETWEEN KNOWLEDGE AND WISDOM

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Different kinds of books and related materials.

STARTER ACTIVITY

What, do you think is the relationship between knowledge and wisdom?

The topic could be set as a brainstorm activity.

READINGS

- Explanations about the relationship between knowledge and wisdom
- Wisdom is the use of knowledge which can be used for personal benefit or social improvement. Wise people tend to be those who have accumulated knowledge, then analyzed and evaluated it to reach their conclusions. Many wise people have been immortalized through their writings and actions in pursuit of peace and understanding. Wole Soynika, a Nigerian poet and Nobel Prize laureate, is one such person.
- In Ethiopia, there have been many wise and learned people who played a major role in the arts and politics. Afawerk Gebre-Iyyasus was one such intellectual whose mastery of the Amharic language gained him fame in this country. Another writer, Heruy Wolde Selassa, also produced impressive literature for children as well as adults.

CASE STUDY

Rabindranath Tagore (1861 – 1941)

- As explained in an earlier text, the poet Rabindranath Tagore was the first to call Gandhi, Mahatma. He was a Bengali writer who was well known for his attempts to deepen the mutual understanding between the East and West.

ACTIVITY

1. Give two examples of how you have used your knowledge and wisdom in daily life.
- The answers will depend on each individual student's own experiences.

AN ADDITIONAL ACTIVITY

In groups, students could identify people whom they consider wise, explaining why they consider them so, and what they have learnt from them.

LESSON 2

THE THREE FUNDAMENTAL FORMS OF KNOWLEDGE

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Picture showing the anatomy of the human brain

STARTER ACTIVITY

Tell your neighbour three facts about yourself.

READINGS

- Explanations about the three fundamental forms of knowledge
- The main forms of knowledge are facts, concepts and generalizations. Facts are accurate data and information that can be gathered from many sources. The students have already provided a list of facts about themselves in the starter activity. They may have told their neighbour their age, their birthdate or the number of children in their family. These simple facts are known to be true. Other facts are taken from different sources and are assumed to be true — in textbooks and reports there is information/data that has been gathered and recorded as accurate.
- A concept is an idea that is based on facts. Scientists develop concepts from the facts that they can gather. Students may know more about Newton and Einstein from their science lessons. They may also be developing their own concepts based on the facts they have learnt through life or for a particular subject. In history they may have developed a concept about why the Ethiopian Revolution started based on the different facts presented to them.
- A generalization is a statement or conclusion based on facts. The example given in the student texts relates to poverty in Africa. Generalizations vary depending on how much information is gathered to support them and how accurate it is.

CASE STUDIES

1. Ethiopia in the new millennium

- This article contains a number of facts, concepts and generalizations. Other articles, found in the local newspapers, could also be used.

2. Foreign assistance obtained from multilateral and bilateral sources during the previous decade.

- These facts indicate how much money was provided by donors between 1991 and 2001. Other examples of facts can be found in reports on subjects such as school enrolment (see Unit 4 Lesson 2).

ACTIVITIES

1. In small groups give at least two more examples of facts, concepts and generalizations. Share your examples with another group.

- The responses will depend on the students' knowledge and experience. If they need help, suggest they consider what they learn in their other subjects.

2. In your groups, discuss and list the facts, concepts and generalizations given in the above case study.

- Other literature could be provided for students who complete this task quickly. Facts include the population, location and calendar etc; concepts include the idea that being hardworking will transform the country and a generalization is the belief that the country remained poor due to autocratic and dictatorial political systems.

3. What information can you gather from this

table. What can you generalize from the total figure given in terms of developing the economy of the country?

- The generalizations that can be made from this table are: the country requires assistance because it is poor; the amount of funding fluctuates each year due to different reasons (there is insufficient data to conclude what these reasons may be *e.g.*, greater need).

AN ADDITIONAL ACTIVITY

Students could gather facts about the students in school (based on gender/religion/disability etc) then develop a concept *e.g.*, the number of disabled students does not compare with the number living in the community so there must be an access issue; or come up with a generalization *e.g.*, the number of female students is increasing. The gathered information could be used in the following lesson.

LESSON 3

USE OF INFORMATION

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Films, pictures showing modern electronic gadgets like the Internet, TV, radio etc.

STARTER ACTIVITY

What is information and how do you obtain and use it?

Using information gathered over the previous week (if the additional activity was to be carried out) or previous lessons, students could work in groups to discuss this question.

READINGS

- Explanations about the use of information
- In the last lesson, facts were discussed in general terms. This lesson focuses on the specific types of facts which form information. We gather information through observing, reading and listening and either retain it for a purpose or discard it (though a lot of random information remains in our brains for years and is sometimes retrieved when faced with a question or problem).
- Observation is one method of gathering information — for example watching students working can reveal a lot of information about their behaviour and characters.
- Written sources is the main way that information is collected both in data (facts and figures gathered from questionnaires, statistics etc.) and in other forms. Newspapers contain up to date information that may be local as well as national and international. The Internet also has current information. Journals and reports may provide recent information gathered by trusted sources (government and non-governmental organizations) while books can be used where information does not have to be recent but still needs to be authentic. Judging the accuracy of any information is important but can be difficult with the modern communication systems, particularly the Internet, enabling anyone to publish 'information' which may seem factual but may be distorted or fabricated. This is one reason why students need to verify their facts, find more than one source of information and be rigorous in their research activity.

CASE STUDY

Enrolments in secondary schools

- The table of secondary school students in 1999 EC provides data that can lead to some generalizations about the ratio of males to females in each area and across the country.

ACTIVITIES

1. Form groups to discuss the use of information and data. Group leaders should present their ideas to the class for discussion.
   - If the students did the additional activity after the last lesson, this information and its uses could be discussed. Otherwise, students should consider from their own experience the different uses that data and information can have including: decision/policy making, educational purposes *e.g.*, essays; communication to others *e.g.*, media etc.
2. Using the data above, gathered by the Ministry

of Education, provide information about the number of male and female students across the different regions at Grade 11.

- Why do you think some regions have far fewer females in education at Grade 11?
- Why do you think there are more Grade 11 female students in two regions?
- In Addis Ababa and Tigray the females outnumber males but it is difficult to identify the reasons without further information. One possibility is that the construction of many schools has made accessibility for students relatively easy. Most rural areas show a very low ratio of females to males — possibly as a result of traditional cultures, distances to schools and lack of role models.

AN ADDITIONAL ACTIVITY

In groups, students could look into educational opportunities in their localities and make generalizations based on their information.

LESSON 4

KNOWLEDGE AND THE HABIT OF READING

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Films, pictures, posters showing people reading

STARTER ACTIVITY

Discuss some of the ways you could become a better reader.

Students could work in pairs then join up with another pair and share ideas.

READINGS

- Explanations about knowledge and the habit of reading
- This subject has been explained in the text and previous grades. Teachers have a responsibility to help students develop a reading habit through showing them the value of books and other literature as well as helping them to access and use a library and the Internet where possible.
- In carrying out research for studies, students need to have the skill to locate information in books using indexes and contents pages in reference materials and keywords on the internet search engines. Using encyclopaedias and dictionaries to practice locating information and facts could be a useful exercise, particularly for students struggling with the language and alphabet. See the additional activity for one way to help students become familiar with this task.

CASE STUDIES

1. Paulos Gnogno – a person who transformed himself through reading
- This journalist, historian and author had a passion for learning and wanted to spread his knowledge to as many Ethiopians as possible. He had taught himself English and translated many books into Amharic as well as writing for newspapers and books, including an Ethiopian encyclopaedia which was not completed when he died. He made Ethiopians aware of a range of issues in his lifetime through the written word.

2. A program for daily activity for a student
- Time management has been discussed in previous lessons and grades and this table shows how study, reading and rest etc., can be planned to ensure that time is not lost.

ACTIVITIES

1. Form groups and discuss how you can develop the habit of reading. Group leaders should report their ideas to the class for discussion.
- Ideas for developing the habit of reading could include: choosing material that interests the reader; setting sufficient time aside and finding a quiet place to concentrate; joining a library or book club to share literature; forming a book club (which could be established even between three or four friends) to share books and give support and feedback to others etc.

2. Form groups to discuss what you have learnt from a Grade 4 student who became a famous journalist.
- The main points to learn are the power of motivation which can enable a person to teach themselves; the value of sharing information with others; the need to persist in a goal to achieve it and the importance of humour.

3. Form groups to discuss the benefits of having such a program for students like you. Group

leaders should present their ideas to the class.

- Students should realize the value of having some plan to help manage time. It need not be as prescriptive as the one in the case study but could identify times in the week outside school, homestudy, chores and rest, where leisure activities and reading could be done.

AN ADDITIONAL ACTIVITY

Provide groups of students with a dictionary or encyclopaedia and give them a list of words to locate or facts to retrieve. The activity could be treated as a game if the groups have a limited time to gather the answers before passing the questions and books to the next group. Examples of words to locate in a dictionary could include: philanthropy; hybrid; squalid; antidote and trivial; words which most students may not have used and therefore will be unable to guess the meaning without using a dictionary.

See sample lesson plan on page 128

LESSON 5

TRUTHFULNESS

CLASS PREPARATION: INSTRUCTIONAL AIDS

- Pictures, film showing a person testifying before a court

STARTER ACTIVITY

Is it always good to be truthful?

Use examples to explain your answer.

The activity could be done individually with answers written on a piece of paper and shared with the class on the board or wall.

READINGS

- Explanations about truthfulness
- If possible, bring in evidence of cases where people were not truthful, such as from the newspaper or other media. These could demonstrate how being dishonest may lead to trouble for example where there is tax evasion.
- The lesson also considers the issue of accepting that mistakes can be made and being honest about them rather than trying to cover them up. A shopkeeper who gives the wrong change to a customer will gain more respect if he/she admits the mistake and refunds the difference. The same is true when a customer realizes that the change given is more than it should be. Telling the truth often leads to greater respect.
- Students need to understand, however, that sometimes it is not easy to be honest, for example when the outcome may hurt another person. Role play activities can enable students to explore these situations and decide what the best outcome would be. See the additional activity.

CASE STUDY

Dishonest behavior

- In this case the outcome for the students who told lies is severe. This case may lead to a discussion regarding the scale of punishments in your school. Are some punishments harsh and, therefore, students withhold the truth and take the risk of being found out? Do some punishments act as a deterrent to those who would otherwise tell a lie?

ACTIVITIES

1. Form groups then discuss and list the benefits of truthfulness and the damage that telling lies could cause in the table below. Examples are provided.
- Students should be able to complete this table based on their own experiences and what they have learnt.
2. Form groups to discuss what lessons you can learn from such an event. Group leaders should present your ideas to the class for discussion.
- The main lesson should be not to accuse people without justification. Telling lies is most often morally wrong and leads to trouble so should be discouraged.

AN ADDITIONAL ACTIVITY

Students could role play the following scenarios and decide whether telling the truth is the right thing to do:

1. A student loses his/her new textbook on the

way to school and tells the teacher that it was stolen.

2. A student has lent the textbook to his/her friend who has not returned it. He/she tells the teacher that they forgot to bring it to the lesson.
3. A student's friend is staying off school because of fear of abduction. When asked by the teacher where the friend is, the student claims not to know.
4. A student's friend is staying off school to watch a football match. When asked by the teacher where the friend is, the students claims not to know.

SAMPLE LESSON PLAN

LESSON 4

Time	Teacher Activity	Student Activity
5	Warm up activity Discuss some of the ways you could become a better reader.	Work in pairs then join up with another pair and share ideas. Stay in these groups for the lesson.
5	Note responses on board or share them aloud then help students to read text.	Read individually stopping to reflect on the importance of knowledge and reading
5	Explain activity and share some feedback with the rest of the class.	Work in small groups and discuss how you can develop the habit of reading.
5	Read case study and explain activity.	Read individually reflecting on Paul Gnogno then discuss with the rest of the group
5	Read second case study and explain activity.	Read individually reflecting on the program then discuss its benefits with the group.
10	Hand out sets of words and dictionaries to the groups and ask them to locate the words and write down the meanings. The class could swap lists with another group if time allows.	Identify the meanings of the words in the dictionary and note them in the time allowed. At the end the groups can check how many words they found in the time given.
5	Draw conclusions from the lesson and ask students to read 'remember'.	

ANSWERS TO UNIT REVIEW EXERCISES

PART I – MULTIPLE CHOICE

1. The pursuit of wisdom gives rise to:
   (*a*) more knowledge
   (*b*) being able to use information and data
   (*c*) a better understanding of the world
   (*d*) all

   Answer: (*d*)

2. Which one of the following statements is not correct?
   (*a*) humans are the only learning animals who can come up with their own production of knowledge
   (*b*) wisdom is the quality of being wise
   (*c*) knowledge is an endless journey
   (*d*) none

   Answer: (*d*)

3. Which one of the following refers to a concept?
   (*a*) idea or thought, based on analysis of facts
   (*b*) truthfulness
   (*c*) something which gives knowledge in a form of facts
   (*d*) information or data

   Answer: (*a*)

4. Which one of the following statements is correct?
   (*a*) knowledge **only** comes from schools
   (*b*) knowledge **only** comes from books
   (*c*) knowledge is obtained through formal and informal channels
   (*d*) none

   Answer: (*c*)

5. Which one of the following statements is not correct?
   (*a*) truthfulness is the habit of telling the truth
   (*b*) telling some lies can be morally wrong or punishable by law
   (*c*) truthful people are often not trusted by their organizations
   (*d*) none

   Answer: (*c*)

PART II – MATCHING

Column A	Column B
1. The skill of reading could be developed through (C)	A. Data collected to undertake a given research
2. Facts, concepts and generalization (E)	B. Instruments for data collection
3. Sample (A)	C. Practice
4. Questionnaire, observations, group discussion etc. (B)	D. The rational use of knowledge
5. Wisdom (D)	E. The three forms of knowledge

PART III – SHORT ANSWERS

1. What is the relationship between knowledge and wisdom?

Ans. Knowledge is the information one has while wisdom is the application of knowledge.

2. What are the three forms of knowledge?

Ans. The three fundamentals of knowledge are facts which enable a person to create a concept on the basis of which generalization is formulated.

3. What do you understand by information?

Ans. Information is idea/knowledge one gathers through different media.

4. How do you collect data for a study?

Ans. Data are collected through research instruments, such as interview, group discussion, questionnaire etc.

GRADE 10
MINIMUM LEARNING COMPETENCIES (MLCs)

No.	Major Competencies	Content	Minimum Learning Competencies (MLCs)
1	To behave in a democratic way	Building a Democratic System	1.1 Appreciating the essence of democracy they realize the basic changes made in Ethiopia after the transition to democracy.
			1.1.1 Stating four characteristics of a democratic system.
			1.1.2 Explaining the structures of the Ethiopian federal states.
			1.1.3 Defending their human and democratic rights.
			1.1.4 Explaining their duties of enjoying their rights while respecting their constitutional obligations/duties.
			1.1.5 Identifying four major diversities that the Ethiopian societies possess.
			1.1.6 Describing four features of an authoritarian state.
			1.1.7 Explaining the main features of federalism in Ethiopia.
			1.1.8 Describing two main purposes of the FDRE Foreign relations.
2	To be governed by the rule of law	Rule of Law	2.2 Recognizing the place of rule of law under a democratic system.
			2.2.1 Identifying which constitution of Ethiopia is formulated by popular consent.
			2.2.2 Stating the four sources of law.
			2.2.3 Describing the basic features of limited government.
			2.2.4 Stating the manifestations of corruptions at school and community levels.

No.	Major Competencies	Content	Minimum Learning Competencies (MLCs)
3	Working for equality and justice	Equality	3.2 Understanding the importance of equality of justice for the Ethiopian society.
			3.2.1 Describing the two importance of equality.
			3.2.2 Explaining the new dimension of equality after the transition to Democracy.
			3.2.3 Describing equality in terms of group rights.
			3.2.4 Describing the importance of equality of benefit and burdens for the prevalence of equality.
			3.2.5 Listing two examples of the necessity of addressing gender issue in Ethiopia.
			3.2.6 Describing the importance of accepting differences for peace and coexistence among individuals, nations, nationalities and peoples of Ethiopia.
		Justice	3.2.7 Elaborating the three categories of justice.
			3.2.8 The role of citizens in the fight against injustice.
			3.2.9 Describing the necessity of equal distribution of social services.
			3.2.10 Explaining the independence of the judiciary for the maintenance of Justice.
4	Patriotism and Responsibilities	Patriotism	4.2 Realise patriotism as a factor that creates cohesion among the people of Ethiopia and the various expected responsibility of a citizen.
			4.2.1 Enumerating three essential factors for the creation of patriotic feeling.
			4.2.2 Explaining how patriotism promotes the common good.
			4.2.3 Explaining factors that contribute for the expansion of terrorism.
			4.2.4 Giving two examples of the roles of patriots in facilitating sustainable development.

No.	Major Competencies	Content	Minimum Learning Competencies (MLCs)
			4.2.5 Explaining the advantages of volunteerism to the individual as well as to the community.
			4.2.6 Describing why the protection of the environment is so important.
			4.2.7 Explaining how the students could contribute to the preservation of natural resources and cultural heritages.
		Responsibility	4.2.8 Describing the significance of carrying out their responsibilities.
			4.2.9 Giving two examples that distinguish the responsibilities between an individual and an organization.
			4.2.10 Explaining how to protect themselves from HIV/AIDS pandemic.
5	Self-Reliance	Industriousness	5.2 Recognizing the importance of industriousness, saving and self-reliance for the betterment of the individual.
			5.2.1 Giving two examples of types of work and how they contribute for the betterment of the individual.
			5.2.2 Stating two consequences of absence of good working habits.
			5.2.3 Explaining what professional ethics is.
			5.2.4 Identifying the difference between command and mixed economy.
			5.2.5 Explaining the role of individual in making their country competitive.
		Self-Reliance	5.2.6 Explaining self-reliance in terms of an individual capacity.
			5.2.7 Combating dependency within the limit of their capacity.

No.	Major Competencies	Content	Minimum Learning Competencies (MLCs)
		Saving	5.2.8 Explaining the relation between self-reliance and sound decision making.
			5.2.9 Stating three significance of saving for an individual.
			5.2.10 Explaining the impact of extravagance practices on individuals' way of life.
			5.2.11 Explaining the consequence of absence of planning on the way of life of a family.
6	Active Community Participation	Active Community Participation	6.2 Understanding active community participation as an instrument to enrich individual development.
			6.2.1 Giving two examples how political and social participation build the capacity of the individual.
			6.2.2 Explaining by giving four examples the types of civic societies found in their localities.
7	The Pursuit of Wisdom	The Pursuit of Wisdom	7.2 Recognizing ways of acquiring knowledge.
			7.2.1 Explaining the relationship between knowledge and wisdom.
			7.2.2 Involving themselves in collecting different sources of information to acquire knowledge.
			7.2.3 Explaining the purpose of information.
			7.2.4 Explaining the necessity of developing good reading habits.

GRADE 10 SYLLABUS

INTRODUCTION

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

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

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

OBJECTIVES OF CIVICS AND ETHICAL EDUCATION

Civics and Ethical Education aims to create:

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

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

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

CONTENT OUTLINE AND PERIOD ALLOTMENTS

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

1.1. Principles and Values of a Democratic System
1.2. Rights
1.3. Obligations
1.4. Tolerance
1.5. The State in Ethiopia
1.6. Federalism in Ethiopia
1.7. Ethiopia's Foreign Relations

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

2.1. Constitution as a Source of Rule of Law
2.2. Understanding Rule of Law
2.3. Rule of Law as an Instrument to Limit the Political Power of the Government
2.4. Breakdown of Rule of Law

UNIT 3: EQUALITY (Total Periods Allotted: 9)

3.1. The Concept of Equality
3.2. The Effects of Equality on Citizens
3.3. Gender Equality
3.4. Equality of Cultures

UNIT 4: JUSTICE (Total Periods Allotted: 10)

4.1. Effects of the Lack of Justice
4.2. Equal Provision of Social Services
4.3. Categories of Justice
4.4. Organization and Functions of the Judiciary
4.5. Equity of Taxation

UNIT 5: PATRIOTISM (Total Periods Allotted: 8)

5.1. Requirements to Increase Patriotism
5.2. Patriotism and the Common Good
5.3. Patriotism and Poverty Reduction
5.4. Voluntarism

UNIT 6: RESPONSIBILITY (Total Periods Allotted: 11)

6.1. A Citizen's Duties

6.2. Taking the Consequences of your Actions
6.3. National Responsibility
6.4. Responsibilities for the Protection of our Natural Resources and Cultural Heritage
6.5. Creating a Common Front against HIV/AIDS

UNIT 7: INDUSTRIOUSNESS (Total Periods Allotted: 6)

7.1. Work and Well-Being
7.2. The Importance of Good Work Habits
7.3. Choice of Economic Systems
7.4. Improving your Work Skills

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

8.1. Examples of Self-Reliance
8.2. Examples of Dependency
8.3. Self-Reliance and Decision-making

UNIT 9: SAVING (Total Periods Allotted: 8)

9.1. Traditional Practices which Affect our Saving Habits
9.2. Managing the Family Budget
9.3. The Need to Set your Goals and Plan your Saving
9.4. Choosing a Career

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

10.1. Levels of Community Participation
10.2. Types and Roles of Civic Societies

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

11.1. The Relationship between Knowledge and Wisdom
11.2. The Three Fundamental Forms of Knowledge
11.3. Use of Information
11.4. Knowledge and the Habit of Reading
11.5. Truthfulness

UNIT 1: BUILDING A DEMOCRATIC SYSTEM

(Periods Allotted: 14)

Unit Learning Outcomes: The students will be able to:

- understand the values and principles of a democratic system.
- recognize what is meant by rights and obligations.
- realize the state formation in Ethiopia.

Competencies	Contents	Suggested Activities
• Describe the main principles and values of a democratic system. • Participate in the democratic process of their country within the limit of their capacity.	**1.1 Principles and Values of a Democratic System: (2 *periods*)** - Wide spread public participation. - The presence of universal suffrage. - The presence of fair, free and periodic Elections. - Transparency. - Accountability. - The presence of pluralism. - Acknowledgement of majority rule. - Peaceful transition of political power.	This is the beginning of the academic year and the first part of the unit. Invite the students to explain how they spent their vacation and what new democratic culture they believe they have built up. Then ask each student to explain what he/she knows about the system of democracy. After this proceed to explain each principle and value of a democratic system reading the relevant article from the federal constitution of Ethiopia with active students' participation. Let students comment on how their class monitor or their Kebele chairperson should be elected? Suppose a community elected its chairperson. How should it monitor his or her behaviour? What if after a while the community found the chairperson unfit for the position? Do they have a constitutional right to recall him? Let the students discuss this in groups and come up with their own conclusions.
• Describe the interdependence between democratic and human rights.	**1.2 Rights: (2 *periods*)** 1.2.1 Differences and interdependence of human and democratic rights. - Scopes and limits of rights.	Let the students enumerate what they feel are their human and democratic rights. Divide them into groups and let them discuss the interdependence between human and democratic rights. Can one live without the other.

Competencies	Contents	Suggested Activities
• Explain the necessity of imposing limits on any kind of right. • Defend their human and democratic rights. • Describe the human and democratic practices in Africa before colonialism.	1.2.2 Level of human and democratic rights practices in Africa (the case of some African countries before the coming of colonialism)	All humans are naturally born free and have the right to life. But there are times when these rights are violated by an autocratic political system. Human rights are respected only under a democratic system. So, although human and democratic rights seem to be apparently different, one cannot exist without the other. Also, let the students discuss in their groups whether there should be limitations on their rights or not. Do they believe that all rights should have a limit? Why? Read relevant articles from the federal and regional constitutions which deal with limitation of rights. African countries before colonialism had a political system, like that of the Oromo gada, marked by elements of democracy and respect to the rights of the individuals. Let the students comment on this in groups and give their own conclusions.
• State what their obligations are as citizens of their Country.	**1.3 Obligations: (2 *periods*)** 1.3.1 Respecting the rights of other citizens 1.3.2 Respecting their constitutional obligations	Divide the class into groups and let them discuss why respecting the rights of other citizens is very important. Also let them discuss and come up with their own conclusions what some of their constitutional obligations as citizens of Ethiopia are.
• Explain the importance of tolerance of diversity • Describe the implications of tolerance of diversity for Ethiopia which is a multicultural country. • Be tolerant to differences of culture.	**1.4 Tolerance: (2 *periods*)** 1.4.1 The rationale and essentiality of tolerance in Ethiopian society 1.4.2 Diversity tolerance and its implications for peace	Motivate the students to explain Ethiopia in terms of its people-different nations, nationalities and peoples. These peoples have their own views, interests etc. But they have one country. How can they live in peace in this one country with all their differences? For example, their classroom is composed of different students having different backgrounds. Can they learn in peace if each student wants to learn according to his own

Competencies	Contents	Suggested Activities
		personal interest like sitting at a desk alone? What if a student desired his class to compose of only a certain nationality? Could this be possible? Peace could prevail when there is tolerance of diversity among citizens of a country. This is particularly so in Ethiopia which is a multi-cultural society; and peace is a pre-requisite for development. Divide the students into groups and let them discuss and come up with the importance of tolerance of diversity for Ethiopia.
• Explain the history of state formation in Ethiopia. • Describe the kind of states that had been prevalent in Ethiopia until 1991. • Explain the kind of struggle the Ethiopian people waged against the autocratic states of the country. • State the transition to democracy and its effects in terms of transparency and accountability.	**1.5 The States in Ethiopia: (2 *periods*)** 1.5.1 The history of state formation in Ethiopia - Authoritarian states. - The struggle for democracy in Ethiopia. - The lesson of the 1960 coup d'etat. - The impacts of the Ethiopian student's movement. - The effects of the emergence of armed struggle. - The transition to democracy. - Transparency. - Accountability.	For the sake of variety you may invite a history teacher to explain the history of state formation in Ethiopia. For example, state formation in northern Ethiopia goes as far back as the 5th century BC, and all states were monarchic. Since the early 20th century the whole of Ethiopia came under one centralized monarchy. The monarchy in Ethiopia, which lasted until 1991, was absolute with no limitation on its power. The monarchy was replaced by a dictatorial military regime called the "Derg". Therefore, until 1991, Ethiopia was deprived of a democratic system and suffered under authoritarian regimes. It was to reassert their lost rights that the nations, nationalities and peoples of Ethiopia struggled against the autocratic administrations. An example of a struggle was set when the two brothers, Mengestu and Girmame Neway, attempted to overthrow the monarchy from power. But generally the pioneers of the struggle were the student population, particularly the university students.

Competencies	Contents	Suggested Activities
		These struggles culminated in armed struggles which eventually overthrew the dictatorial Derg from power in 1991. Since then the country has started to exercise a democratic system. Divide the students into groups to discuss and appreciate the present democratic system in view of the autocratic rule the country passed through. Let the students explain whether they want to live in a walled room through which they could not see outside, or in a room having a window to see what is happening outside. By the same token, a government is said to be democratic if what it is doing is transparent and is accountable to the people. Let the students comment in groups.
• Explain the political status of the federal and regional states of Ethiopia. • Describe the mechanism set to protect abuse of power by branches of government bodies in Ethiopia. • Enumerate the instruments in place to preserve the rights of citizens in Ethiopia.	**1.6 Federalism in Ethiopia: (2 *periods*)** 1.6.1 Constitutional status of the federal and regional governments 1.6.2 Limits of government's power and preventing its abuse (check and balance in the Ethiopian political governance) 1.6.3 Institutions for safeguarding democracy in Ethiopia - The Human Rights Commission. - The Ombudsman.	Create two groups. Provide them with the federal constitution. Let one group come up with the duties and responsibilities of the federal and regional governments. Let the other group come up with how the federal and regional governments are organized and how the constitution attempts to obstruct abuse of power by any one branch of government at any level. Let each group present the two topics to the class allowing all students to comment at the end. Finally add your own ideas on what the group presented and correct any mistake made. Ask students what institutions are in place to protect their rights as students at the class and school level. At the class level they have monitors and teachers. At the school level they have the student council and parents-Teachers Association. Likewise at the national level the

Competencies	Contents	Suggested Activities
		Human Right Commission and the Ombudsman are in place to protect the rights of citizens. Let the students comment on the duties of these institutions. In their groups let the students discuss the importance of the Human Rights Commission and the Ombudsman.
• Explain the importance of international conventions and agreements in guiding foreign relations. • Describe that the main purpose of Ethiopian's foreign relations is promoting the sovereignty of the country.	**1.7 Ethiopia's Foreign Relations: (2 *periods*)** 1.7.1 The necessity of international conventions and agreements 1.7.2 Foreign relations and their implications to the national interest and the sovereignty of the country	Divide the students into groups and let them read the federal constitution pertaining to the guiding principles of the Ethiopian foreign policy. Let the students give their own conclusions whether the principles promote the national interest of the country or not. In their localities there are community associations like Eder and Equb. Can members act in different ways than is expected of them by the rules of the associations? For example, can a member of an Equb claim his subscription before his turn is due? Or can a member of a Kebele have a right to live as he/she wishes (for example, littering his surrounding) without regard to the rules of the Kebele and norms of the community? Absolutely not. Likewise a country is required to abide by the international conventions and agreements to govern its relations with other countries. It cannot violate these conventions and agreements.

ASSESSMENT

The teacher should assess each student's work continuously over the whole unit and compare it with the following description, based on the competencies, to determine whether the student has achieved the minimum required level.

STUDENTS AT MINIMUM REQUIREMENT LEVEL

A student working at the minimum requirement level will be able to: describe the main principles and values of a democratic system, participate in the democratic process of their country within the limit of their capacity, describe the interdependence between democratic and human rights, explain the necessity of imposing limits on any kind of right, defend their human and democratic rights, describe the human and democratic practices in Africa before colonialism, state what their obligations are as citizens of their country, explain the importance of tolerance of diversity, describe the implications of tolerance of diversity for Ethiopia which is a multicultural country, be tolerant to differences of culture, explain the history of state formation in Ethiopia., describe the kind of states that had been prevalent in Ethiopia until 1991, explain the kind of struggle the Ethiopian people waged against the autocratic states of the country, state the transition to democracy and its effects in terms of transparency and accountability, explain the political status of the federal and regional states of Ethiopia, describe the mechanism set to protect abuse of power by branches of government bodies in Ethiopia, enumerate the instruments in place to preserve the rights of citizens in Ethiopia, explain the importance of international conventions and agreements in guiding foreign relations, describe that the main purpose of Ethiopian's foreign relations is promoting the sovereignty of the country.

STUDENTS ABOVE MINIMUM REQUIREMENT LEVEL

Students working above the minimum requirement level should be praised and their achievements recognized. They should be encouraged to continue working hard and not become complacent.

STUDENTS BELOW MINIMUM REQUIREMENT LEVEL

Students working below the minimum requirement level will require extra help if they are to catch up with the rest of the class. They should be given extra attention in class and additional lesson time during breaks or at the end of the day. In the assessment process the teacher should give special attention and the necessary help for special needs students.

UNIT 2: RULE OF LAW

(Periods Allotted: 9)

Unit Learning Outcomes: The students will be able to:

- recognize the role of a constitution in a society.
- recognize the importance of rule of law.
- understand the consequences of absence of rule of law.

Competencies	Contents	Suggested Activities
• Define the major purpose of a constitution. • Explain how constitutions have been drafted in Ethiopia.	**2.1 Constitution as a Major Source of Rule of Law: (2 *periods*)** 2.1.1 Understanding a constitution 2.1.2 The writing of a constitutions in Ethiopia (how they were formulated and ratified) - The 1931 constitution. - The 1955 revised constitutions. - The 1987 constitution. - The 1995 constitution. 2.1.3 Factors that distinguish the four constitutions	Ask students how much they remember about a Constitution from their 9th grade lesson. Form two groups each consisting of about four students. Let one group write a constitution that the whole class deliberates upon and ratifies. Let the other group present a finalized constitution by which the class shall be governed. Then ask each student which method of a constitution making they support? The one they discussed and ratified is the best because it embodies their will. The same is true with a national constitution. In light of this try to explain the Ethiopian constitutions.
• Explain the importance of rule of law in governing human relations. • Describe the sources of rules of law. • Explain the different types of law.	**2.2 Understanding Rule of Law: (3 *periods*)** 2.2.1 The rule of law—an overriding principle governing human relations 2.2.2 Sources of rule of law - Custom. - Supreme-being. - Sovereigns.	Try to be explicit in explaining the contents mentioned here as sources of rules of law. Take custom for example. In the social context respecting one's parents and the elderly is an accepted norm (law) because custom dictates it to be so. The same thing with God's (or god's) word as supreme. Making the necessary preparation beforehand try to describe the different types of laws. For example, for many years the Ethiopian emperors governed the country according to their own will because they

Competencies	Contents	Suggested Activities
	2.2.3 Varieties of laws - Divine law. - Natural law. - Common law. - Statute law. - International law.	assumed that God had given them the right; hence they were believed to have a divine right i.e. a right given to them by God-divine law. Let at last the students give their own conclusion which law they prefer.
• Describe that rule of law serves to limit the power of the government. • Abide themselves by the rule of law.	**2.3 Rule of Law as an Instrument to Limit the Political Power of the Government: (2 *periods*)** 2.3.1 The concept of rule of law in Ethiopian history 2.3.2 The necessity of limiting the power and functions of governmental organs and elected officials	Suppose the class monitor did what he/she felt to be right without regard to the rules of the school. For example, beating and harassing students. Do students have the peace of mind to learn under these conditions? Divide the class into groups and let them discuss and give their own conclusions why it is necessary to limit the powers of authorities.
• Describe the consequences of breakdown of rule of law. • Explain the ways in which corruption occurs. • Struggle against corruption within their capacity.	**2.4 Breakdown of Rule of Law: (2 *periods*)** 2.4.1 Summary execution and violation of other human rights by governments 2.4.2 Flaring up of corruptions - Manifestations of corruption. - Students' role to fight corruption.	Divide the class into two groups. Let each group read relevant literature (like a magazine, news paper etc.) and/or ask the elderly and their parents about the "Red Terror" in Ethiopia; was it caused by absence of rule of law or what? Let the leader of each group present the ideas of his/her group to the whole class; discuss the issue of "Red Terror" on the basis of their findings. Whatever the case may be, basically "Red terror" was the result of breakdown of rule of law. Ask students to explain what corruption is; how is it manifested at the school or community level? For example, suppose one teacher gives good marks to those students whom he/she favours regardless of their exam results. What behaviour could this be? What will be its consequences on the learning of the other students? Let the students in groups discuss about corruption and how to fight it.

ASSESSMENT

The teacher should assess each student's work continuously over the whole unit and compare it with the following description, based on the competencies, to determine whether the student has achieved the minimum required level.

STUDENTS AT MINIMUM REQUIREMENT LEVEL

A student working at the minimum requirement level will be able to: define the major purpose of a constitution, explain how constitutions have been drafted in Ethiopia, explain the importance of rule of law in governing human relations, describe the sources of rules of law, explain the different types of law, describe that rule of law serves to limit the power of the government, abide themselves by the rule of law, describe the consequences of breakdown of rule of law, explain the ways in which corruption occurs, struggle against corruption within their capacity.

STUDENTS ABOVE MINIMUM REQUIREMENT LEVEL

Students working above the minimum requirement level should be praised and their achievements recognized. They should be encouraged to continue working hard and not become complacent.

STUDENTS BELOW MINIMUM REQUIREMENT LEVEL

Students working below the minimum requirement level will require extra help if they are to catch up with the rest of the class. They should be given extra attention in class and additional lesson time during breaks or at the end of the day. In the assessment process the teacher should give special attention and the necessary help for special needs students.

UNIT 3: EQUALITY

(Periods Allotted: 9)

Unit Learning Outcomes: The students will be able to:

- recognize the concept of equality was understood in Ethiopia.
- appreciate the importance of equality for the Ethiopian society.
- understand the necessity of gender equality.

Competencies	Contents	Suggested Activities
• Explain the new dimension of equality after the transition to democracy in Ethiopia.	**3.1 The Concept of Equality: (*3 periods*)** 3.1.1 The history of equality and burden in Ethiopia 3.1.2 New dimensions of equality in Ethiopia - Equality of nations, nationalities and peoples.	Divide the students into groups and get them ask their parents or the elderly how the peasants of feudal Ethiopia used to live. What were the obligations they were supposed to fulfil for the state and the landlords? Did they enjoy benefits in return for fulfilling their obligations? For example, did they have schools for their children, hospitals, running water etc., nearby? Let the groups present their findings to the class. The class discussion should show the problems of inequality in Ethiopia as far as fair distribution of benefits and burdens are concerned. Read to the students the relevant articles from the federal constitution that guarantees the equality of nations, nationalities and peoples of Ethiopia at present. Do they see any difference now than the previous regimes? Let them air their views on this issue.
• Explain the effects of the existence of equality between the people of Ethiopia.	**3.2 The Effects of Equality on Citizens: (*2 periods*)** 3.2.1 Peace 3.2.2 Stability	The history of Ethiopia is marked by internal wars caused because of inequalities. Narrate some parts of the Ethiopian history to prove that this is the case. Then divide the students into groups and

Competencies	Contents	Suggested Activities
	3.2.3 Development 3.2.4 National consensus	let them discuss their own conclusion how these wars affect the peace, stability, and development of the country. Be aware that, whatever its cause, war is destructive by nature. Conversely, when citizens enjoy equality this sets the preconditions for peace and development.
• Describe the importance of gender equality. • Explain the constitutional response to gender equality in Ethiopia. • Respect gender equality.	**3.3 Gender Equality: (2 *periods*)** 3.3.1 The necessity of addressing gender issues 3.3.2 Gender equality in the federal constitution of Ethiopia	Let each student ask his/her mother about her position in the family when she way young? What is her position now in the family and the community at large? Who has more power, she, or her husband? Why? Females of Ethiopia account for half of the population. Can there be any effective developmental activity without the participation of women? Let each student present his/her idea to the class; let the students give their own conclusion. Read to the students the relevant articles from the federal constitution which explains women's rights.
• Explain what is meant by equality of cultures.	**3.4 Equality of Cultures: (2 *periods*)** 3.4.1 Languages 3.4.2 Religions 3.4.3 Other cultural traits	Ask students what is the working language of their regional government? What is the language of instruction at primary schools in their localities? What are the advantages of working and learning in one's own language? Was this possible before the transition to democracy? Let the students be divided into groups and after discussions give conclusions on the importance of equality of culture.

ASSESSMENT

The teacher should assess each student's work continuously over the whole unit and compare it with the following description, based on the competencies, to determine whether the student has achieved the minimum required level.

STUDENTS AT MINIMUM REQUIREMENT LEVEL

A student working at the minimum requirement level will be able to: explain the new dimension of equality after the transition to democracy in Ethiopia, explain the effects of the existence of equality between the people of Ethiopia, describe the importance of gender equality, explain the constitutional response to gender equality in Ethiopia, respect gender equality, explain what is meant by equality of cultures.

STUDENTS ABOVE MINIMUM REQUIREMENT LEVEL

Students working above the minimum requirement level should be praised and their achievements recognized. They should be encouraged to continue working hard and not become complacent.

STUDENTS BELOW MINIMUM REQUIREMENT LEVEL

Students working below the minimum requirement level will require extra help if they are to catch up with the rest of the class. They should be given extra attention in class and additional lesson time during breaks or at the end of the day. In the assessment process the teacher should give special attention and the necessary help for special needs students.

UNIT 4: JUSTICE

(Periods Allotted: 10)

Unit Learning Outcomes: The students will be able to:

- recognize the effect of absence of justice.
- appreciate the necessity of equity of social services.
- understand the nature of taxes in Ethiopia.
- understand categories of justice.
- realize the working of the judiciary.

Competencies	Contents	Suggested Activities
• Describe the effects of the prevalence of injustice. • Struggle against acts of injustice.	**4.1 Effects of Lack of Justice: (2 *periods*)** 4.1.1 Civil war 4.1.2 Instability 4.1.3 Famine 4.1.4 Poverty	Divide the students into groups. Let them discuss whether there is instability, like conflict, among the peoples of the region. If they say that there is, motivate them to explain what the reason is? If they say there is none, let them explain why this is so. You have to explain that injustice leads the people to revolt which results in war and instability. Also the prevalence of injustice de-motivates people to work, thereby exposing them to poverty and famine.
• Explain the importance of fair distribution of social services among the citizens of Ethiopia.	**4.2 Equal Provision of Social Services: (2 *periods*)** 4.2.1 The necessity of fair distribution of social services under a democratic system - The case of the nations, nationalities and peoples of Ethiopia.	Ask students to explain what social services are. And then let the students discuss how these social services are built up and the necessity of their fair distributions. It should be evident that they are built by peoples' money collected in the form of taxes. Therefore, all taxpayers (the nations, nationalities and peoples) have the right to have equal access to social services. Otherwise injustice would prevail and, as we have seen above, injustice has far reaching consequences to the extent of disrupting the democratic system.

Competencies	Contents	Suggested Activities
• Differentiate the various categories of justice.	**4.3 Categories of Justice: (2 *periods*)** 4.3.1 Distributive justice. 4.3.2 Corrective justice. 4.3.3 Procedural justice.	The whole idea of this lesson is to raise students' awareness of types of justice. So the teacher has to be able to explain these categories of justice as simply as possible. For example, distributive justice deals with fairness and equality when justice is served. Corrective justice deals with correcting wrongs and compensating the wronged one Procedural justice deals with procedures which should be clear and equally applied to all. Open discussion with the students on the importance of each category of justice.
• Explain the organizational, structural and functions of courts under the different political systems of Ethiopia.	**4.4 Organization and Functions of the Judiciary: (2 *periods*)** 4.4.1 Organization and functions of the judiciary under the unitary system. 4.4.2 Organization and functions of the judiciary under the federal system.	Form two groups which consisted of four students each. Let one group ask their parents or any one they like to describe the structure of the court under the previous regime. Let the other group study the federal constitution and come up with the structure of courts in Ethiopia at present. Let both group present their findings to the class and deliberate upon them. Let the whole class air their views about which structural arrangement they favour and why.
• Identify the types of taxes collected in Ethiopia. • Explain the principles of taxation.	**4.5 Equity of Taxation: (2 *periods*)** 4.5.1 Types of taxes in Ethiopia. 4.5.2 Principles of taxation. - Tax base and tax rate in Ethiopia.	There is no doubt that at this grade levels the students are well aware of the fact that citizens have morale and legal obligations to pay taxes. Remind the students about this fact and enlighten them with the types of taxes in Ethiopia and principles of taxation and let them appreciate the truth of taxation through group discussions.

ASSESSMENT

The teacher should assess each student's work continuously over the whole unit and compare it with the following description, based on the competencies, to determine whether the student has achieved the minimum required level.

STUDENTS AT MINIMUM REQUIREMENT LEVEL

A student working at the minimum requirement level will be able to: describe the effects of the prevalence of injustice, struggle against acts of injustice, explain the importance of fair distribution of social services among the citizens of Ethiopia, differentiate the various categories of justice, explain the organizational structural and functions of courts under the different political systems of Ethiopia, Identify the types of taxes collected in Ethiopia, explain the principles of taxation.

STUDENTS ABOVE MINIMUM REQUIREMENT LEVEL

Students working above the minimum requirement level should be praised and their achievements recognized. They should be encouraged to continue working hard and not become complacent.

STUDENTS BELOW MINIMUM REQUIREMENT LEVEL

Students working below the minimum requirement level will require extra help if they are to catch up with the rest of the class. They should be given extra attention in class and additional lesson time during breaks or at the end of the day. In the assessment process the teacher should give special attention and the necessary help for special needs students.

UNIT 5: PATRIOTISM

(Periods Allotted: 8)

Unit Learning Outcomes: The students will be able to:

- realize the requirement for patriotism to prevail.
- understand the relation between patriotism and the common good.

Competencies	Contents	Suggested Activities
• Enumerate the factors that are essential for the creation of the feeling of patriotism. • Respect the equality of citizens.	**5.1 Requirements to Increase Patriotism: (2 *periods*)** 5.1.1 Equality as an essential unifying force leading to patriotism among the nations, nationalities and peoples of Ethiopia 5.1.2 Absence of any kind of discrimination 5.1.3 Absence of oppression 5.1.4 Equal access to all kinds of opportunities 5.1.5 Tolerance of diversity 5.1.6 Abide by the rules and laws of the country	Begin the lesson by asking the students what they understand by the term "patriotism". Divide the students into groups and let them discuss what they require for love of their country to prevail. Would they feel patriotic to their country if their rights or the rights of the nation, nationalities and peoples of Ethiopia, of which they are a part, are violated? All the other contents can be treated in this way.
• Define what is meant by the common good. • Defend the common good. • Enumerate the duties of a patriot other than defending the territorial integrity of the country.	**5.2 Patriotism and the Common Good: (2 *periods*)** 5.2.1 Understanding Ethiopian history as the history of its nations, nationalities and peoples - Understanding and respecting the national flag. 5.2.2 Being an example for the welfare of the community	Throughout history the Ethiopian people have stood in unison and defended the sovereignty of their country. Is this all that is expected of the citizens of the country? What other duty is expected of a patriot besides defending his country militarily? Let students air their views on this point. The Ethiopian flag served as a symbol of independence and sovereignty both for the nation and the African states in general. Let the students air their views on

Competencies	Contents	Suggested Activities
• Be patriotic.	- Being an ethical person. 5.2.3 Maintaining state secrets 5.2.4 Knowing the causes of terrorism - Patriotism Vs. nationalistic chauvinism. 5.2.5 Factors affecting the common good - Promotion of selfish interest. - Corruption. - Intolerance.	this point. And let them explain what respect they accord to the flag and other national symbols as patriot citizens of Ethiopia. Ethiopia is an ancient state with one of the earliest civilizations in the world. Should this lead to developing sense of superiority to despise others? Let the students comment on this. To make this idea clear, narrate how Hitler's national chauvinism led Germany to the catastrophic Second World War. Let's assume that the students love their school very much and want to work for the school's interest. But the school's administration is such that it favours some and is inconsiderate to the interests of others. Could their love for their school persist? Let the students comment on this; then try to relate the students' comments to factors that affect the common good.
• Explain the causes and effects of poverty. • Describe the role of citizens in reversing poverty.	**5.3 Patriotism and Poverty Reduction: (2 *periods*)** 5.3.1 Effects of poverty on one's sense of patriotism 5.3.2 What are required of a patriot citizens in reversing poverty? - Devotion to work. - Duty bound. - Transformation of "combat" culture to "civic" culture.	Ethiopia is one of the poorest countries in the world. Present to the students some indicators of poverty like per capita income, fertility rate, infant mortality, ratio of access to medical canters per citizens etc. Let students appreciate the level of poverty in the country. Then induce them to comment on whether they feel ashamed to be member of this poor country or not. What methods do they suggest to come out of this level of poverty? What should be their responsibility? Explain the "combat" culture that has been in place in the country (recount some parts of Ethiopian history with particular emphasis on the civil wars) that retarded the development of the country and make students appreciate it. Let the students give conclusions after discussing the issue in groups.

Competencies	Contents	Suggested Activities
• Explain what voluntarism means. • Commit to give voluntary services to their community.	**5.4 Voluntarism: (2 *periods*)** 5.4.1 Working for the well-being of one's community	Ask students to explain in their own words what voluntarism means. Let students try to explain what they feel the duties of the government of Ethiopia are. Can a government fulfil the needs of the community all by itself? For example, can the government clean each village in the country; or preserve the peace of each village by its army or the police force. Let the student's comment being divided into groups. What free service do they desire to give to their community? In this way enlighten students to the purpose of voluntarism.

ASSESSMENT

The teacher should assess each student's work continuously over the whole unit and compare it with the following description, based on the competencies, to determine whether the student has achieved the minimum required level.

STUDENTS AT MINIMUM REQUIREMENT LEVEL

A student working at the minimum requirement level will be able to:- enumerate the factors that are essential for the creation of the feeling of patriotism, respect the equality of citizens, define what is meant by the common good, defend the common good, enumerate the duties of a patriot other than defending the territorial integrity of the country, be patriotic, explain the causes and effects of poverty, describe the role of citizens in reversing poverty, explain what voluntarism means, commit to give voluntary services to their community.

STUDENTS ABOVE MINIMUM REQUIREMENT LEVEL

Students working above the minimum requirement level should be praised and their achievements recognized. They should be encouraged to continue working hard and not become complacent.

STUDENTS BELOW MINIMUM REQUIREMENT LEVEL

Students working below the minimum requirement level will require extra help if they are to catch up with the rest of the class. They should be given extra attention in class and additional lesson time during breaks or at the end of the day. In the assessment process the teacher should give special attention and the necessary help for special needs students.

UNIT 6: RESPONSIBILITY

(Periods Allotted: 11)

Unit Learning Outcomes: The students will be able to:

- recognize the various responsibilities expected of citizens.
- understand the responsibilities of citizens in protecting natural resource and cultural heritage as well as public property.
- know the responsibilities of citizens in the fight against HIV/AIDS.

Competencies	Contents	Suggested Activities
• Explain what the duty of a citizen should be. • Carry out their responsibilities properly.	**6.1 A Citizen's Duties: (2 *periods*)** 6.1.1 Civic responsibilities - Performing public services. - Loyalty to the principles and values of the democratic process in the country.	Divide the students into groups and let them on responsibility in general and civic responsibility in particular. Obeying the law, respecting the rights of others, serving in the army, paying taxes are some of the civic responsibilities of an individual. For example, let the group comment what would happen if citizens fail to uphold the principles and values of the democratic system of the country like safe guarding the constitution (which is a civic responsibility). They should relate it with the occurrence of anarchy, which will be destructive to the community in general. Read the relevant articles from the federal constitution that orders all citizens to be loyal to the constitutional system of the country.
• Explain individual responsibilities. • Describe organizational responsibilities.	**6.2 Taking the Consequence of Your Actions: (2 *periods*)** 6.2.1 Individual's responsibilities 6.2.2 Organizations' responsibilities 6.2.3 Developing social and moral responsibilities	Divide the class into two groups. Let one group discuss among themselves their personal responsibilities at home and in the community at large. What happens to the school and the community if every individual fails to fulfil their responsibilities? For example, let us say that being negligent of their responsibilities, students do not come to school on time i.e. they fail to be punctual. Under such circumstances, could the

Competencies	Contents	Suggested Activities
	- Keeping one's promise. - Punctuality. - Honesty. - Thanks giving as basis of moral and/or social norms.	teaching-learning process be run smoothly? Then let the group present its idea to the class. By the same token let the second group discuss the responsibilities of an organization, for example, what would happen to the country if a given political party resorts to a show of force to win an election? Let the members discuss among themselves first and then present their ideas to the group. On the other hand, suppose a student promised he that he/she would study his/her lessons for one hour everyday. Should he/she break his/her promise on a day he/she wants to play with friends? Let the students comment on this. One should not break one's promise-honesty is a mark of integrity. Whatever service they received from their family, or any one for that matter, they have to cultivate the habit of saying "thank you", which is also a sign of civility. Let the students discuss and conclude if they have a "thank you" culture.
• Describe what the national and social responsibilities of citizens are. • Be socially responsible.	**6.3 National Responsibility: (2 *periods*)** 6.3.1 Performing one's duty in a lawful and responsible manner 6.3.2 Managing conflict peacefully 6.3.3 Quick response to national call in time of national emergency	Divide the class into two groups. Let one group identify the duties of the school guards. Do these persons, for example, have the right to let some latecomers go in while prohibiting others? Let the other group identify the duties of the cleaners of the school. Do these employees have the right to use the brooms and other materials carelessly? After each group has discussed its respective topic, let them present their ideas to the whole class. Let's imagine that there is a controversy between two classes over who should first play football

Competencies	Contents	Suggested Activities
		on the playground of the school. Let students suggest how to work out the problem without favouring one or the other group. Suppose a flood that results in the death of many people strikes a given region of Ethiopia, far from theirs. The federal government asks citizens to go to the victim area and give support to the people. How should students respond to this national call? Let the groups comment and give conclusion.
• Explain the role of citizens in protecting natural resources and cultural heritages. • Describe the economic advantages of natural resources and cultural heritages. • Engage in protecting natural resources and cultural heritages.	**6.4 Responsibilities for the Protection of our Natural Resources and Cultural Heritages: (*3 periods*)** 6.4.1 Sustainable utilization of natural resources 6.4.2 Protecting and caring of cultural heritages 6.4.3 The economic implications of caring for natural resources and cultural heritages 6.4.4 Prevention of natural calamities through environmental protection	Form two groups of a fair size (5–6 students). Let one group study the natural resources of the locality and what economic benefits they have. Let the other group study the cultural heritage of the locality with its economic potential. What should be their role, as students, in protecting the natural resources and the cultural heritages? Let them explain. Natural calamities are common in the world in which we are living. Invite a geography instructor to say few words on the causes of natural calamities like drought, flood etc.
• Explain the responsibilities of citizens in combating HIV/AIDS. • Describe the impacts of HIV/AIDS. • Combat HIV/AIDS within their capacity.	**6.5 Creating a Common Front Against HIV/AIDS: (2 *periods*)** 6.5.1 HIV/AIDS and its damaging impacts - on individual level. - on social level. - on national level.	Divide the class into groups. Let each group the impact of HIV/AIDS in their localities... Let the groups comment on how the expansion in number of HIV/AIDS victims impacts on the nation as a whole: like more spending on health care, more hospital beds occupied by HIV victims to the exclusion of other patients etc.

Competencies	Contents	Suggested Activities
	6.5.2 The need for combating HIV/AIDS - Protecting one self and ones family. - Protecting the community.	

ASSESSMENT

The teacher should assess each student's work continuously over the whole unit and compare it with the following description, based on the competencies, to determine whether the student has achieved the minimum required level.

STUDENTS AT MINIMUM REQUIREMENT LEVEL

A student working at the minimum requirement level will be able to: explain what the duty of a citizen should be, carry out their responsibilities properly, explain individual responsibilities, describe organizational responsibilities, describe what the national and social responsibilities of citizens are, be socially responsible, explain the role of citizens in protecting natural resources and cultural heritages, describe the economic advantages of natural resources and cultural heritages, engage in protecting natural resources and cultural heritages, explain the responsibilities of citizens in combating HIV/AIDS, describe the impacts of HIV/AIDS, combat HIV/AIDS within their capacity.

STUDENTS ABOVE MINIMUM REQUIREMENT LEVEL

Students working above the minimum requirement level should be praised and their achievements recognized. They should be encouraged to continue working hard and not become complacent.

STUDENTS BELOW MINIMUM REQUIREMENT LEVEL

Students working below the minimum requirement level will require extra help if they are to catch up with the rest of the class. They should be given extra attention in class and additional lesson time during breaks or at the end of the day. In the assessment process the teacher should give special attention and the necessary help for special needs students.

UNIT 7: INDUSTRIOUSNESS

(Periods Allotted: 8)

Unit Learning Outcomes: The students will be able to:

- understand the relation between work and well-being.
- realize the damaging impact good working habits.
- appreciate the necessity of improving one's skills.

Competencies	Contents	Suggested Activities
• Explain the reward that work gives. • Describe the elements that are essential for work.	**7.1 Work and Well-being: (2 *periods*)** 7.1.1 Work and self-fulfilment 7.1.2 Work and happiness 7.1.3 Work and the concept of time 7.1.4 Giving respect for physical labour 7.1.5 Accepting women as a productive force	Let each student explain whether or not his or her families have enough material for fair living and are happy. Let those who say their families are self-fulfilled and happy and those who have an opposite view give reasons for the condition of life in their families. In this way draw the students' attention towards the importance of work as an instrument for self-fulfilment and happiness. Work exists within time. We do a certain thing within a defined period of time. If a given task takes more time than it should it is hardly possible to say that we have accomplished our work objective. Let the students comment on this. Divide students into groups to discuss the value of physical labour. Whatever their conclusion is, physical labour is a noble job that transformed the world into its present stage. Let students in their groups discuss and give conclusion on the difference between males and females in terms of their abilities to do things. In Ethiopia females constitute almost half of the population; hence no achievement could be registered without accepting them as productive force of the society.

Competencies	Contents	Suggested Activities
• Explain the effects of absence of good working habits on personal and national development.	**7.2 Importance of Good Work Habits: (2 *periods*)** 7.2.1 Misuse of time and wastage of resources 7.2.2 The consequences of lack of good working habits and discipline	Ask students to air their views which continent, Europe or Africa, is more advanced. What is the reason behind this? Whatever economic and social differences there are, what induced these differences, among others, is the European devotion to and discipline towards work. Hard work is the only way out of poverty leading towards prosperity. Let the students comment on this.
• Explain the importance of sound economic systems for development. • Describe the positive and negative sides of globalization in general.	**7.3 Choice of Economic Systems: (2 *periods*)** 7.3.1 Choice of economic systems for quick development - Exploring the national and international situations. 7.3.2 Globalization (general overview)	Here explanation should be given to show that a national economy is not something to be conducted without a system to follow. The system is chosen taking into consideration the country's economic potential, the forces engaged in the inter-play of the production process and the global economic trend at large. A system designed after exhaustively investigating all he options should lead to development. In light of the imperative to develop the national economy of Ethiopia try to familiarize the students with the general view of globalization.
• Describe the imperative of improving skills in order not to be left out of the market.	**7.4 Improving your Work Skills: (2 *periods*)** 7.4.1 The necessity of improving one's own skills to have a market value	Draw the attention of the students towards the technological development that is taking place in the world. As late as the 1980s and early 1990s TV, radio, typewriters were considered modern gadgets of work. But now computers, the Internet, the website, mobile telephones etc., have come to the forefront. The same phenomena occur in industrial sectors of production. Without new knowledge on how to manipulate the new machinery, the work force will be redundant. Therefore, in this competitive world, for a person to have a value, he has to have marketable knowledge. This could be possible only when one makes the effort to improve his/her skill

Competencies	Contents	Suggested Activities
		unceasingly. Remind students how what they have learned in school would be outdated in a very short while. Divide the students into groups and let them comment on the above idea and give their own conclusions.

ASSESSMENT

The teacher should assess each student's work continuously over the whole unit and compare it with the following description, based on the competencies, to determine whether the student has achieved the minimum required level.

STUDENTS AT MINIMUM REQUIREMENT LEVEL

A student working at the minimum requirement level will be able to: explain the reward that work gives, describe the elements that are essential for work, explain the effects of absence of good working habits on personal and national development, explain the importance of sound economic systems for development, describe the positive and negative sides of globalisation in general, describe the imperative of improving skills in order not to be left out of the market.

STUDENTS ABOVE MINIMUM REQUIREMENT LEVEL

Students working above the minimum requirement level should be praised and their achievements recognized. They should be encouraged to continue working hard and not become complacent.

STUDENTS BELOW MINIMUM REQUIREMENT LEVEL

Students working below the minimum requirement level will require extra help if they are to catch up with the rest of the class. They should be given extra attention in class and additional lesson time during breaks or at the end of the day. In the assessment process the teacher should give special attention and the necessary help for special needs students.

UNIT 8: SELF-RELIANCE

(Periods Allotted: 6)

Unit Learning Outcomes: The students will be able to:

- realize the distinguishing factors of self-reliance and dependency.
- understand the necessity for citizens to fight against contraband.
- appreciate the relation between self-reliance and decision-making.

Competencies	Contents	Suggested Activities
• Explain factors that manifest self-reliance. • Be self-reliant.	**8.1 Examples of Self-reliance: (2 *periods*)** 8.1.1 Dependability 8.1.2 Harmonious relations with other people 8.1.3 Appreciation of other's achievement and readiness to learn from them	Divide the students into groups and hold discussions on why a person who is self-reliant is said to easily harmonize his/her relations with others. Also a self-reliant person is said not to suffer from inferiority complex, and is always ready to learn from others. After a thorough discussion among them let the groups present their points of views to class and reach conclusions.
• Enumerate the characteristics of a dependent person.	**8.2 Examples of Dependency: (2 *periods*)** 8.2.1 Absence of moral responsibility 8.2.2 Inability to be dependable 8.2.3 Lack of courage to act 8.2.4 Lack of motivation 8.2.5 Lack of initiative taking 8.2.6 Risk to the general welfare	Divide the class into groups consisting of 5–8 students. Let each group interview one or two beggars on the following points: do they feel morally bound to contribute money for the building of the infrastructure in their locality? Do people consider it worthwhile to lend them money or confide some secrets in them? Do they have the courage to criticize those who give them support? Are they motivated to engage in campaigns for the development of their locality? Have they ever taken an initiative to solve the problem of their community? Let each group present its finding to the class to deliberate upon. If the groups' findings indicate negative behaviour, then the beggar is a risk to the general welfare of the community. Thus, highlighting the danger posed by dependency could stabilize the lesson.

Competencies	Contents	Suggested Activities
• Describe the decision-making ability of a self-reliant person.	**8.3 Self-reliance and Decision-making: (2 *periods*)** 8.3.1 Courage for criticism and self-criticism and asking for apology 8.3.2 Open mindedness and civility - defending one's own point of view rationally. - accepting the consequences of one's own decisions.	Decision-making is part of human life. Divide the students into groups and let them discuss the things that need their decisions at home, at the school, and in the community. What if they refrained from making decision? Let them come up with their own conclusions. Suppose a classmate criticizes a friend for his/her misbehaviour towards their teacher. How should he/she react to this criticism? It is good to stand by a particular point of view and encourage others to accept it. But does this mean being rigid not to change one's view even when there is enough ground for others' views to prevail? Let the students discuss in their groups. In this way deal with the other contents as well.

ASSESSMENT

The teacher should assess each student's work continuously over the whole unit and compare it with the following description, based on the competencies, to determine whether the student has achieved the minimum required level.

STUDENTS AT MINIMUM REQUIREMENT LEVEL

A student working at the minimum requirement level will be able to: explain factors that manifest self-reliance, be self-reliant, enumerate the characteristics of a dependent person, describe the decision-making ability of a self-reliant person, describe the decision-making ability of a self-reliant person.

STUDENTS ABOVE MINIMUM REQUIREMENT LEVEL

Students working above the minimum requirement level should be praised and their achievements recognized. They should be encouraged to continue working hard and not become complacent.

STUDENTS BELOW MINIMUM REQUIREMENT LEVEL

Students working below the minimum requirement level will require extra help if they are to catch up with the rest of the class. They should be given extra attention in class and additional lesson time during breaks or at the end of the day. In the assessment process the teacher should give special attention and the necessary help for special needs students.

UNIT 9: SAVING

(Periods Allotted: 8)

Unit Learning Outcomes: The students will be able to:

- appreciate the traditional practices that affect saving.
- appreciate the level of saving habit in Ethiopia.
- recognize the necessity of leading a planned life.

Competencies	Contents	Suggested Activities
• Elaborate the traditional practices that negatively influence saving in Ethiopia.	**9.1 Traditional Practices which Affect our Saving Habits:** ***(2 periods)*** 9.1.1 Religious dogmatism (in terms of being inconsiderate for tomorrow) 9.1.2 Absence of family planning	It is customary in most communities of Ethiopia to believe that God controls our lives and the things that happen to us. Thus, we don't have to worry for tomorrow and live only today. Ask students whether they agree with this idea or not. The discussion should lead to a conclusion that God is believed to have said to the disciples: "help me so that I can help you" suggesting they too should do their best and not simply wait for his support. Therefore, we have to save from what we have to make tomorrow different. Equally, we have very poor knowledge of family planning. Divide the students into groups and let them discuss about the importance of family planning, particularly in the face of those Ethiopian families that have many children.
• Describe the necessity of avoiding extravagant practices and living economically. • Be economical.	**9.2 Managing the Family Budget:** **(2 *periods*)** 9.2.1 The necessity of reducing extravagance - Expending money economically. - Economical use of materials at home.	You could give this lesson as homework to your students. Let each student ask his/her parents to come up with a worked out monthly budget for the family. Which area claims the highest proportion of the budget? Do they witness any practice of extravagance at home while spending their income on necessities? In general, unless the family tries to live within the limits of its income, its very existence

Competencies	Contents	Suggested Activities
		will be endangered. This living within one's income should extend to the wise use of such things as electricity, water etc., to reduce cost.
• Describe the importance of planning to lead a successful life. • Plan their life.	**9.3 The Need to Set your Goals and Plan your Saving: (2 *periods*)** 9.3.1 How to plan and lead one's life economically? - Limiting the number of one's family members. - Balancing income in keeping with expenditure and saving.	Ask students to describe what planning means. As we need a road map, real or in our mind, to go from one place to the other, so we need a plan with which to guide our life. Let students design their own plan that will serve them as guide for the next five years. Divide the students into groups and let them discuss on the importance of their families limiting the number of newborn babies. Suppose Mr. "x" spends all his monthly income on consumption, what would happen to him if a member of his family accidentally got sick? Let the students comment on this and give their conclusions.
• Describe the difference between "job" and "vocation."	**9.4 Choosing a Career: (2 *periods*)** 9.4.1 To get money for a living 9.4.2 To have professional satisfaction (engage in a profession that pleases one)	"Job" and "vocation" are not one and the same. "Vocation" is a job you believe to suit you and one you would like to do with conviction. When one gets a vocation one shall be successful. Divide the students into groups and let them discuss what they are after; vocation or job to get money. And eventually let they come up with agreeable solution.

ASSESSMENT

The teacher should assess each student's work continuously over the whole unit and compare it with the following description, based on the competencies, to determine whether the student has achieved the minimum required level.

STUDENTS AT MINIMUM REQUIREMENT LEVEL

A student working at the minimum requirement level will be able to: elaborate the traditional practices that negatively influence saving in Ethiopia, describe the necessity of avoiding extravagant practices and living economically, be economical, describe the importance of planning to lead a successful life, plan their life describe the difference between "job" and "vocation".

STUDENTS ABOVE MINIMUM REQUIREMENT LEVEL

Students working above the minimum requirement level should be praised and their achievements recognized. They should be encouraged to continue working hard and not become complacent.

STUDENTS BELOW MINIMUM REQUIREMENT LEVEL

Students working below the minimum requirement level will require extra help if they are to catch up with the rest of the class. They should be given extra attention in class and additional lesson time during breaks or at the end of the day. In the assessment process the teacher should give special attention and the necessary help for special needs students.

UNIT 10: ACTIVE COMMUNITY PARTICIPATION

(Periods Allotted: 4)

Unit Learning Outcomes: The students will be able to:

- understand the essence of the various levels of participation.
- recognize the role of civil societies.

Competencies	Contents	Suggested Activities
• Describe the importance of political and social participation. • Make political and social participation within the limit of their capacity.	**10.1 Levels of Community Participation: (2 *periods*)** 10.1.1 Political participation - Being a member of political parties. - Contacting public officials. - Commenting on the political programs of parties. 10.1.2 Social participation - Standing for the rights of the socially discriminated groups. - Common front against other social evils.	Divide the students into groups and let them identify political and social participation. And which participation they value most, and for what reasons? Suppose a Keble official is involved in acts of corruption. Whose duty should it be to expose such behaviour and recall the official from power or not to re-elect him/her next time? Could this be possible if citizens refrain from taking part in voting? Let the students comment. On the other hand there are many social problems in any community. Get the students to identify the social problems in their locality. How do they think these social problems can be overcome? Can they tackle these problems alone? Should they join hands with like-minded people to solve these problems? Or should the problems be left to the government to deal with? Let the students discuss this. Lead the discussion towards the importance of civic societies.
• State the different types of civic societies. • Describe the role of civic societies in democratic and undemocratic countries.	**10.2 Types and Roles of Civic Societies: (2 *periods*)** 10.2.1 Types of civic societies (national and international) - Youth associations. - Women's associations.	The students have already touched upon the role of civic societies in the previous lesson. However, ask them what the roles of civic societies are. Let them mention some national and international associations (Non-Government organizations-NGOs) that are working in their localities. Do they believe that these

Competencies	Contents	Suggested Activities
	- Professional associations. - Charity associations. - Environment protection association. 10.2.2 The contrasting roles of civic - Societies in democratic and undemocratic systems.	associations (organizations) are doing important things for the community? Divide the students into groups and let them discuss the pros and cons of civic societies that they know in their localities. Then relate the works of the civic societies mentioned in the contents. Civic societies are established to monitor the works of the government; and also to do the tasks that the government cannot do all by itself. Can civic societies work with liberty and effectiveness in an undemocratic system? Why? Let in their groups the students discuss this issue relating it with the principles of democracy.

ASSESSMENT

The teacher should assess each student's work continuously over the whole unit and compare it with the following description, based on the competencies, to determine whether the student has achieved the minimum required level.

STUDENTS AT MINIMUM REQUIREMENT LEVEL

A student working at the minimum requirement level will be able to: describe the importance of political and social participation, make political and social participation within the limit of their capacity, state the different types of civic societies, describe the role of civic societies in democratic and undemocratic countries.

STUDENTS ABOVE MINIMUM REQUIREMENT LEVEL

Students working above the minimum requirement level should be praised and their achievements recognized. They should be encouraged to continue working hard and not become complacent.

STUDENTS BELOW MINIMUM REQUIREMENT LEVEL

Students working below the minimum requirement level will require extra help if they are to catch up with the rest of the class. They should be given extra attention in class and additional lesson time during breaks or at the end of the day. In the assessment process the teacher should give special attention and the necessary help for special needs students.

UNIT 11: THE PURSUIT OF WISDOM

(Periods Allotted: 8)

Unit Learning Outcomes: The students will be able to:

- appreciate the relation between knowledge and wisdom.
- realize the purpose of information.
- appreciate the development of reading habit.

Competencies	Contents	Suggested Activities
• Explain the relation between knowledge and wisdom. • Describe the three forms of knowledge. • Identify the three forms of knowledge.	**11.1 The Relationship between Knowledge and Wisdom: (2 *periods*)** **11.2 The Three Fundamental Forms of Knowledge:** - Facts. - Concepts. - Generalizations.	Try to modestly show the relation between knowledge and wisdom; like when we contemplate the way things are, we are using theoretical reason (knowledge), but if we excel in thinking ability, we will display intellectual virtues, the most important of which is wisdom. Like wise be as simple as possible to explain the three fundamental forms of knowledge: Fact: something that is true, a situation that exists. Ethiopia is found in Eastern Africa. This is fact. Concept: an idea or a principle which is abstract. Democracy is a concept which refers to a government of the people elected by the people. Generalization: the use of facts or concepts to form an opinion which is valid everywhere at all time. In a true democratic system (everywhere) people have the right to choose their leaders and enjoy equal rights with other fellow citizens irrespective of their differences in language, religion or other cultural traits. Let the students exercise the three forms of knowledge by giving their own examples.
• Describe the various sources of information.	**11.3 Use of Information: (2 *periods*)**	By simply watching a farmer cultivating his land, students can get the information on how traditional

Competencies	Contents	Suggested Activities
• Explain what is meant by skills of using information. • Describe how data is collected.	11.3.1 Sources of information - Observation. - Print materials. - Electronic media. 11.3.2 Skills of using information - Determining the purpose of information. - Identifying (choosing) appropriate sources of information. - Checking (proving) the reliability of information. 11.3.3 Collection of data - Determining reliable samples. - Developing data collection instruments. 11.3.4 Forming generalization	our farming system is. Divide the students into groups and let them come up with their own conclusion where and how they could get information on a given topic. They could get from books (print materials) TV and radio (electronic media). On the other hand, let's assume that the students want to study about HIV/AIDS. What kind of information would best serve their interest? Does knowing the number of students in a given school serve their interest? Why who can give them the right information, the Ministry of Agriculture or the Ministry of Health? Let the students in their groups discuss this point and come up with a conclusion that appropriate use of sources and proving the reliability of sources are very much important in order to have the right information. Acquaint the students with different instruments used for data collection like questionnaires, interviews and observations and how to make generalizations from the data they collected using these instruments.
• Explain how to acquire knowledge through reading. • Be modest readers.	**11.4 Knowledge and the Habit of Reading: (2 *periods*)** 11.4.1 The importance of developing a reading habit 11.4.2 Reading current issues 11.4.3 Studying school subjects	Ask students whether they made it a habit to read books. What purpose, do they think, reading serves? Do they read for recreation or to accomplish a certain purpose like to have knowledge on "HIV/AIDS" or "Democracy"? Whatever they say, draw their attention to the fact that more than formal education, they get knowledge and know the secrets of the world through reading. Mention some people who became great personalities through their own reading efforts. Some students resort to study their school subject only when exams are approaching. Let the students comment on whether this is appropriate behaviour for

Competencies	Contents	Suggested Activities
		a student or not. Let them relate this kind of Study with the stress and panic they would come under in the face of shortage of time when the exam is near. They are to be told emphatically that this behaviour must be corrected if they want to be successful in life. Let the students give their conclusion.
• Describe the importance of truth.	**11.5 Truthfulness: (2 *periods*)** 11.5.1 Appreciating truthfulness 11.5.2 Rejecting falsehood (ethical approach)	Let's suppose that a teacher and a fellow friend student entered into disagreement. The student charged the teacher before the administration saying that he/she has mistreated him. The so called the aggrieved student called his friend as a witness to testify for him. The student called as a witness already had a quarrel with the teacher. But he knew that his friend accused the teacher falsely. What should the witness? Should he speak in favour of his friend against the teacher? Let the students discuss this hypothetical case in groups. Remind the students always to stand for "truth", as opposed to falsehood, which eventually are rewarding. There is a saying: "you can make a dime dishonestly, but it will cost you a dollar later on". Let the students comment on whether the above saying highlights the importance of truthfulness or not.

ASSESSMENT

The teacher should assess each student's work continuously over the whole unit and compare it with the following description, based on the competencies, to determine whether the student has achieved the minimum required level.

STUDENTS AT MINIMUM REQUIREMENT LEVEL

A student working at the minimum requirement level will be able to: explain the relation between knowledge and wisdom, describe the three forms of knowledge, Identify the three forms of knowledge, describe the various sources of information, explain what is meant by skills of using information, describe how data is collected explain how to acquire knowledge through reading, be modest readers, describe the importance of truth.

STUDENTS ABOVE MINIMUM REQUIREMENT LEVEL

Students working above the minimum requirement level should be praised and their achievements recognized. They should be encouraged to continue working hard and not become complacent.

STUDENTS BELOW MINIMUM REQUIREMENT LEVEL

Students working below the minimum requirement level will require extra help if they are to catch up with the rest of the class. They should be given extra attention in class and additional lesson time during breaks or at the end of the day. In the assessment process the teacher should give special attention and the necessary help for special needs students.