CITIZENSHIP EDUCATION

TEACHER GUIDE

GRADE 9

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THE FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA
MINISTRY OF EDUCATION

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MINISTRY OF EDUCATION



CITIZENSHIP EDUCATION

TEACHER GUIDE

Grade 9

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MINISTRY OF EDUCATION

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FOREWORD

Education and development are closely related endeavors. This is the main reason why it is said that education is the key instrument in Ethiopia's development and social transformation. The fast and globalized world we now live in requires new knowledge, skill and attitude on the part of each individual. It is with this objective in view that the curriculum, which is not only the Blueprint but also a reflection of a country's education system, must be responsive to changing conditions.

It has been almost three decades since Ethiopia launched and implemented new Education and Training Policy. Since the 1994 Education and Training Policy our country has recorded 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 new General Education Curriculum Framework in 2021. The Framework covers all pre-primary, primary, Middle level and secondary level grades and subjects. 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 Textbook that come with it – to be based on active-learning methods and a competency-based approach.

In the development of this new curriculum, recommendations of the education Road Map studies conducted in 2018 are used as milestones. The new curriculum materials balance the content with students' age, incorporate indigenous knowledge where necessary, use technology for learning and teaching, integrate vocational contents, incorporate the moral education as a subject and incorporate career and technical education as a subject in order to accommodate the diverse needs of learners.

Publication of a new framework, textbooks and teacher guides are by no means 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, guider 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 to read this Guide carefully and to support their students by putting into action the strategies and activities suggested in it.

For systemic reform and continuous improvement in the quality of curriculum materials, the Ministry of Education welcomes comments and suggestions which will enable us to undertake further review and refinement.

ADDIS ABABA, ETHIOPIA ***FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA***

August 2023 ***MINISTRY OF EDUCATION***

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UNIT 1

ETHICAL VALUES

Total periods: 12

Introduction

In this unit, the students will learn about the ethical values of citizens. As citizens we can make our society and country better and civilized only when we have the commitment to demonstrate meaningfully those ethical values expected from us in our daily life. Because, a society without ethical values can be miserable place for everyone. Thus, this unit will enable your students to learn about the major ethical values, the importance of ethical values and aspects of applied ethics such as professional ethics and environmental ethics.

Learning outcomes:

At the end of this unit, learners will be able to:

- Understand the ethical values of citizens
- Appreciate the major ethical values of citizens
- Demonstrate ethical values expected to from good citizens
- Recognize the importance and characteristics of applied ethics

No	Lessons	Specific objectives	Resources
1	The Meaning of Ethics	Define ethics Explain why being ethical is important in your daily life	Archie L & Archie J. (2003) Introduction to Ethical Studies: An Open Source Reader Huberts C. (2018) Integrity: What it is and Why it is Important: American Society for Public Administration
2	Major Ethical Values	Explain the major ethical values Advocate attributes of a person who has true integrity Demonstrate ethical values expected of good citizens	
3	The importance of ethical values of citizens	Explain the importance of ethical values of citizens Identify the consequences of lack of possessing ethical values? Demonstrate your ethical values	
4	Aspects of applied ethics	Define professional ethics Describe environmental ethics Display environment friendly behaviors	

LESSON 1

1.1. THE MEANING OF ETHICS

Time allotted: One period

1.1.1. Competencies

At the end of this lesson, students should be able to:

- ☑ *Define ethics*
- ☑ *Explain why being ethical is important in your daily life*

1.1.2. Contents

- ➦ *The meaning of ethics*

1.1.3. Overview

This lesson aims to enable the students to learn about the concept of ethics. Ethics is a discipline that deals with morality. It is concerned with what is right or wrong, what is good or bad, what is acceptable or not acceptable. Ethics deals with those values that impose obligations on human beings to do the right thing and refrain from bad or wrong doings.

1.1.4. Teaching-learning process

i. Suggested teaching aids

- Pictures
- Photographs
- The teacher is expected to use pictures or photographs etc as teaching-learning aids that enable students to well understand the concept of ethics.

ii. Suggested teaching methods

The teacher shall conduct the teaching-learning process using the following methods:

- Brainstorming question
- Introducing the lesson
- Explanation
- Questioning
- Group discussion
- Presentation
- Case study

iii. Pre-lesson preparation

Before the class begins, the teacher needs to make appropriate teaching aids and teaching materials such as pictures or photographs, etc ready including for students with disabilities. Providing students with disabilities well organized lecture note or handouts, audio records before the class. The teacher shall also be cautious about the appropriate teaching-learning methods he/she will employ as per the allotted time from the beginning up to the end of the class.

iv. Presentation of the lesson

a. Introduction to the lesson

- The teacher is expected to introduce the lesson to the students following all appropriate procedures. The teacher will:
- Introduce objectives of the lesson to the students
- Ask the students to reflect on the brainstorming questions (starter activities) stated on the students' textbook

☑ ***What does ethical or unethical mean? Have you ever heard when someone says, "Mr. X is ethical or unethical person?"***

- Provide students with disabilities with appropriate follow-up directions in both oral and written form enabling them to actively engage in the teaching-learning process.

b. Body of the lesson

Under the body of the lesson the teacher is expected to do the following activities in the class:

- Based on the students' reflections on brainstorming questions, discuss the concept of ethics.
- Let students to read the given case study critically and do the given questions in a group consisting of five students. Then, ask each group to reflect on those questions as per their discussion within the time allot. While you are doing this, be inclusive enough in considering female students & students with disabilities. At the end of students' reflections, give short summary about the given case studies.
- The teacher shall also employ different lesson presentation styles such as oral and slide presentations, role plays, giving writing activities, etc. in order to accommodate students with disabilities.

c. Stabilization

Here, the teacher needs to summarize the main points of the lesson on the meaning of ethics.

v. Evaluation and follow-up

a. Evaluation

At the end of the lesson, the teacher will check whether the objectives of the lesson have been achieved or students' understanding of the lesson. The teacher can do this in the following ways.

Ask students to reflect on what is ethics?

- If there are students with disabilities in the class, the teacher shall give them the chance to reflect on the concept of ethics orally or in written.

b. Follow-up

Under this lesson the teacher shall:

- Follow-up or observe his/her students' active engagement in doing the given case study questions, activities, group discussions and presentations.



1.2. MAJOR ETHICAL VALUES

Time allotted: Eight periods

1.2.1. Competencies

At the end of this lesson, students should be able to:

- ☑ *Explain the major ethical values*
- ☑ *Advocate attributes of a person who has true integrity*
- ☑ *Demonstrate ethical values expected of good citizens*

1.2.2. Contents

➦ *Major ethical values*

1.2.3. Overview

This lesson aims to enable the students to learn about the major ethical values of citizens which they are expected to exercise in their real life situations. Ethics deals with those values that impose obligations on human beings to

do the right thing and refrain from bad or wrong doings. Values are the rules or principles by which one makes decisions about right and wrong. The major ethical values discussed under this lesson include; integrity, promise keeping, loyalty, concern for others, respect for others, abiding by the law and commitment to excellence.

1.2.4. Teaching-learning process

i. Suggested teaching aids

- Pictures
- Charts
- Photographs
- Diagrams
- The teacher is expected to use pictures and photographs as teaching-learning aids that best describes the topic under discussion.

ii. Suggested teaching methods

The teacher shall conduct teaching-learning process using the following methods:

- Brainstorming question
- Questioning
- Introducing the lesson
- Group discussion
- Explanation
- Presentation

iii. Pre-lesson preparation

Before the class begins, the teacher needs to make appropriate teaching aids and teaching materials such as pictures and photographs ready. While doing this the teacher shall take into account the availability of students with disabilities. If they are available, the preparation shall be inclusive. The teacher shall also be cautious about the appropriate teaching-learning methods he/she will employ as per the allotted time from the beginning up to the end of the class.

iv. Presentation of the lesson

i. Introduction to the lesson

The teacher is expected to introduce the lesson to the students following all

appropriate Procedures listed below.

- The teacher shall introduce objectives of the lesson to the students
- Ask the students to reflect on the brainstorming questions (starter activity) stated on the students' textbook about the major ethical values:

☑ ***What are the major ethical values you exhibit in your daily life?***

- If there are students with disabilities, the teacher will provide them with appropriate follow-up directions in both oral and written form to actively engage them in the teaching-learning process.

ii. Body of the lesson

Under the body of the lesson the teacher is expected to do the following activities:

- Based on the students' reflections on brainstorming questions, discuss or present the concept of major ethical values by giving appropriate examples.
- Let students to do those case studies indicated in the lesson in group consisting of 5-6 students. Then, ask the groups to reflect their works to the class. While you are doing this, be inclusive enough in considering female students & students with disabilities. At the end of students' reflections, give short summary about the given case studies.
- Employ different lesson presentation styles such as oral and slide presentations, role plays, giving writing activities, etc. in order to accommodate students with disabilities.

iii. Stabilization

Here, the teacher needs to summarize the main points of the lesson on the importance of the ethical values of citizens.

v. Evaluation and follow-up

a. Evaluation

At the end of the lesson, the teacher will check whether the objectives of the lesson have been achieved or students' understanding of the lesson. The teacher can do this in the following ways.

- Ask students to reflect on those major ethical values they should practice in their daily life.
- Give activities like class work and quizzes.
- Give students those activities and case studies not to be done in the classroom as a home work and check it.
- If there are students with disabilities in the class, the teacher shall give them the chance to reflect on the concept of major ethical values orally or in written.

b. Follow-up

Under this lesson the teacher shall:

- Follow-up or observe his/her students' active engagement in doing the given case study questions, activities, group discussions and presentations.

vi. Answer for activities

Activity 1.1

Do the following questions in groups and reflect your discussion results to the class.

1. Which traits of a person with true integrity do you possess or which one do not possess?

Answer

Receive answers from your students about traits persons with true integrity may possess or not possess from the lists discussed in the students' textbook such as respecting humanity, walking their talk, honesty, taking responsibility for their actions, etc.

2. What are the advantages of having the qualities of persons with true integrity for yourself and your community?

Answer

Possessing traits of integrity have many advantages for the students and the community as well.

For themselves

- They live happy life, because they are honest, free of guilt (not committing corruption, not stealing, not cheating, not lying, and admitting mistakes).
- To have self-discipline
- They get respect from the community, because they stand with the right thing.
- They are always trusted
- Integrity enables them to be peoples of principles and actions
- Integrity enables them to be responsible for their actions
- Integrity enables them to be hard workers and resilient citizens.
- It enable them to have self-confidence
- Generally, integrity enables them to have strong moral principles

For their community

Integrity is the highest ethical value of good citizens. When students possess true

integrity as citizens, this will have several advantages to their communities. The

major ones are:

- It creates peaceful community
- It enhances rapid socio-economic transformations of the community
- It ensures prevalence of rule of law
- It promotes unity among members of the community
- It creates corruption-free and guilty- free community
- It creates virtuous citizens who give priority for the common goods of the community than their private desires.

3. Can you mention the effects of loss of integrity on yourself, your community or your country?

Answer

Absence of integrity has serious impacts on individuals, communities and the country at large.

- Absence of integrity creates distrust among each other
- It leads to corruption
- It leads to lack of peace and security
- It erodes social respect
- It highly affects the socio-economic development of the society
- It leads to failure to take responsibility for one's own actions
- It creates extremely selfish citizens
- It leads to lack of self-confidence

Activity 1.2

Do the following questions being in groups and reflect your discussion results to the class.

Direction: form groups of five members and let them discuss the two questions of this activity

1. **Can you remember that you promised something for someone else? Did you keep your promise or you did not?**
   - Follow-up the students' group discussion on this question about promise keeping.
2. **What are the consequences of breaking promises?**
   - Follow up the reflections students make in groups and how the students address the consequences of breaking ethical values such as breaking promise, being self- centered or selfish, disrespecting others, breaking relationships with others, lacking trustworthiness and respect among others.

Activity 1.3

1. What are the consequences of the absence of loyalty in the family, friendship, relationships and workplace?

Direction: Give the students to do this question as a home work and let some of the students (may be four- two females and two males) to present their work to the class

Hint: Lack of loyalty results in distrust among individuals or in the company,

affects smooth relationships with other persons, causes corruption, and institutional failures, etc.

2. Go to government institutions nearby your school. Observe and ask employees of the institutions about the extent to which they are loyal to their institution and the peoples who seek their services. Ask them also about the advantages of being loyal. Then, reflect to the class what you found out.

Direction: Facilitate for the students to do the given tasks successfully based on the following procedures.

- Set the schedule for the given field task at free time for the students.
- Identify the institution near by the school to save the time and transportation costs.
- Take letter of cooperation written to the concerned government institution from the school.
- Give orientation to the students how to do the given tasks particularly the ethical issues they shall follow while communicating concerned bodies.
- Help the students to prepare observation checklist and interview guidelines they will use during the field work.
- Let students to write report about their fieldworks and then present to the class.

Activity 1.4

Direction: Go to your community and identify whether there are concerns or special supports or not given to peoples with disabilities, street children, elders, women and peoples with HIV/AIDS by the communities, government or NGOs. Then, present your findings to the class with the facilitation of your teacher. Your activity work shall focus on the following questions:

- What kinds of concerns or support given to them and what do you learn from that?

If there is not any concern for these peoples from concerned bodies, what kinds of possible solutions do you suggest?

Direction: Facilitate for the students to do the given tasks successfully based on the following procedures.

- Set the schedule for the given field task at free time for the students.
- Take letter of cooperation written from the school.
- Give orientation to the students how to do the given tasks particularly the ethical issues they shall follow while communicating concerned bodies.
- Help the students to prepare observation checklist and interview guidelines they will use during the field work.
- Let students to write report about their fieldworks and then present to the class.

Activity 1.5

Direction: form groups of five members and let them discuss the questions under this activity as per the time you allocated to the lesson. Then, ask them to present their work to the class.

Do the following questions being in a group and present the result to the class.

1. Why is being respectful important in our life?

Answers

- To get respect from others. When we respect others, we reciprocally get respect from other people.
- To be a role model for others. When we have the culture of showing respect to others, other individuals may learn from our acts.
- Being respectful is a key for good friendship and relationship with others.

2. What are the impacts of not respecting others?

A person who does not respect others may

- Face exclusion from other people
- Not get respect from other people
- Not have love of other people and good friendship

- Not get support in time of hardships

Activity 1.6

Direction: form groups of five members and let them discuss the two questions as per the time you allocated to the lesson. Then, ask them to present their work to the class.

1. Why do we need to abide by the law?

Answer

- Abiding by the law or acting according to the law is the responsibility of every one. Abiding by the law is one of the most important attributes of good citizens. It has significant roles in ensuring justice, order and security in the given society. Abiding by law avoids criminal acts like corruption, stealing, violating the rights of others and being responsible.

2. What are the consequences of not abiding by the laws?

Answer

When we do not abide by the law, there will be chaos, insecurity or absence of peace, mob justice, anarchy, prevalence of corruption, under development, etc.

Activity 1.7

1. What do you want to be in the future? A teacher, a doctor, a pilot, an engineer or an accountant?

2. What should you do in order to be what you want to be in the future?

3. How do you see what you will be from the perspective of commitment to excellence?

Direction:

Give this activity to your students to discuss in a group. Encourage the students to reflect on those questions based on their understanding about commitment to excellence. Then, give a short summary to them following their reflections.

LESSON 3

1.3 THE IMPORTANCE OF ETHICAL VALUES OF CITIZENS

Time allotted: One Period

1.3.1. Competencies

At the end of this lesson, students should be able to:

- ☑ *Explain the importance of ethical values of citizens*
- ☑ *Identify the consequences of lack of possessing ethical values?*
- ☑ *Demonstrate your ethical values*

1.3.2. Contents

- ➦ *The importance of ethical values of citizens*

1.3.3. Overview

Lesson one introduced the students to the concept of ethics and the major ethical values of citizens. Lesson two enables them discuss the importance of ethical values of citizens. Ethics makes a society peaceful, harmonious and to live better life by guiding the behavior of the people. Ethical values

strengthen mutual trust and reduce social conflicts. No society can survive without ethical codes of conduct. It is even more important where laws do not reach.

1.3.4. Teaching-learning process

i. Suggested teaching aids

- Pictures
- Photographs
- The teacher is expected to use pictures and photographs as teaching-learning aids that best describe the topic under discussion.

ii. Ssuggested teaching methods

The teacher shall conduct teaching-learning process using the following methods:

- Brainstorming question
- Introducing the lesson
- Explanation
- Questioning
- Group discussion
- Presentation

iii. Pre-lesson preparation

Before the class begins, the teacher needs to make ready appropriate teaching aids and teaching materials such as pictures and photographs. While doing this the teacher shall take into account the availability of students with disabilities. If they are available, the preparation shall be inclusive. The teacher has to be cautious about the appropriate teaching-learning methods he/she will employ as per the allotted time from the beginning up to the end of the class.

iv. Presentation of the lesson

a. Introduction to the lesson

The teacher is expected to introduce the lesson to the students following all appropriate Procedures listed below.

- The teacher shall introduce objectives of the lesson to the students

- Ask the students to reflect on the brainstorming questions stated on the students' textbook about the importance of ethical values of citizens:

- **What are the importance of ethical values of citizens?**
  - If there are students with disabilities, the teacher will provide them with appropriate follow-up directions in both oral and written form to actively engage them in the teaching-learning process.

b. Body of the lesson

After listening to the reflections from students on the importance of ethical values of citizens, the teacher shall present the importance of the ethical values of citizens with appropriate examples. After your presentation, ask the students to do the given activity under this lesson in groups

c. Stabilization

Here, the teacher needs to summarize the main points of the lesson on the importance of the ethical values of citizens.

v. Evaluation and follow-up

a. Evaluation

At the end of the lesson, the teacher will check whether objectives of the lesson have been achieved or students' understood the lesson. The teacher can also give activities like class work and quizzes.

b. Follow-up

- Follow-up students' active engagement in group discussions and presentation.
- Evaluate the reflections students make in groups.

vi. Answer for activities

Activity 1.8

Direction:

Divide the students into groups of five. Distribute the given questions through lottery method to each group and let them discuss it. Then, ask three groups randomly to reflect on their group works.

Discuss the following questions in a group and present the results to the

class.

1. **What are the traits of ethics you display in your family, community and school?**

Direction: let students discuss this question in line with the major ethical values discussed under the first lesson.

2. **Why is possessing ethical values important for citizens?**

Answers

- Ethics, by guiding the behavior of people, makes a society peaceful and harmonious and helps to live better life.
- Ethical values strengthen mutual trust and reduce social conflicts.
- No society can survive without ethical code of conduct.
- It is even more important where laws do not reach.
- Ethics also helps persons to look at their own life critically and to evaluate the morality of their actions/choices/decisions.
- Serve as standards to praise or blame the actions of individuals/group.
- It helps people to keep their words, fight injustices and corruption, prevent crimes and lawlessness and other unethical behaviors.

3. **What kinds of problems or crises can occur in your family, community and school due to people who do not possess ethical values?**

Answers

- Absence of love, harmony and the culture of respect within the family
- Absence of students who act according to the rules and regulations of the school, for instance, lack of respect teachers, cheating exams, poor culture of hard working
- Existence of irresponsible citizens in the community
- Existence of generations who are deviant from the existing moral values, principles and norms of the society

LESSON 4

1.4. ASPECTS OF APPLIED ETHICS

Time allotted: Two Periods

1.4.1. Competencies

At the end of this lesson, students should be able to:

- ☑ *Define professional ethics*
- ☑ *Identify traits of professional ethics*
- ☑ *Display environment friendly behaviors*

1.4.2. Contents

- ➦ *Professional ethics*
- ➦ *Environmental ethics*

1.4.3. Overview

In this lesson students will learn about the two types of applied ethics, professional ethics and environmental ethics. Applied ethics is the art or science of reflecting on moral dilemmas and moral problems in different social contexts. Professional ethics refers to the moral obligations, rules and principles that professionals should employ to achieve the main objective of

their profession. On the other hand, environmental ethics is concerned with the established values, principles and set of beliefs between human beings and the surrounding environment.

1.4.4. Teaching-learning process

i. Suggested teaching aids

- Pictures
- Photographs
- The teacher is expected to use pictures and photographs as teaching-learning aids that best describe the topic under discussion.

ii. Ssuggested teaching methods

The teacher shall conduct teaching-learning process using the following methods:

- Brainstorming question
- Introducing the lesson
- Explanation
- Questioning
- Group discussion
- Presentation

iii. Pre-lesson preparation

Before the class begins, the teacher needs to make ready the appropriate teaching aids and teaching materials such as pictures and photographs. While doing this the teacher shall take into account the availability of students with disabilities. If they are available, the preparation shall be inclusive. The teacher has to be cautious about appropriate teaching-learning methods he/she will employ as per the allotted time from the beginning up to the end of the class.

iv. Presentation of the lesson

a. Introduction to the lesson

The teacher is expected to introduce the lesson to the students following all appropriate procedures. The teacher will:

- Introduce objectives of the lesson to the students

- Ask the students to reflect on the brainstorming questions (starter activities) given in student text book:

☑ ***What is applied ethics? What does professional ethics and environmental ethics mean to you?***

b. Body of the lesson

After listening to the reflections from your students about professional ethics and environmental ethics, present the lesson of the day in detail by using clear examples.

c. Stabilization

Here, the teacher needs to summarize the main points of the lesson on the professional ethics and environmental ethics.

v. Evaluation and follow-up

a. Evaluation

At the end of the lesson, the teacher will check whether objectives of the lesson have been achieved or students' understood the lesson. The teacher can also give activities like class work and quizzes.

b. Follow-up

- Follow-up your students' active engagement in group discussions and presentation as well as on the given activity on school cleaning.
- Evaluate the reflections students make in groups and the given activity.

vi. Answer for activities

Activity 1.9

- **Being in group of five students, ask three teachers from your school to explain for you their professional ethics as per the principles of professional ethics discussed above. Then, present your findings to the class.**

Direction:

Divide the students into groups of five students as per the given activity. Facilitate for your students how to interview three teachers from their school

about teaching professional ethics. Then, allow the students to present their interview results to the class as per the time you allot for it. Guide your students to present their work in line with the professional ethics mentioned in their text book.

Activity 1.10

Discuss the following question being in a group and present the results of your group discussion to the class.

1. **What environmental obligations do we need to keep for future generations?**

At the end of students' group discussion and reflection, summarize the following environmental obligations expected from every one to keep the well-being of our environment for future generations.

- Maintaining the safety, health and cleanness of our environment
- Protecting and preserving forests
- Reforestation
- Wise use of natural resources

2. **School Cleaning: Set a schedule at your free time and observe a dirty place in your school. Take a picture of this dirty place via your group or class representatives before cleaning it. Then, clean this dirty place and take its picture again. Compare and contrast the place before cleaning it and after cleaning. Reflect your opinion to each other about what you do from the perspective of environmental ethics.**

Direction: Facilitate for the students to do the given activity.

Answers for unit review exercises

Part I- True/False questions

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

Part II- Multiple choice questions

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

Part III-Short answer questions

1. How do you enhance your integrity?

One can enhance his/her integrity by;

- Making and keeping commitments to himself/herself
- Standing for something – know your values and stick to them
- Be open – open your mind, heart and ears

2. What are the ways of being respectful to others?

The ways of being respectful to others are:

- Using kind or polite words even when we are upset;
- Using manners like sharing, waiting our turn, saying please and thank you;
- Accepting difference or at least disagreeing with kind words;
- Being careful not to damage places or things;
- Using a quiet voice or calm behavior in public places;
- Sharing resources, only taking what we really need

3. List traits of professional ethics.

Honesty, integrity, transparency, confidentiality, impartiality, punctuality, respectfulness and obedience to the law

UNIT 2

THE CULTURE OF USING DIGITAL TECHNOLOGY

Total periods: 11

Introduction

In Unit 1, you learnt about the ethical values expected of ideal citizens and the importance of ethical values and principles in a society. In unit 2, you are going to learn about the culture of using digital technology and their challenges. This unit deals with the importance of using digital media and the codes of conduct that need to be followed while using these digital technologies. Thus, this unit is relevant and interesting to understand the need for digital technology for your day to day activities.

Learning outcomes:

At the end of this unit, learners will be able to:

- Recognize the need of digital technology in your daily life activities.
- Know the relation between culture and digital technology.
- Demonstrate effective communications through digital medias.
- Demonstrate ethical code of conduct while using digital technology.
- Understand the challenges of using digital technology.

No	Lessons	Specific objectives	Resources
1	The concept of digital technology	Explain the concept of digital technology Describe the need of digital technology in your daily life activities	Pictures Photographs Charts
2	Culture and digital technology	Describe the relationship between culture and digital technology Examine the effects of digital technology on society's cultures	
3	The purpose of digital technology	Explain the major purpose of using digital technology Exhibit the major purposes of digital technology in 21st century	
4	Codes of conducts for using digital technology	Identify ethical codes of conduct while using digital technology Explain the importance of ethical codes of conduct of using digital media.	
5	Effective communication through digital media	Evaluate the role of digital media for effective communication	
6	Challenges of using digital media	Identify challenges of using digital media and technology	

LESSON 1

2.1. THE CONCEPTOF DIGITAL TECHNOLOGY

Time allotted: One period

2.1.1. Competencies

At the end of this lesson, students should be able to:

- ☑ *Explain the concept of digital technology*
- ☑ *Describe the need of digital technology in their daily life activities*

2.1.2. Contents

- ➦ *Digital technology*

2.1.3. Overview

Definition of Technology

Current civilization could not exist without technology, a vital force that is necessary to our existence, to make us live in a better world. Thus, in modern period it is difficult to lead life without the use of technology. Human beings have been using the product of modern technologies in different ways.

Digital technology refers to the use of computers, tablets, mobile phones and digital and social media that are accessed on those devices through internet. The concept of digital technology may also involve new communication technologies that could have significant effects on the political, economic, social and cultural life of societies. Digital technology plays significant role in transferring information and data quickly from one section of the world to another and among individuals as well. This can be taken place through the use of mobile application, social media platforms and digital marketing websites.

2.1.4. Teaching-learning process

i. Suggested teaching aids

The teacher is expected to use pictures and photographs as teaching-learning aids that best describe the various types of digital technology devices and their use.

- Photos of some digital technologies
- Electronic device like mobile cell phone, laptop computer, tablet etc

ii. Suggested teaching methods

- Brainstorming questions
- Questioning
- Introduction and explanation
- Group discussion
- Presentation

iii. Pre-lesson preparation

Before you begin teaching the lessons, obtain photographs, diagrams, and other teaching materials ready including for students with disabilities. The school pedagogical center officer could provide such materials and teaching aids. The teacher shall also be cautious about the appropriate teaching-learning methods he/she will employ as per the allotted time from the beginning up to the end of the class.

iv. Presentation of the lesson

a) Introduction to the lesson

You might use your own method of presenting the lesson in a way you see it fit for that particular topic and learning outcome. However, the simplest way of introducing a topic is by raising relevant questions to get the students into the learning track. Questions are motivating factors which make students curious and draw their attention to the lesson. Therefore, you may begin the lesson by asking questions such as:

- **What is digital culture?**
- Do you use digital technology at your home or at school and for what purpose?
  - Be sure the students understand the objectives of the lesson.
  - Provide students with disabilities with appropriate follow-up directions in both oral and written form enabling them to actively engage in the teaching-learning process

b) Body of the lesson

- Following the responses of your students, try to give explanation on the concept of digital technology.
- Explain how and why digital technology is important in day-to-day life. The teacher shall also employ different lesson presentation styles such as oral and slide presentations, giving writing activities, etc. in order to accommodate students with disabilities.

c) Stabilization

Here, the teacher needs to summarize the main points of the lesson on the meaning of the concept of digital technology.

v Evaluation and follow-up

a) Evaluation

At the end of the lesson, make sure that your students have understood the essential concepts of the lesson by asking questions and giving them tasks like the following

- **What is digital technology?**

B) Follow-up

- Follow-up your students' active engagement on the brainstorming questions and presentations, whether they do the given homework or not.
- Evaluate the students' reflections on the concepts of digital technology. Give chance to students with disabilities to reflect on the concept of digital technology in both oral and written form. Ask blind and deaf students how they are using communication media in their life.

vi. Answer for activities

Activity 2.1

Direction: Let students to form groups in which a group consists of five students and ask students to answer questions stated in students' text book.

1. **Do they have a mobile phone, laptop computer or tablets?**
2. **For what purposes you have been using it? (for communication, education, mobile banking, etc)**
3. **How do you use social media?**

After the students discuss the questions in groups, the teacher may provide feedback to students reflections in line with the discussion set out in students' textbook about the lesson.

LESSON 2

2.2. CULTURE AND DIGITAL TECHNOLOGY

Time allotted: One period

2.2.1. Competencies

At the end of this lesson, students should be able to:

- ☑ *Describe the relationship between digital technology and culture*
- ☑ *Examine the effects of digital technology on society's cultures*

2.2.2. Contents

➦ *Culture and digital Technology*

2.2.3. Overview

-Relation between culture and digital technology

- Technology and culture are two equal forces that greatly influence one another. As new technology is introduced into a society, the culture reacts in a positive and negative way.

- Digital technology may have its own advantages and disadvantages on culture and our digital culture must be in line with the existing moral, social, cultural values of the society.
- Currently, use of digital media become common trends in our day-to- day activities and digital culture is features of contemporary digital world. Digital technology has so many advantages in terms of improving societies' way of life if it is harnessed properly. There are also challenges that might be brought up by an ethical and ineffective use of digital technology. To overcome this problem the purpose of using and the way of using social media must be improved.
- Moreover, to effectively use digital technology and digital media we have to identify their purpose clearly. Therefore, the use of social media and other digital technologies must be properly managed.

2.2.4. Teaching-learning process

i. Suggested teaching aids

- Pictures of social media platform like Facebook, Twitter etc
- Laptop computer, tablet

ii. Suggested teaching methods

- Asking Question
- Group discussion
- Presentation
- Explanation

iii. Pre-lesson preparation

Before you begin teaching the lessons obtain photographs, diagrams, and other teaching materials including for students with disabilities. The school pedagogical center officer could provide such materials and teaching aids. Providing students with disabilities well organized lecture note or handouts, audio records before the class. The teacher shall also be careful about the appropriate teaching-learning methods he/she will employ as per the allotted time from the beginning up to the end of the class.

iv. Presentation of the lesson

A. Lesson Introduction

You might use your own method of presenting the lesson in a way you see it fit for that particular topic and learning outcome. However, the simplest way of introducing a topic is by raising relevant questions to get the students into the learning track. Asking brainstorming questions can make students curious and draw their attention to the lesson. Provide students with disabilities with appropriate follow-up directions in both oral and written form enabling them to actively engage in the teaching-learning process. Therefore, you may begin the lesson by asking questions such as:

- What is the relationship between digital technology and culture?
- How digital technologies can have negative impact on the culture of the society?

B. Lesson Presentation

- Taking students' background understanding, begin presentation by explaining the role of digital technology on our daily life.
- Explain the positive and negative effects of digital technologies on societal culture.

C. Stabilization

- Here, the teacher needs to summarize the main points of the lesson on the advantages and disadvantages of digital technology on culture.

v. Evaluation and follow-up

A. Evaluation

At the end of the lesson, make sure that your students have understood the essential advantages and disadvantages of digital technology on culture by asking questions and giving them tasks like the following

- Could you figure out the negative effects of digital technology on ethical values and norms of a society where you belong?
- Based on students' reflections while debating, the teacher can ascertain whether the students have understood the advantages and disadvantages

of digital technology on culture.

A. Evaluation

- Follow-up your students' active engagement on the brainstorming questions, Debate, presentations, whether they do the given homework or not.
- Evaluate the students' reflections on the debate on the advantages and disadvantages of digital technology on culture. Give chance to students with disabilities to reflect, either orally or in written, to point out the advantages and disadvantages of digital technology on culture.

vi. Answer for activities

Activity 2.2

Direction: Let students to form 4-5 groups and make them to discuss about the positive and negative impacts of using digital media on the culture of a particular society in general and on cultures of their community in particular.

LESSON 3

2.3. THE PURPOSE OF DIGITAL TECHNOLOGY

Time allotted: Three periods

2.3.1. Competencies

At the end of this lesson, students should be able to:

- ☑ *Explain the major purpose of using digital technology*
- ☑ *Exhibit the major benefits of digital technology in 21st century*

2.3.2. Contents

- ➦ *Purpose of digital technology*

2.3.3. Overview

Using the right digital technology for the right purpose, can help us to undertake our work more efficiently and effectively. The major purposes of digital technology in 21st century are:

a) Digitized information

- Digital technology helps a large amount of information to be compressed on small storage devices that can be transported about.
- It is also improves the speed of transmission and ultimately transformed the way that people communicate, work and learn.

b) Social connectivity

- Communication through digital technology makes the global communities for speedy communication and information exchange within fraction of micro second
- It improves the speed of transmission and ultimately transformed the way that people communicate, work and learn.

c) Learning opportunities

- By having access to the internet, nowadays we can all access different information within seconds just by searching online.
- The facilities of online education and the availability of interactive media have made the process of learning so interesting.

d) Digital marketing

- Using online selling business allows customers to buy from you whenever they want, even when your shop doors are closed.
- Selling online typically helps reduce processing times internally, enabling you to focus staff elsewhere in the business.

2.3.4. Teaching-learning process

i. Suggested teaching aids

- Photos that shows speedy communication and information exchange, online education and digital marketing by digital media and technologies

ii. Suggested teaching methods

- Asking Question
- Group discussion
- Presentation
- Explanation

iii. Pre-lesson preparation

Before you begin teaching the lessons obtain photographs, diagrams, and other teaching materials including for students with disabilities. The school pedagogical center officer could provide such materials and teaching aids. Providing students with disabilities well organized lecture note or handouts, audio records before the class. The teacher shall also be careful about the appropriate teaching-learning methods he/she will employ as per the allotted time from the beginning up to the end of the class.

iv. Presentation of the lesson

a) Lesson Introduction

You might use your own method of presenting the lesson in a way you see it fit for that particular topic and learning outcome. However, the simplest way of introducing a topic is by raising relevant questions to get the students into the learning track. Questions by themselves are motivating factors which make students curious and draw their attention to the lesson. Provide students with disabilities with appropriate follow-up directions in both oral and written form enabling them to actively engage in the teaching-learning process. Therefore, you may begin the lesson by asking questions such as:

- What are the purposes of digital technology?
- How does digital technology help students in their learning?

b) Lesson Presentation

- Explain the use and importance of digital technology on our daily life.
- Explain the purpose of digital media and social media in communication, education and business activities.

c) Body of the lesson

-Following the responses of your students, try to give a general presentation on the role of digital media in social communication, business activities and access to education.

d) Stabilization

Give a short summary of the following points

- The major purpose of digital media and technology
- The function of digital technology for education purposes

2.3.5 Evaluation and follow-up

a) Evaluation

At the end of the lesson, make sure that your students have understood the essential concepts of the lesson by asking those questions and giving them tasks like the following

- What purpose does digital technology have in school, business, and other areas of daily life?
- How we can use digital technology and social media for education purpose?

b) Follow-up

Check the students' understanding of the lesson by giving them an exercise to do independently.

- Write the main purpose of digital media.
- The role of digital media for:
    - Social relation
    - Modern education
    - Effective communication
    - Digital marketing

Make sure that you are always grading and rating the activities of students, levels of participation and quiz results.

vi. Answer for activities

Activity 2.3

Direction: Make the students to debate between groups who 'agree for' and 'agree against' on the belief that social media and digital technologies have negative effect. Therefore, classify the whole class into two groups and let the student to debate on the issue raised and come up with their reasons for

why they 'agree for' and 'agree against'. The teacher has to play a facilitator role by coordinating the debate for better exchange of ideas from the student with different viewpoints.

Digital technologies and social media networks are used for:

- Communication purpose
- Social connection and interaction
- Digital marketing and business operation
- Network of career opportunities, and
- Sharing our thoughts, feelings, insights, and emotions.



2.4. CODES OF CONDUCTS FOR USING DIGITAL TECHNOLOGY

Time allotted: Two periods

2.4.1. Competencies

At the end of this lesson, students should be able to:

- ☑ *Identify ethical codes of conduct while using digital technology*
- ☑ *Explain the importance of ethical codes of conduct of using digital media.*

2.4.2. Contents

➦ *Codes of conducts for using digital technology*

2.4.3. Overview

Codes of conducts for using digital technology

Before using social media and other digital technologies we have to identify their benefits and potential challenges for effective utilization of digital media. This involves awareness about the benefits and purpose of using popular social media in our day-to-day lives. There are ethical codes that we should pay attention while using social media. Those codes of conduct regulate our behavior in a manner that using digital technology appropriately and efficiently. Violation of these codes of conduct will greatly affect individuals, citizens, governments and global communities.

2.4.4. Teaching-learning process

i. Suggested teaching aids

- Pictures that shows social media platform like Facebook, Tiktok, Instagram and etc, ethically or unethically.

ii. Suggested teaching methods

- Asking Question
- Group discussion
- Presentation
- Explanation

iii. Pre-lesson preparation

Before you begin teaching the lessons obtain pictures, diagrams, and other teaching materials including for students with disabilities. The school pedagogical center officer could provide such materials and teaching aids. Providing students with disabilities well organized lecture note or handouts, audio records before the class. The teacher shall also be careful about the

appropriate teaching-learning methods he/she will employ as per the allotted time from the beginning up to the end of the class.

iv. Presentation of the lesson

a) Lesson Introduction

The teacher is expected to introduce the lesson to the students following all appropriate procedures. The teacher will:

- Introduce objectives of the lesson to the students
- Ask the students to reflect on the brainstorming questions stated on the students' textbook.

Therefore, you may begin the lesson by asking questions such as:

- Do you think that the use of digital media need codes of conduct?
- What code of conduct can you identify in using digital media and technology?
- Why are there ethical problems in using digital media and technology?

b) Lesson Presentation

- Explain the importance of using social media and digital technology in ethical manner
- Explain the codes of ethics for using social media effectively

c) Body of the lesson

- Following the responses of your students, try to give a general presentation on code of conduct in using digital media and technology.
- Explain ethical problems of social media usage
- Present and explain codes of conduct for effective use of social media

d) Stabilization

Give a short summary of the following points

- Code of ethics for using social media in our daily life
- The importance of code of conduct in using social media

v. Evaluation and follow-up

a) Evaluation

Check the students' understanding of the lesson by giving them exercise to do independently.

- Write the main codes of conduct to be followed when using digital media

b) Follow-up

Ask blind and deaf students (If any) how they are using digital media and technologies in their life.

Codes of conducts for using Social Media

They are a general rules and policies that are consistent with the high standard ethics we uphold and emphasize the value we place on trust and treating all members of our community with respect. Accordingly, the most common codes of conduct to be considered while using digital media for communication, education, entertainment and etc, are;

- Respect the diversity of fellow forum users and use it in professional manner
- Ignore contents provoking political, religious, and sexual violence
- Respect privacy and maintain confidentiality
- Treat others as you want to be treated
- Avoid remarks that may constitute defamation
- Avoid posts degrading individual dignity
- Acknowledge and correct mistakes promptly

vi. Answer for activities

Activity 2.4

Direction: Help students to discuss in group on the codes of conduct to be followed while using digital media in daily life. Then, let them to present the what they have discussed in their group to the class.

LESSON 5

2.5 EFFECTIVE COMMUNICATION THROUGH DIGITAL MEDIA

Time allotted: Two periods

2.5.1. Competencies

At the end of this lesson, students should be able to:

☑ *Evaluate the role of digital media for effective communication.*

2.5.2. Contents

➦ *Effective communication through digital media.*

2.5.3. Overview

- Using digital media for effective communication

Effective communication

There are various digital technologies used to make communication effective using fastest growing information communication technology and this has improved business and personal communication. In short, successful modern

organizations must use digital media to their advantage and to achieve effective communication digital media by:-

- Cellular technology and satellite communication have increased communication speeds and made 'connecting' easier.
- Internet has enabled easy exchange of information over long distances and accessing the page from a web server in some far-off country.

2.5.4. Teaching-learning process

i. Suggested teaching aids

- Pictures that shows speedy communication, online education and digital marketing.
- Pictures that shows social media Platform like Facebook, Tiktok, Instagram and etc, ethically or unethically.

ii. Suggested teaching methods

- Asking Question
- Group discussion
- Presentation
- Explanation

iii. Presentation of the lesson

Before you begin teaching the lessons obtain photographs, diagrams, and other teaching materials. The school pedagogical center officer could provide such materials.

a) Lesson Introduction

You might use your own method of presenting the lesson in a way you see it fit for that particular topic and learning outcome. However, the simplest way of introducing a topic is by raising relevant questions to get the student into the learning track. Questions by themselves are motivating factors which make students curious and draw their attention to the lesson. Therefore, you may begin the lesson by asking questions such as:

- How does digital technology make possible effective communication?

b) Lesson Presentation

- Explain the negative effects of using digital technology and social media
- Explain how social and digital media is used for communication

c) Stabilization

Give a short summary of the following points

- The main function of social media and digital technology for effective communication

iv. Evaluation and follow-up

a) Evaluation

At the end of the lesson, make sure that your students have understood the essential concepts of the lesson by asking questions and giving them tasks like the following

- How does digital technology make possible effective communication?
- Make sure that you are always grading and rating the students' activities, levels of participation and quiz results.

b) Follow-up

Check the students' understanding of the lesson by giving them an exercise to do independently.

- Follow-up your students' active engagement on the brainstorming questions presentations, whether they do the given homework or not.

v) Direction to discuss the Case study on the textbook

Using modern digital media technologies helps us to get information easily to make any decision. Thus, let the student to read case study provided on the textbook and make them discuss how one can use digital media technologies to improve one's life. So, let the students to read case study and ask them what they understand from it to effectively utilize present digital media technologies.

LESSON 6

2.6 CHALLENGES OF USING DIGITAL MEDIA

Time allotted: Two periods

2.6.1. Competencies

At the end of this lesson, students should be able to:

☑ *Identify the major challenges facing while using of digital media technologies.*

2.6.2. Contents

➦ *Challenges of Using Digital Media*

2.6.3. Overview

- In today's digital world there's no doubt that use and application of digital technology and social media networks has become integral in our daily lives, for better. However, this digital technology and social media platforms may not only used for better or good by individuals and groups. Therefore, users should be aware of the advantages and

disadvantages of digital technology or social media networks to use the current digital media and social media platforms more safely so as to minimize the risks while using these technologies. For instance, Facebook have many drawbacks such as decreasing academic performance, negatively affecting performance in the workplace, and causing problems in personal relationships.

2.6.4. Teaching-learning process

i. Suggested teaching aids

- Pictures that shows speedy communication, online education and digital marketing.
- Pictures that shows social media Platform like Facebook, Tiktok, Instagram and etc, ethically or unethically.

ii. Suggested teaching methods

- Asking Question
- Group discussion
- Presentation
- Explanation

iii. Presentation of the lesson

Before you begin teaching the lessons obtain photographs, diagrams, and other teaching materials. The school pedagogical center officer could provide such materials.

a) Lesson Introduction

You might use your own method of presenting the lesson in a way you see it fit for that particular topic and learning outcome. However, the simplest way of introducing a topic is by raising relevant questions to get the student into the learning track. Questions by themselves are motivating factors which make students curious and draw their attention to the lesson. Therefore, you may begin the lesson by asking questions such as:

- What are the main challenges facing the use of digital media?

b) Lesson Presentation

- Explain the negative effects of using digital media technologies

- Explain how digital media technology being a challenge
- Explain the main challenges of using social media and digital technology
- Explain ways of using digital media technologies effectively and efficiently

c) Stabilization

- Give a short summary of the main challenges and constraints of modern digital media technologies and social media platform for different purposes.

iv. Evaluation and follow-up

a) Evaluation

At the end of the lesson, make sure that your students have understood the essential concepts of the lesson by asking questions and giving them tasks like the following:

- What are the main challenges of using modern social media and digital technology?
- How we have to use social media technologies and digital devices?
- Make sure that you are always grading and rating the students' activities, levels of participation and lesson attendance.

b) Follow-up

Check the students' understanding of the lesson by giving them an exercise to do independently in the class.

- Follow-up your students' active engagement on the brainstorming questions presentations, whether they do the given homework or not.
- Evaluate the students' reflections on the challenges of digital technology.

Give chance to students with disabilities to reflect on the challenges of digital technology in both oral and written form.

v. Answer for activity questions

Activity 2.5

List advantages and disadvantages of using social media for students' learning

No.	*Advantages*	*No.*	*Disadvantages*
1	Social media helps to prepare students for their future world	1	The presence of technology can be distracting to students.
2	Make the student well informed and familiar with emerging technologies	2	Use of social media in the school prevent the student to use time efficiently for education
3	Increase student knowhow and skill of using modern technology	3	The student may expose to unwanted videos shared by social media user.
4	Give opportunity to learn by himself/herself from online sources	4	Use of social media may be forbidden by the school rules and regulations

Answers for unit review exercises

Part I- True/False questions

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

Part II- Multiple choice questions

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

UNIT 3

CONSTITUTION AND CONSTITUTIONALISM

Total periods: 8

Introduction

This unit acquaints students with the notion of constitution, constitutionalism, and constitutional experiences in Ethiopian context. Constitution is a fundamental law of land, whereas constitutionalism embraces a limited form of government by law or a government that acts according to the principles of rule of law. In this connection, Ethiopia has a long history of constitutional experiences starting from pre-1931 traditional constitutions up to the 1995 Federal Democratic Republic of Ethiopian constitution. Thus, this unit focuses on discussing these major points in detail..

Learning outcomes:

At the end of this unit, learners will be able to:

- Understand the concept of the constitution
- Appreciate the principles of constitutions
- Know the constitutional experience of Ethiopia
- Recognize constitutionalism in their communities

No	Lessons	Specific objectives	Resources
1	Understanding Constitution	Define constitution List types of constitution Identify the advantages and disadvantages of written and unwritten constitutions Describe constitutional principles	The 1995 FDRE constitution Dieter G. (2016) Constitutionalism: Past, Present, and Future: Oxford University Press
2	Understanding constitutionalism	Explain constitutionalism Describe the importance of constitutionalism Identify the features of limited government by law	
3	Constitutional experiences of Ethiopia	Describe the constitutional experiences of Ethiopia under different regimes. Differentiate the similarities and differences between the different constitutions. Identify the fundamental constitutional principles under the 1995 FDRE constitution	

LESSON 1

3.1 UNDERSTANDING CONSTITUTION

Time allotted: Three periods

3.1.1. Competencies

At the end of this lesson, students should be able to:

- ☑ *Define constitution*
- ☑ *List types of constitution*
- ☑ *Identify the advantages and disadvantages of written and unwritten constitutions*
- ☑ *Describe constitutional principles*

3.1.2. Contents

- ➦ *Understanding constitution*
- ➦ *Types of constitution*
- ➦ *Constitutional principles*

3.1.3. Overview

In this lesson students will learn about the concept of constitution, types of constitution and constitutional principles. Constitution is a fundamental document that contains the basic laws of a country. There are different types of constitutions. These are, written and unwritten constitution, rigid and flexible constitution, unitary and federal constitution. Constitution also consists of different principles, such as popular sovereignty, limited government, separation of powers, rule of law, and respect of human rights, transparency and accountability.

3.1.4. Teaching-learning process

i. Suggested teaching aids

- Show students the 1995 FDRE constitution

ii. suggested teaching methods

The teacher shall employ active learning methods such as;

- Brainstorming question
- Introducing the lesson
- Explanation
- Questioning and answering
- Pair discussion
- Group discussion
- Presentation

iii. Pre-lesson preparation

Before class begins, the teacher needs to make ready the appropriate teaching aid like the 1995 FDRE constitution and any others materials that he/she assumes to be relevant for the purposes of this lesson. While doing this the teacher shall take into account the availability of students with disabilities. If they are available, the preparation shall be inclusive. The teacher should be cautious about appropriate teaching-learning methods he/she will employ as per the allotted time for this lesson.

iv. Presentation of the lesson

a. Introduction to the lesson

The teacher is expected to introduce the lesson to the students following all appropriate Procedures listed below.

- The teacher shall introduce objectives of the lesson to the students
- Ask the students to reflect on the brainstorming questions stated on the students' textbook about the concept of constitution.
    - In unit four of grade eight citizenship education you learned about the concept of constitution. What do you remember about that? Let students being in pair and share ideas on the concept of constitution
- If there are students with disabilities, the teacher will provide them with appropriate follow-up directions in both oral and written form to actively engage them in the teaching-learning process.

b. Body of the lesson

Under the body of the lesson the teacher is expected to do the following activities in the class:

- Based on the students' reflections on brainstorming questions, discuss or present the concept of the constitution by giving appropriate examples.
- Employ different lesson presentation styles such as oral and slide presentations, role plays, giving writing activities, etc. in order to accommodate students with disabilities

c. Stabilization

Here, the teacher needs to summarize the main points of the lesson on the concept of constitution, types of constitution and constitutional principles.

v. Evaluation and follow-up

a. Evaluation

At the end of the lesson, the teacher will check whether the objectives of the lesson have been achieved or students' understanding of the lesson. The teacher can do this in the following ways.

- Ask students to define constitution, mention types of constitution and list down constitutional principles.
- Give activities like class work and quizzes.
- If there are students with disabilities in the class, the teacher shall give them the chance to reflect on the concept of major ethical values orally or in written.

b. Follow-up

Follow-up your students' active engagement on teaching-learning process like on pair discussions, group discussions, presentations, questioning and answering and record down the progress of students' engagement for further improvement.

vi. Answer for activities

Activity 3.1

- **One of the advantages of written constitution is that it enables citizens to easily learn about their rights and duties.Thus, Ffind the 1995 FDRE constitution and then directly go to 'Chapter Three' of the constitution which talks about 'Fundamental Rights and Freedoms'. Then, tell to the class some of the rights of citizens stated in the constitution with their reciprocal duties.**

Direction:

The main aim of this activity question is to show students advantages of written constitution. For instance, one of the advantages of written constitution is, it enables citizens to easily learn about their rights and responsibilities. Accordingly, try to find the 1995 FDRE constitution from the library of the school at least a day before this session. Help your students to open the constitution and go to the stated chapter of the constitution. This chapter of the constitution has two parts, the first part talks about human rights and the second part talks about democratic rights.

So, let the students see both parts of the chapter and finally ask them what they learn from it.

Activity 3.2

- **Discuss in groups the importance of incorporating basic principles in the constitution or supreme law of the land.**

Direction: Form group consisting of five members and let them to discuss on the given issue.

Answer

Any democratic constitution should consist of at least those fundamental constitutional principles such as popular sovereignty, limited government, separation of powers, rule of law, and respect of human rights, transparency and accountability. Because, constitution is the supreme law of the land that defines the scope of government's power and also define the fundamental rights and responsibilities of citizens. So, in order to restrict the power of the government or ensures constitutionalism, it is a must that a particular constitution is made up of these fundamental constitutional principles.

LESSON 2

3.2 UNDERSTANDING CONSTITUTIONALISM

Time allotted: Two periods

3.2.1. Competencies

At the end of this lesson, students should be able to:

- ☑ *Explain constitutionalism*
- ☑ *Describe the importance of constitutionalism*
- ☑ *Identify the features of limited government by law*

3.2.2. Contents

- ➦ *Understanding constitutionalism*
- ➦ *The importance of constitutionalism*

3.2.3. Overview

In this lesson the students will learn about the notion of constitutionalism and its importance. Constitutionalism refers to a limited system of government by law in which there is the actual or real realizations of the fundamental rights and freedoms of citizens, a real practice of good governance, rule of law and separations of powers. The existence of constitutionalism is very crucial in a given political system to realize human rights and fundamental freedoms of people, to control misuse or abuse of power by the government and to ensure rule of law.

3.2.4. Teaching-learning process

i. Suggested teaching aids

- Picture showing limited and unlimited governments by law

ii. Suggested teaching methods

The teacher shall employ active learning methods such as:

- Brainstorming question
- Introducing the lesson
- Explanation
- Questioning and answering
- Pair discussion
- Group discussion
- Presentation

iii. Pre-lesson preparation

Before class begins, the teacher needs to make ready the appropriate teaching aid and any others materials that he/she assumes to be relevant for the purposes of this lesson. The teacher has to be cautious about appropriate teaching-learning methods he/she will employ as per the allotted time for this lesson.

iv. Presentation of the lesson

a. Introduction to the lesson

The teacher is expected to introduce the lesson to the students following all appropriate procedures. The teacher will:

- Introduce objectives of the lesson to the students.
- Ask the students to reflect on those brainstorming questions sated on the student textbook.
    - What is constitutionalism? Being in pair and share ideas on the concept of constitutionalism?

b. Body of the lesson

Based on the students' reflections on brainstorming questions, present the concept of constitutionalism and its importance of constitutionalism by giving clear examples accompanied by active learning methods.

c. Stabilization

Here, the teacher needs to summarize the main points of the lesson on the concept of constitutionalism and the importance of constitutionalism.

v. Evaluation and follow-up

a. Evaluation

At the end of the lesson the teacher will check whether lesson objectives are achieved or students' understood the lesson. The teacher can do this by asking some important questions, for instance,

- Ask students to define constitutionalism
- Ask the importance of constitutionalism

The teacher can also give activities like class work and quizzes.

b. Follow-up

- Follow-up your students' active engagement on teaching-learning process like on pair discussions, group discussions, presentations, questioning and answering and record down the progress of students' engagement for further improvement.

vi. Answer for activities

Activity 3.3

Do the following questions as a homework

1. **Do you think that the existence of constitution alone implies the existence of constitutionalism?**

Answer

No, the existence of constitution alone does not imply the existence of constitutionalism. For instance, when we take constitutional experiences in Ethiopian context, the country has a long history of constitutional experiences. However, it is difficult to conclude that all constitutions limit the power of the government. For constitutionalism to exist at least two important things are needed. The first one is, there should be democratic constitution, a constitution which is made-up of the consent of the people. The second one is, this democratic constitution must be implemented, not a constitution which is paper tiger/paper value.

2. **What are the characteristics of government system limited by law and a government system whose power is not limited by law?**

Limited government by law	***Unlimited government by law***
• People are source of power • Peoples are sovereign and the locus of power • Democratic system of government • Realizes the rights and freedoms of citizens • The power is taken and kept only by free and fair election • Leader is accountable to the people	• The source of power is a single individual or few groups of individuals • Government has sovereign or unlimited power • Undemocratic or dictatorship • Restrict the rights of citizens • Power is kept by force • Leader is not accountable to the people

Activity 3.4

- Discuss in group and present to the class the consequences of absence of practicing constitutionalism in terms of the rights and duties of citizens, prevalence of rule of law, ensuring peace and good governance.

Answer

When there is no constitutionalism, there is no democratic or limited system of government by law. Accordingly, the fundamental rights and freedoms of individuals or group of individuals cannot be respected. Citizens are considered as subjects and they are duty holder not right holder. Leader or government is above the law, so that there is no rule of law. Government tries to ensure peace only by force. This cannot bring sustainable peace. Unlimited government is characterized by rampant corruption or lack of good governance. People are not given opportunity to participate on both decision making and implementation process on matters concerning them, there is no accountability and transparency.

LESSON 3

3.3. CONSTITUTIONAL EXPERIENCES OF ETHIOPIA

Time allotted: Three periods

3.3.1. Competencies

At the end of this lesson, students should be able to:

- ☑ *Describe the constitutional experiences of Ethiopia under different regimes.*
- ☑ *Differentiate the similarities and differences between the different constitutions.*
- ☑ *Identify the fundamental constitutional principles under the 1995 FDRE constitution*

3.3.2. Contents

- *Traditional constitutional*
- *The 1955 revised constitution experiences in Ethiopia*
- *The 1987 PDRE constitution*
- *The written constitutional*
- *The 1991 transitional charter experiences in Ethiopia*
- *The 1931 written constitution*
- *The 1995 FDRE constitution*

3.3.3. Overview

Ethiopia has a long history of constitutional practices since pre-1931 traditional constitutions up to the adoption of the 1995 FDRE Constitution. Before 1931 Ethiopia had not written constitution. During this time the Emperial regime used different traditional constitutional documents such as Kibre Negest (Glory of kings), Fetha Negest (Law of Kings) and Sirate Mengist. The first written constitution was introduced by Emperor Hailesilassie in 1931. The 1931 written constitution was revised in 1955. The main aim of both traditional and written constitutions was to consolidate the absolute power or the divine authority of the king. In 1987 the Peoples Democratic Republic of Ethiopia (the Derg Constitution) was adopted after the demise of the imperial regime by the Derg military regime. Next to the PDRE constitution the Transitional Charter of the 1991 was introduced after the downfall of the Derg regime by Ethiopian People's Revolutionary Democratic Front (EPRDF). Finally, in 1995 the Federal Democratic Republic of Ethiopian Constitution was came into effect. Thus, in this lesson the students will learn about the constitutional experiences under different regimes in Ethiopia.

3.3.4. Teaching-learning process

i. Suggested teaching aids

- Prepare table or chart showing the similarities and differences exist among those constitutions from traditional constitutions up to 1995 FDRE constitution.
- Try to get those written constitutions (1931, 1955,1987 and 1995 constitutions) and show to the students

ii. Suggested teaching methods

The teacher shall employ active learning methods such as;

- Brainstorming question
- Introducing the lesson
- Explanation
- Questioning and answering
- Pair discussion
- Group discussion
- Presentation
- Role play

iii. Pre-lesson preparation

Before class begins, the teacher needs to make ready the appropriate teaching aid and any others materials that he/she assumes to be relevant for the purposes of this lesson. The teacher has to be cautious about the appropriate teaching-learning methods he/she will employ as per the allotted time for this lesson. While doing this the teacher shall take into account the availability of students with disabilities. If they are available, the preparation shall be inclusive.

iv. Presentation of the lesson

a. Introduction to the lesson

The teacher is expected to introduce the lesson to the students following all appropriate Procedures listed below.

- The teacher shall introduce objectives of the lesson to the students
- Ask the students to reflect on the brainstorming questions stated on the students' textbook about Ethiopian constitutional experiences
    - Have you ever heard of the different constitutions of Ethiopia, maybe in your grade eight lessons, or from media, teachers or other individuals? Please, share what you know to the class.
- If there are students with disabilities, the teacher will provide them with appropriate follow-up directions in both oral and written form to actively engage them in the teaching-learning process.

b. Body of the lesson

Under the body of the lesson the teacher is expected to do the following activities in the class:

- Based on the students' reflections on brainstorming questions, discuss or present Ethiopian constitutional experiences by giving clear examples and accompanied by active learning methods.
- Employ different lesson presentation styles such as oral and slide presentations, role plays, giving writing activities, etc. in order to accommodate students with disabilities.

c. Stabilization

Here, the teacher needs to summarize the main points of the lesson on the Ethiopian constitutional experiences.

v. Evaluation and follow-up

a. Evaluation

At the end of the lesson, the teacher will check whether the objectives of the lesson have been achieved. The teacher can do this by asking some important questions, for instance:

- Ask students to reflect on what they learn at the end of the lesson.
- The teacher can also give activities like class work and quizzes.

b. Follow-up

- Follow-up your students' active engagement on teaching-learning process like on pair discussions, group discussions, presentations, role play, questioning and answering and record down the progress of students' engagement for further improvement.

vi. Answer for activities

Activity 3.5

Evaluate the traditional constitutions and the written imperial constitutions discussed above in light of the basic idea of constitutionalism? Discuss this question in groups and present the results to the class.

Answer

Both pre-1931 traditional constitutions such as Kibre Negest, Fetha Negest, Sirate Mengist and the 1931 written constitution and the 1955 revised constitutions did not have any idea about constitutionalism or limited system of government. Rather, these constitutions were designed to legitimize and consolidate the absolute power of the king (Emperor Haile Silassie I). For example, according to Kibre Negest , Ethiopian monarchs derived their power to rule from God and therefore they were not accountable to any secular power. The people were merely considered to be subject of the king. Individuals' and people's fundamental rights and freedoms were totally ignored in every government activities. Generally, those constitutions' principal aim was to consolidate the power of the king not to laid foundations for the fundamental rights and dignity of citizens.

Activity 3.6

Discuss the following activities in group and present your reflections to the class.

1. **Find the 1995 FDRE constitution and read in detail those fundamental constitutional principles mentioned above under chapter two of the constitution. Then, reflect what you understand about those fundamental constitutional principles to the class.**

Direction: Help students to find the constitution and read in detail those fundamental constitutional principles stated under chapter 2 of the constitution at least a day before the class. Then, let them to discuss in the class being in a group of five students and reflect their discussion results to the class.

2. **Role play a situation on how transparency and accountability are demonstrated in real life?**

Direction

Help your students to role play on transparency and accountability as explained below and according to the procedures or steps (1-9).

One of the fundamental principle of the 1995 FDRE constitution is transparency and accountability. Transparency refers to that the conducts and actions of government officials shall be open or transparent to the public, whereas accountability refers to that any government official is being responsible for any failure in official duties. Accordingly, select one student from the class acting as the chairman of Kebele 01 in your town or city. The chairman has the task of distributing 5 kg oil and sugar to the residents of the kebele one per month without any bias in a very transparent manner according to the given rules. However, one day due to his personal case the chairman cannot come to the office just on time. A large number of residents are waiting for him for a long period of time. Finally, when the chairman come to the kebele office, no one is around there. Then, the chairman feels a great sorry for this and immediately decides to distribute the oil and sugar on Sunday the whole day.

Steps for role play

- Step 1: Warm up the group – This step involves presenting students with a situation, providing examples, and having students predict what might happen.

- Step 2: Select participants – In this step, the characters and their characteristics are identified and students volunteer or the teacher assigns the roles. The teacher should not assign roles based on student suggestion, however, as that could put a student in an uncomfortable situation or stereotype the student.
- Step 3: Set the stage – A line of action and the setting are established and the roles are restated.
- Step 4: Prepare the observers – To make sure that the whole group stays involved; the teacher is encouraged to assign them tasks. For example, the observers could evaluate the realism of the role playing, respond to the effectiveness and sequences of the role players' behavior, and define the feeling and ways of thinking of the persons being portrayed.
- Step 5: Enact – The players assume the roles and spontaneously "live" the situation from beginning to end of the situation.
- Step 6: Discuss and Evaluate – In this step, the action of the role playing is reviewed, the focus is discussed, and the next enactment is developed.
- Step 7: Reenact – New interpretations of roles are shared and new possibilities for causes and effects are explored in this step.
- Step 8: Discuss and evaluate as was done in Step 6.
- Step 9: Share Experiences and Generalize – The problem situation is related to children's current problems and the real experience in a non-threatening way.

Answers for unit review exercises

Part I- True/False Questions

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

Part II-Multiple Choice Questions

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

UNIT 4

UNDERSTANDING INDIGENOUS KNOWLEDGE

Total periods: 9

Introduction

In this unit, you are going to learn about Indigenous knowledge. Indigenous knowledge is the understanding, skills or wisdoms built up by a particular society through its long history of interactions with its natural environment. Ethiopia is a home of nations and nationalities, each of which having their own rich indigenous knowledge systems that enable them to address conflicts peacefully, have strong social cohesion and cooperation, have strong culture of tolerance and conserving natural environment. This unit has three lessons. The first lesson discusses the concepts of indigenous knowledge. The second lesson deals with the roles of indigenous knowledge in producing responsible citizens. In the last lesson you will learn about roles of indigenous social institutions in solving problems of communities.

Learning outcomes:

At the end of this unit, learners will be able to:

- Understand the concept of indigenous knowledge
- Know the roles of indigenous knowledge in producing responsible citizens
- Appreciate the roles of indigenous social institutions in solving the problems of the community

No	Lessons	Specific objectives	Resources
1	The concept of indigenous knowledge	Define indigenous knowledge List different types of indigenous knowledge's practiced in your communities Describe the practices of indigenous knowledge in your community	World Bank. (1998) Indigenous Knowledge Definitions, Concepts and Applications Emeagwali G & Sefa Dei G. (2014) African Indigenous Knowledge and the Disciplines: Sense Publishers
2	The roles of indigenous knowledge in producing responsible citizens	Describe the roles of indigenous knowledge in producing responsible citizens Explain the roles of indigenous knowledge in creating responsible citizens for peace building Demonstrate the roles of indigenous knowledge practiced in your community	
3	The roles of indigenous social institutions in solving the problems of the community	List different indigenous social institutions Describe the roles of indigenous social institutions in solving the problems of the community Explain the importance of different indigenous social institutions	

LESSON 1

4.1. THE CONCEPT OF INDIGENOUS KNOWLEDGE

Time allotted: One period

4.1.1. Competencies

At the end of this lesson, students should be able to:

- ☑ *Define indigenous knowledge*
- ☑ *List different types of indigenous knowledge's practiced in your Communities*
- ☑ *Describe the practices of indigenous knowledge in your community*

4.1.2. Contents

- ➦ *The concept of indigenous knowledge.*

4.1.3. Overview

In this lesson the students will learn about the concept of indigenous knowledge. Indigenous knowledge is a knowledge that has been developed by a local people as a result of long histories of their social life and interaction with their environment Ethiopia is a country with rich indigenous knowledge systems.

4.1.4. Teaching-learning process

i. Suggested teaching aids

- Pictures
- Photographs
- The teacher is expected to use pictures and photographs as teaching-learning aids that best describes the concept of indigenous knowledge for students that are being practiced in their communities

ii. Suggested teaching methods

The teacher shall conduct teaching-learning process using the following methods:

- Brainstorming question
- Introducing the lesson
- Explanation
- Questioning
- Group discussion
- Presentation

iii. Pre-lesson preparation

Before the class begins, the teacher needs to make ready the appropriate teaching aids and teaching materials such as pictures and photographs. While doing this the teacher shall take into account the availability of students with disabilities. If they are available, the preparation shall be inclusive. The teacher has to be cautious about appropriate teaching-learning methods he/she will employ as per the allotted time.

iv. Presentation of the lesson

a. Introduction to the lesson

The teacher is expected to introduce the lesson to the students by following all appropriate procedures. The teacher will;

- Introduce objectives of the lesson to the students
- Ask the students to reflect on those brainstorming questions sated on the student textbook.
    - Have you ever seen local elders in your community when they resolve conflicts that occur between individuals?
    - Have you ever seen when sick persons or domestic animals are treated with folk medicine?
    - Can you tell the class some proverbs people in your community use to promote resolving conflicts, cooperation and mutual support, work ethics, etc.?
- If there are students with disabilities, the teacher will provide them with appropriate follow-up directions in both oral and written form to actively engage them in the teaching-learning process

b. Body of the lesson

Under the body of the lesson the teacher is expected to do the following activities in the class:

- Based on the students' reflections on brainstorming questions, discuss or present the concept indigenous knowledge by giving appropriate examples.
- Employ different lesson presentation styles such as oral and slide presentations, giving writing activities, etc. in order to accommodate students with disabilities.

c. Stabilization

Here, the teacher needs to summarize the main points of the lesson regarding the concept of indigenous knowledge.

v. Evaluation and follow-up

a. Evaluation

At the end of the lesson, the teacher will check whether objectives of the

lesson have been achieved or students' understanding of the lesson. The teacher can do this by asking some important questions, for instance,

- What is indigenous knowledge?
- What are indigenous knowledges practiced in your communities?

The teacher can also give those activities like class work and quizzes.

b. Follow-up

- Follow-up your students' active engagement on the teaching-learning process.
- Evaluate the students' reflections on the concepts of indigenous knowledge.

vi. Answer for activities

Activity 4.1

Go to your community and identify which kinds of indigenous knowledge have been practiced from those listed above and others. Then, discuss the practices of these indigenous knowledge in your community in groups containing four students each.

Direction: Give the given activity to your students as a homework. Then, tell them to identify those indigenous knowledge being practiced in their communities such as architecture, pottery, medicine, agriculture, cottage industry, conflict resolution and environmental conservations, etc. Finally, form groups containing five students each and let them to discuss their homework in the class. Then, give chance to one student from each group to reflect the results of their group discussion.

LESSON 2

4.2. THE ROLES OF INDIGENOUS KNOWLEDGE IN PRODUCING RESPONSIBLE CITIZENS

Time allotted: Four periods

4.2.1. Competencies

At the end of this lesson, students should be able to:

- ☑ *Describe the roles of indigenous knowledge in producing responsible citizens*
- ☑ *Explain the roles of indigenous knowledge in creating responsible citizens for peace building*
- ☑ *Demonstrate the roles of indigenous knowledge practiced in your community*

4.2.2. Contents

- ➦ *Peace and conflict resolutions*
- ➦ *Participations in socio-economic development*
- ➦ *Environmental conservations*

4.2.3. Overview

This lesson acquaints the students with the roles of indigenous knowledge in producing responsible citizens. Responsible citizen is a person who has the knowledge and commitment regarding his/her contributions for the betterment of his/her livelihood, the community and the country. Indigenous knowledge have significant contributions in producing responsible citizens who can contribute a lot to peace, socio-economic development and environmental conservations.

4.2.4. Teaching-learning process

i. Suggested teaching aids

- Pictures
- Photographs
- The teacher is expected to use pictures and photographs as teaching-learning aids that depicts the contributions of indigenous knowledges in producing responsible citizens.

ii. Suggested teaching methods

The teacher shall conduct teaching-learning process using the following methods:

- Brainstorming question
- Introducing the lesson
- Explanation
- Questioning
- Group discussion
- Presentation

iii. Pre-lesson preparation

Before the class begins, the teacher needs to make ready the appropriate teaching aids and teaching materials such as pictures and photographs. While doing this the teacher shall take into account the availability of students with disabilities. If they are available, the preparation shall be inclusive. The teacher has to be cautious about appropriate teaching-learning methods he/she will employ as per the allotted time.

iv. Presentation of the lesson

a. Introduction to the lesson

The teacher is expected to introduce the lesson to the students following all appropriate procedures. The teacher will:

- Introduce objectives of the lesson to the students.
- Ask the students to reflect on those brainstorming questions stated on the student textbook regarding the roles of indigenous knowledge in producing responsible citizens.
    - What do you think about the roles of indigenous knowledge in producing responsible citizens?
- If there are students with disabilities, the teacher will provide them with appropriate follow-up directions in both oral and written form to actively engage them in the teaching-learning process.

b. Body of the lesson

- The teacher needs to present the roles of indigenous knowledges in producing responsible citizens using active learning methods such as group discussion and role play.
- The teacher shall also employ different lesson presentation styles such as oral and slide presentations, role plays, giving writing activities, etc. in order to accommodate students with disabilities.

c. Stabilization

Here, the teacher needs to summarize the main points of the lesson on the roles of indigenous knowledges in producing responsible citizens.

v. Evaluation and follow-up

a. Evaluation

At the end of the lesson the teacher will check whether the objectives of the lesson have been achieved. The teacher can do this by asking some important questions, for instance,

- What are the roles of indigenous knowledges in producing responsible citizens?

- The teacher can also give activities like class work, quizzes, assignment as evaluations.
- Give the chance to students with disabilities to reflect on the roles of indigenous knowledges in producing responsible citizens.

b. Follow-up

- Follow-up your students' active engagement on the teaching-learning process.
- Observe the students' reflections on the roles of indigenous knowledges in producing responsible citizens.
- Record learners' progress on the teaching-learning process of the lesson of the day for further improvements.

vi. Answer for activities

Activity 4.2

Being in groups containing five students each and ask local elders about the practices and the roles of those indigenous conflict resolution mechanisms mentioned above and others found in your community in resolving conflicts and ensuring sustainable peace. Then, present your findings to the class.

Direction: The teacher is expected to perform the following activities during the facilitation of this activity.

- Form groups as stated in the activity
- Set the schedule for an activity,
- Orient students how to ask local elders about the stated issue and write report about what they will get.
- Finally, let them to present their report in the class.

Role play

Role-play an indigenous conflict resolution mechanism which is commonly practiced in your community. Then, demonstrate it in the class.

Direction

- Ask students to reflect on what they know about indigenous conflict resolutions mechanisms which are being practiced in their community.

- Select two students and let them to act as they conflict with each other (not real conflict) over a particular case, may be a chair, reference book or any other case.
- Select two or three students who can reconcile conflicted students as local elders.
- Let students selected as elders to share tasks (who should do what?) in the process of conflict resolution.
- Orient all students to practice the given role play activity once before the class.
- Aware other students to follow the role play attentively and reflect on what they learn from the role play at the end.
- Ask other students to give feedbacks on the role play, the strength and weakness or if there is something missed.
- Give warm appreciation for the students who participate on the role play. This is also important to motivate other students to do the next similar activities.

Activity 4.3

Do questions no. 1 as group work and question no. 2 as individual assignment.

1. Everyone likes and uses different products produced by indigenous technologies in our community. For instance, you can take pottery products and weaving products. But, there is a serious negative attitude towards those who produce them. How do you see this contradictory assertion of loving the products without love to the producers?

Direction

- Let your students discuss in detail the indigenous technologies practiced in their communities. Then, ask them to share ideas about the negative attitudes existing in their community towards individuals who engage on these activities.
- Finally, ask students to suggest the possible solutions for this problem.

2. On the weekend (Saturday and Sunday) observe one indigenous

technology, for example pottery, weaving, or tannery, or wood carving that is practiced in your area and present to the class what you learned from your observations.

Direction

- Let students to form groups in a way it is appropriate for observation
- Help your students to set observation schedule on the two days. It is better if you recommend them to make it on Saturday, because it may be difficult to get these peoples at their work place on Sunday (the need to take rest or for spiritual purposes)
- Help your students to prepare observation checklists focus on:
- When it was started;
- Its socio-economic benefits
- Types of products
- The challenges that peoples who engage in these activities may face?
- Ask students don't forget to take pictures during observation
- Ask them to report their observation results to the class.

Activity 4.4

Do the following question being in a group and present the result to the class

- **What are the indigenous environmental conservation mechanisms practiced in your community? What are the lessons you may learn from them?**

Direction

- Form a group consisting of five students and let them to discuss on the question as per the given time.
- Ask the students to reflect the results of their group discussion.

LESSON 3

4.3 THE ROLES OF INDIGENOUS SOCIAL INSTITUTIONS IN SOLVING PROBLEMS OF COMMUNITIES

Time allotted: Four periods

4.3.1. Competencies

At the end of this lesson, students should be able to:

- ☑ *List different indigenous social institutions*
- ☑ *Describe the roles of indigenous social institutions in solving the problems of the community*
- ☑ *Explain the importance of different indigenous social institutions*

4.3.2. Contents

- *Iddir*
- *Iqqub*
- *Debo/Jigie*
- *Mahber/Senbete*
- *Siinqee*

4.3.3 Overview

In this lesson students will learn about the roles of social institutions in solving community problems. In Ethiopia indigenous social institutions have significant contributions to the day to day life activities of the society. They provide different socio-economic services to the members and other needy peoples in the community. There are different types of social institutions in Ethiopia that have been practiced for a long period of time among different sections of the society. Some of them are, Iddir, Iqqub, Debo/Jigie, Mahber/Senbete, Siinqee.

4.3.4 Teaching-learning process

i. Suggested teaching aids

- Pictures
- Photographs
- The teacher is expected to use pictures and photographs as teaching-learning aids that show the roles of social institutions in solving community problems

ii. Suggested teaching methods

The teacher shall conduct teaching-learning process using the following methods:

- Brainstorming question
- Introducing the lesson
- Explanation
- Questioning
- Group discussion
- Presentation

iii. Pre-lesson preparation

Before the class begins, the teacher needs to make ready the appropriate teaching aids and teaching materials such as pictures and photographs. While doing this the teacher shall take into account the availability of students with disabilities. If they are available, the preparation shall be inclusive. The teacher has to be cautious about the appropriate teaching-learning methods he/she will employ as per the allotted time.

iv. Presentation of the lesson

a. Introduction to the lesson

The teacher is expected to introduce the lesson to the students following all appropriate procedures. The teacher will:

- Introduce objectives of the lesson to the students.
- Ask the students to reflect on those brainstorming questions sated on the student textbook.
    - Do you know something about Iddir, Iqub, Debo/Jigie, Mahber/ Senbete, etc in your communities?
    - What are the roles of these indigenous social institutions?
- If there are students with disabilities, the teacher will provide them with appropriate follow-up directions in both oral and written form to actively engage them in the teaching-learning process.

b. Body of the lesson

The teacher needs to present the roles of indigenous social institutions in solving the problems of the community using active learning methods such as pair discussion, group discussion.

c. Stabilization

Here, the teacher needs to summarize the main points of the lesson on the roles of social institutions in solving community problems.

v. Evaluation and follow-up

a. Evaluation

At the end of the lesson, the teacher will check whether the objectives of the lesson have been achieved. The teacher can do this by asking some important questions, for instance,

- What are the indigenous social institutions that are being practiced in your community?
- What are the roles of social institutions in solving community problems?

The teacher can also give activities like class work, quizzes, assignment as evaluations.

b. Follow-up

- Follow-up students' active engagement on the teaching-learning process.
- Observe the students' reflections on the roles of social institutions in solving community problems.
- Record learners' progress on the teaching-learning process of the lesson of the day for further improvements.

vi. Answer for activities

Activity 4.5

Group Assignment

Do the following questions as group assignment and then present to the class.

1. What do you learn from the indigenous social institutions discussed above?

Direction

- Tell students to write what they learn from those indigenous social institutions discussed in their textbook.

2. Identify any social institution practiced in your community, but not discussed above and present it to the class.

Direction

It is difficult to discuss the indigenous social institutions practiced in each and every community in Ethiopia. The possible mechanism to cover this gap is to give students this kind of assignment and other additional activities by respective teacher. Thus, the teacher shall ask his/her students to do this assignment seriously and present it to the class. As it is clearly stated in the question, the students should focus on those indigenous social institutions not discussed on their textbook.

Answers for Unit Review Questions

Part I- True/False questions

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

Part II- Multiple choice questions

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

Part III- Short answers

1. There has been marginalization or exclusion of peoples engaged in indigenous technologies such as pottery, weaving, iron smith, leather products, etc. The communities considered these peoples as they have evil spirit or called 'buda' by local language. As a result, they are marginalized, excluded and abused in different social activities. They are not equally treated with other peoples.
2. In order to prevent the negative societal attitudes towards peoples engaged in indigenous technologies creating awareness among the societies is very important. Accordingly, all concerned bodies such as local government institutions, religious institutions, schools and others should work strongly on awareness creation among the communities and empowering these peoples.

UNIT 5

MULTICULTURALISM IN ETHIOPIA

Total periods: 10

Introduction

In Learn unit 4 you learnt about the concept and roles of indigenous knowledge and social capital in solving community problems. In unit 5, you are going to learn about the concept and importance of multiculturalism and diversity demonstrating multiculturalism in diversified society. Some people think that multiculturalism is challenges to national unity. But this is not correct understanding of multiculturalism concept. In multicultural society, multiculturalism is taken as appropriate means to create national unity in diversity. This unit mainly deals with understanding the concept of multiculturalism and pillars of multicultural societies. Thus, it is so relevant and more interesting to appreciate and accommodate the religious and ethnic diversity in our county.

Learning outcomes:

At the end of this unit, learners will be able to:

- Understand the concept of multiculturalism
- Know pillars of multicultural societies
- Appreciate the existence of cultural diversities
- Demonstrate the culture of accommodating cultural diversity

No	Lessons	Specific objectives	Resources
1	Understanding of culture	Define culture Display the values of cultural diversity in a country	• Turner, Terence 1993. 'Anthropology and Multiculturalism: Cultural Anthropology 8(4): 411-429 • Parekh, Bhibu. 2000. Rethinking multiculturalism: Cultural diversity and political theory. Cambridge: Cambridge University Press • Banting, K. & Kymlicka, W. (2013). Is there really a retreat from multiculturalism policies? New evidence from the Multiculturalism Policy Index. Comparative European Politics, 11(5), 577–598 • Lijphart, A. (1975). The Politics of Accommodation: Pluralism and Democracy in the Netherlands (2nd ed.). Berkeley: University of California Press.
2	The concept of Multiculturalism	Define multiculturalism Explain the importance of multiculturalism in diverse society Practice multiculturalism as a viable policy for peaceful co-existence in a culturally diverse society	
3	Pillars of multicultural societies	Identify the basic pillars of multiculturalism Explain forms of diversity demonstrating multiculturalism Evaluate how differences are being accepted, respected and tolerated in your society	
4	Major forms of diversity demonstrating Multiculturalism	Identify the basic elements of diversity in multiculturalism Explain forms of diversity demonstrating multiculturalism Seek to develop multicultural behaviors amidst major forms of diversity	

LESSON 1

5.1. UNDERSTANDING CULTURE

Time allotted: One period

5.1.1. Competencies

At the end of this lesson, students should be able to:

- ☑ *Define culture*
- ☑ *Display the values of cultural diversity in a country*

5.1.2. Contents

- ➦ *The Meaning of culture*

5.1.3. Overview

In this lesson, students are going to learn about the concept of culture and cultural diversity. First they will learn about the general meaning of the concept of culture. Then they will discuss the term cultural values and cultural diversity. There is no society without culture and cultural values that differentiate one community from the others. People naturally use their own culture as the standard to judge other cultures because culture is the lens

with which we evaluate what is proper or improper, normal or abnormal. So, culture is;

- The mirrors using which the members of the cultural groups identify themselves in the society.
- What shapes our identity and influences our behavior; our way of being, to the shared language, beliefs, values, norms, and behaviors that passed from one generation to the next.
- It includes rituals, customs, celebrations, dress code, language, mode of relationship between and among the people, etc.

All societies have their own cultural values and every society has its own cultural practices and distinct ways of life or lifestyles. Cultural diversity is the common features of diversified society. Thus, cultural diversity refers to;

- Differences between individuals on any attribute on the basis of race, ethnicity, language, religion, gender, sexual orientation, and social status.
- Diverse ideas, perspectives and beliefs that enhance our vision for a better society.

5.1.4. Teaching-learning process

i. Suggested teaching aids

- Symbols of popular Ethiopian people's cultures
- Cultural dressing style photos
- Diagrams

ii. Suggested teaching methods

- Brainstorming questions
- Questioning
- Introduction and explanation
- Group discussion
- Presentation

Note: the selected teaching methods that are included in the lesson are prescribed in the general information for the teacher presented on the first page of this guide.

iii. Pre-lesson preparation

Before you begin teaching the lessons obtain photographs, diagrams, and other teaching materials including for students with disabilities. The school pedagogical center officer could provide such materials and teaching aids. Providing students with disabilities well organized lecture note or handouts, audio records before the class. The teacher shall also be careful about the appropriate teaching-learning methods he/she will employ as per the allotted time from the beginning up to the end of the class.

iv. Presentation of the lesson

a) Introduction to the lesson

You might start your lesson by introducing daily lesson to the students, revise the previous lessons and asking brainstorming questions as starter activities to make students curious and draw their attention to the lesson. Provide students with disabilities with appropriate follow-up to actively engage in the teaching-learning process.

Starter activities

You may begin the lesson by asking brainstorming questions (starter activities) stated on the students' textbook like;

- What is culture?
- What constitutes culture?
- Are cultures uniform across all societies?

b) Body of the lesson

Under the body of the lesson the teacher is expected to do the following activities in the class:

- Based on the students' reflections on brainstorming questions, define and explain the concept of culture.
- Discuss the elements of culture and cultural diversity by providing relevant examples
- The teacher shall also employ different lesson presentation styles such as oral and slide presentations, role plays, giving writing activities, etc. in

order to accommodate students with disabilities.

c) Stabilization

Give a short summary of the following points

- The meaning of culture and cultural diversity given by different scholars
- The definition of culture especially the most common definition of culture.
- The elements of culture and nature of cultural diversity in the society
- Ways of promoting cultural diversity in our society

v. Evaluation and follow-up

a) Evaluation

At the end of the lesson, make sure that your students have understood the essential concepts of the lesson by asking questions and giving them tasks like the following

- What is the meaning and concepts of culture?
- What is the meaning and concepts of cultural diversity?
- What is the significance of culture for the society?

b) Follow-up

Under this lesson the teacher shall:

- Follow-up or observe his/her students' active engagement in lesson presentations, taking notes, doing class activities and different learning needs of the students.

vi. Answer for activities

Activity 5.1

Direction: Form the students in cross-over group and make them to discuss on activity under presented on the student textbook. While making the students to discuss and share their ideas tell them the time duration for group discussion and what they will do after completing their tasks. Give hints for the students on the topic they are going discuss and help them to make the discussion more engaging. Make the students to present for the class and summarize the point of discussion finally.

LESSON 2

5.2. THE CONCEPT OF MULTICULTURALISM

Time allotted: Two periods

5.2.1. Competencies

At the end of this lesson, students should be able to:

- ☑ *Define multiculturalism*
- ☑ *Explain the importance of multiculturalism in diverse society*
- ☑ *Practice multiculturalism as a viable policy for peaceful co-existence in a culturally diverse society*

5.2.2. Contents

- ➦ *The concept of multiculturalism*

5.2.3. Overview

You might start your lesson by introducing daily lesson to the students, revise the previous lessons and asking brainstorming questions as starter activities to make students curious and draw their attention to the lesson. Provide

students with disabilities with appropriate follow-up to actively engage in the teaching-learning process.

Starter activities

You may begin the lesson by asking brainstorming questions (starter activities) stated on the students' textbook like

- Have you ever heard the term 'multiculturalism'?
- What is multiculturalism?

In this lesson, students are going to learn about the concept of multiculturalism. First they will learn about the general meaning of multiculturalism. Then they will discuss the values and basic principles of multiculturalism.

The term multiculturalism is often used interchangeably with the term "culturally diversity" Cultural diversity is a system of beliefs and behaviors that recognizes and respects the presence of all diverse groups in a society, acknowledges and values their socio-cultural differences where there is;

- Recognition of the abundant diversity of cultures and respect for the differences.
- Acknowledging the validity of different cultural expressions and contributions.
- Empowering people to strengthen themselves and others to achieve their maximum potential by being critical of their own biases and
- Tolerating and appreciating differences in order to bring about unity through diversity.
- In a multicultural society, multiculturalism could be developed into ethnocentrism if it is not properly managed.

5.2.4. Teaching-learning process

i. Suggested teaching aids

- Photos or Symbols of religious signs and ceremony of cultural practices and events.

ii. Suggested teaching methods

- Brainstorming questions
- Questioning
- Introduction and explanation
- Group discussion
- Presentation

Note: the selected teaching methods that are included in the lesson are prescribed in the general information for the teacher presented on the first page of this guide.

iii. Pre-lesson preparation

Before you begin teaching the lessons obtain photographs, diagrams, and other teaching materials including for students with disabilities. The school pedagogical center officer could provide such materials and teaching aids. Providing students with disabilities well organized lecture note or handouts, audio records before the class. The teacher shall also be careful about the appropriate teaching-learning methods he/she will employ as per the allotted time from the beginning up to the end of the class.

iv. Presentation of the lesson

a) Introduction to the lesson

- Introduce the lesson by giving the definitions of multiculturalism.
- Be sure the students understand the objectives of the lesson.
- You may ask questions such as: how do you define multiculturalism by your own understanding?

b) Body of the lesson

Under the body of the lesson the teacher is expected to do the following activities

- Based on the students' reflections on brainstorming questions, define and explain the concept of multiculturalism.
- Discuss the basic features of multicultural society with relevant local examples
- The importance of multiculturalism and multicultural issue

understanding in the society

- The teacher shall also employ different lesson presentation styles such as oral presentations, giving writing activities, etc. in order to accommodate students with disabilities.

c) Stabilization

Give a short summary of the following points

- The meaning of multiculturalism
- The importance of multiculturalism and multicultural issue understanding
- Multiculturalism and accommodate diversity or management of diversity

v. Evaluation and follow-up

a) Evaluation

At the end of the lesson, make sure that your students have understood the essential concepts of the lesson by asking questions and giving them tasks like the following

- What is the meaning and concepts of multiculturalism?
- What is the meaning and concepts of mono-culturalism?
- What is the importance of multiculturalism for diverse society?

b) Follow-up

Under this lesson the teacher shall:

- Follow-up or observe his/her students' active engagement in doing the given case study questions, activities, group discussions and presentations

Make sure that you are always grading and rating the students' activities, levels of participation and quiz results.

vi. Answer for project work

Direction: Let the students to be in pair and gather information about their community cultural diversity and multiculturalism and answer questions provided under the project work on the student textbook. Finally, summarize presentation on activity questions and conclude the lesson after hearing student reflection.

LESSON 3

5.3 PILLARS OF MULTICULTURAL SOCIETIES

Time allotted: Three periods

5.3.1. Competencies

At the end of this lesson, students should be able to:

- ☑ *Identify the basic pillars of multiculturalism*
- ☑ *Explain forms of diversity demonstrating multiculturalism*
- ☑ *Evaluate how differences are being accepted, respected and tolerated in your society*

5.3.2. Contents

- ➦ *Basic pillars of multiculturalism*

5.3.3. Overview

You might start your lesson by introducing daily lesson to the students, revise the previous lessons and asking brainstorming questions as starter activities

to make students curious and draw their attention to the lesson. Provide students with disabilities with appropriate follow-up to actively engage in the teaching-learning process.

Starter activities

You may begin the lesson by asking brainstorming questions (starter activities) stated on the students' textbook like;

- What are the basic principles used to manage diversity in multicultural societies?
- How do you define multiculturalism by your own understanding?

Multiculturalism is a body of thought about the proper way to respond to cultural and religious diversity. It is a system of belief and behavior used to recognize and respect the presence of all diverse groups in a society. There are basic principles that are used to treat or deal with diversity as pillars of multicultural societies. To understand and properly respond to cultural diversity in the society, these basic principles must be observed are;

- Acknowledges and values their socio-cultural differences
- Accepting and respecting differences
- Tolerance and appreciation to differences
- Diversity accommodation

Multicultural society displays all these varieties of diversities, though in different combinations and proportions. Cultural pluralism, cultural diversity and multiculturalism are the terms very commonly used to describe societies of different cultures, religions, languages and races.

Accommodating diversity is attainable in plural states through developing a "multicultural federalism." In this context, multicultural federalism means, all federal arrangement for the societies with major cultural cleavages, be it of ethnic, religious, linguistic nature, designated and designed to accommodate given multicultural differences.

5.3.4. Teaching-learning process

i. Suggested teaching aids

- Photos or Symbols of religious signs and ceremony of cultural practices and events.

ii. Suggested teaching methods

- Brainstorming questions
- Questioning
- Introduction and explanation
- Group discussion
- Presentation

Note: the selected teaching methods that are included in the lesson are prescribed in the general information for the teacher presented on the first page of this guide.

iii. Pre-lesson preparation

Before you begin teaching the lessons obtain photographs, diagrams, and other teaching materials including for students with disabilities. The school pedagogical center officer could provide such materials and teaching aids. Providing students with disabilities well organized lecture note or handouts, audio records before the class. The teacher shall also be careful about the appropriate teaching-learning methods he/she will employ as per the allotted time from the beginning up to the end of the class.

iv. Presentation of the lesson

a) Introduction to the lesson

- Under the body of the lesson the teacher is expected to do the following activities:
- Based on the students' reflections on brainstorming questions, describe and explain the common features of multicultural societies.
- Outline basic pillars of multiculturalism

b) Body of the lesson

Under the body of the lesson the teacher is expected to do the following activities;

- Identify the basic pillars of multiculturalism

- Discuss the basic features of multicultural society
- Explain the importance of multiculturalism and diversity accommodation
- Explain forms of diversity demonstrating multiculturalism
- Explain how and why diversity accommodation and management multicultural society with examples
- The teacher shall also employ different lesson presentation styles such as gaped lecture, question and answering, etc. in order to accommodate students with different learning needs.

c) Stabilization

Give a short summary of the following points

- Basic principle of multiculturalism;
    - Accepting differences
    - Respecting differences
    - Tolerance of differences
    - Appreciating differences

v. Evaluation and follow-up

a) Evaluation

At the end of the lesson, make sure that your students have understood the essential concepts of the lesson by asking questions and giving them tasks like the following

- What are the basic principles of multiculturalism?
- How differences must be treated and managed in multicultural societies?
- What is the importance of multiculturalism for national unity of a state?

b) Follow-up

Under this lesson the teacher shall:

- Check the students' understanding of the lesson by giving them an exercise to do independently.
- Follow-up or observe his/her students' active engagement in doing the given case study questions, activities, group discussions and presentations.

LESSON 4

5.4 MAJOR FORMS OF DIVERSITY DEMONSTRATING MULTICULTURALISM

Time allotted: Four periods

5.4.1. Competencies

At the end of this lesson, students should be able to:

- ☑ *Identify the basic elements of diversity in multiculturalism*
- ☑ *Explain forms of diversity demonstrating multiculturalism*
- ☑ *Seek to develop multicultural behaviors amidst major forms of diversity*

5.4.2. Contents

- ➦ *Major Forms of Diversity*

5.4.3. Overview

You might start your lesson by introducing daily lesson to the students, revise the previous lessons and asking brainstorming questions as starter activities to make students curious and draw their attention to the lesson. Provide students with disabilities with appropriate follow-up to actively engage in the teaching-learning process.

Starter activities

You may begin the lesson by asking brainstorming questions (starter activities) stated on the students' textbook like;

- What are the major forms of diversity demonstrating multiculturalism?
- What makes Ethiopia multicultural society and multinational state?

Multicultural societies are characterized by existence of cultural, ethnic and religious diversities to be recognized, accepted, respected and celebrated. There is diversity and distinctions among the peoples' in gender, culture, religion, ethnicity and socioeconomic background. Ethiopia is a country, of diversity and the major forms of diversity demonstrated includes; ethnic diversity, cultural diversity, linguistic diversity, and religious diversity.

5.4.4. Teaching-learning process

i. Suggested teaching aids

- Photos or Symbols of religious signs and ceremony of cultural practices and events.

ii. Suggested teaching methods

- Brainstorming questions
- Questioning
- Introduction and explanation
- Group discussion
- Presentation

Note: the selected teaching methods that are included in the lesson are prescribed in the general information for the teacher presented on the first page of this guide.

iii. Pre-lesson preparation

Before you begin teaching the lessons obtain photographs, diagrams, and other teaching materials including for students with disabilities. The school pedagogical center officer could provide such materials and teaching aids. Providing students with disabilities well organized lecture note or handouts, audio records before the class. The teacher shall also be careful about the appropriate teaching-learning methods he/she will employ as per the allotted time from the beginning up to the end of the class.

iv. Presentation of the lesson

a) Introduction to the lesson

- Introduce the lesson by listing major diversity demonstrating multiculturalism like ethnicity, religion, gender, multilingualism.
- Be sure the students understand the objectives of the lesson.
- You may ask questions such as: how do you define ethnicity, religion, gender and multilingualism by your own words?

b) Body of the lesson

- Following the responses of your students, try to give explanation of ethnicity, religion, gender and multilingualism.
- Explain how and why diversity demonstrating multiculturalism must be recognized and respected in diversified societies.

c) Stabilization

Give a short summary of the following points

- Ethnicity
- Religion
- Gender
- Multilingualism

v. Evaluation and follow-up

a) Evaluation

At the end of the lesson, make sure that your students have understood the essential concepts of the lesson by asking questions and giving them tasks like the following

- What is ethnic diversity?
- What is language diversity?
- What is religious diversity?

b) Follow-up

Under this lesson the teacher shall:

- Check the students' understanding of the lesson by giving them exercises to do independently.
- Follow-up or observe his/her students' actively following lesson presentations, taking notes and different learning needs of the students.

Answers for Unit Review Questions

Part I- True/False questions

1. False 2. True 3. True

Part II- Multiple choice questions

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

UNIT 6

NATIONAL UNITY THROUGH DIVERSITY

Total periods: 7

Introduction

In unit 5 you learnt about the importance and roles of multiculturalism and multicultural issue, understanding diversity and accommodating it in diversified societies. In unit 6, you are going to learn about the nature and importance of national unity through diversity as a nation building approach. This unit mainly deals with the importance of national unity within diversity and appropriate diversity management policy in multicultural society. Thus, this unit is very interesting to create and uphold our county's national unity and national identity within the current diverse Ethiopian societies.

Learning outcomes:

At the end of this unit, learners will be able to:

- Know the concept of unity in diversity
- Appreciate the beauty of unity in diversity
- Recognize the balance between diversity and unity
- Develop the habits of accommodating diversity

No	Lessons	Specific objectives	Resources
1	Unity in diversity	Define unity in diversity Explain the importance of unity in diversity Uphold unity in diversity to forge common identity in Ethiopia	• Nyiri, Nicolas A.; Preece, Rod (1977), Unity in Diversity, vol. 1, Waterloo, Ontario, Canada: Wilfrid Laurier University Press, ISBN 978-0-88920-058-6, retrieved 2012-02-14 • Lalonde, Roxanne (April 1994), " Unity in Diversity: Acceptance and Integration in an Era of Intolerance and Fragmentation, Ottawa, Ontario, Carleton University, retrieved 2014 • Godbout, Adelard (April 1943), "Canada: Unity in Diversity", Foreign Affairs, 21 (3): 452 • Effendi, Shoghi (1938), The World Order of Bahá'u'lláh, Wilmette, Illinois: Bahá'í Publishing Trust, ISBN 978-0-87743-231-9, retrieved 2014-0 • Assefa Fiseha (2007) Federalism and The Accommodation of Diversity in Ethiopia. Wolf Legal Publisher (WLP): Netherlands. • Elazar, Daniel J (1996) "Federalism, Diversity and Rights" in Ellis and G. Alan Tarr Federalism & Right., USA :Rowman and little field-publishers.
2	Elements of Diversity	List the basic elements of diversity within a society Describe the importance of diversity accommodation	
3	Accommodation of Diversity	Identify appropriate means to accommodate diversity Explain the importance of diversity accommodation Exhibit behaviors of accommodating cultural diversity	
4	The importance of diversity management in Ethiopia	Describe ways of diversity management in Ethiopia Explain the importance of diversity management in Ethiopia	

LESSON 1

6.1. UNITY IN DIVERSITY

Time allotted: One period

6.1.1. Competencies

At the end of this lesson, students should be able to:

- ☑ *Define unity in diversity*
- ☑ *Explain the importance of unity in diversity*
- ☑ *Uphold unity in diversity to forge common identity in Ethiopia*

6.1.2. Contents

- ➦ *The Meaning of Unity in diversity*

6.1.3. Overview

In this lesson, students are going to learn about the concept of diversity. First they will learn about the general meaning of the concept of national unity. Then they will discuss the term unity in diversity. Maintaining unity within diversity is the national agenda of many states in different degrees. To effectively accommodate diversity and develop common national identity 'unity in diversity is believed to be the right approach.

Unity in diversity

- Is a concept of unity without uniformity and diversity without fragmentation.
- Means oneness in which peoples of many religions, races, cultures and traditions live together.
- Is a situation where people from different religions, tribes, and cultures living as undivided nation.
- Is used as a means to manage diversity issues to build national unity and common identity out of diversity.

Diversity

- Is based on tolerance of physical, cultural, linguistic, social, religious etc. differences
- Is the idea of unity in diversity not about uniformity. Rather, diversity serves as a unifying principle and an expression of harmony and unity between dissimilar groups.

National unity

- Is about accepting peoples of different backgrounds as members of one nation who agreed to live together in harmony.
- Is a feeling of oneness across the entire country. It can be understood as the process of unifying a society to make it harmonious. This may include national cohesion, national integration, nation building and social solidarity and a relationship of community among people within the same political entity.
- Therefore, national unity within one state is taken as building block for

state-building or nation-building and state formation processes.

Unity in diversity is very useful for a diverse country and there must be a balance between diversity and unity. This needs proper understanding of diversity issues and designing right policy for diversity accommodation.

6.1.4. Teaching-learning process

i. Suggested teaching aids

- Pictures or symbols of national heritage and Ethiopian flag, etc.

ii. Suggested teaching methods

- Brainstorming questions
- Questioning
- Introduction and explanation
- Group discussion
- Presentation

Note: the selected teaching methods that are included in the lesson are prescribed in the general information for the teacher presented on the first page of this guide.

iii. Pre-lesson preparation

Before you begin teaching the lessons obtain photographs, diagrams, and other teaching materials including for students with disabilities. The school pedagogical center officer could provide such materials and teaching aids. Providing students with disabilities well organized lecture note or handouts, audio records before the class. The teacher shall also be careful about the appropriate teaching-learning methods he/she will employ as per the allotted time from the beginning up to the end of the class.

iv. Presentation of the lesson

a) Introduction to the lesson

You might start your lesson by introducing daily lesson to the students, revise the previous lessons and asking brainstorming questions to make students curious and draw their attention to the lesson. Provide students with disabilities with appropriate follow-up to actively engage in the

teaching-learning process. The teacher shall also employ different lesson presentation styles such as gaped lecture, question and answering, etc. in order to accommodate students with different learning needs.

Therefore, you may begin the lesson by asking questions as starter activities like:

- What is national unity?
- How to maintain unity within diversity?
- How do you define unity in diversity by your own understanding?

b) Body of the lesson

- Following the responses of the students, try to define and describe the term unity, national unity, diversity and unity in diversity one by one and their relationships.
- Explain the importance of maintaining national unity in diversity in multicultural society with examples.
- Explain how to achieve unity in diversity in heterogeneous society

c) Stabilization

Give a short summary of the following points

- Unity
- Diversity
- National unity
- Unity in diversity
- Balance between unity and diversity

v. Evaluation and follow-up

a) Evaluation

At the end of the lesson, make sure that your students have understood the essential concepts of the lesson by asking questions and giving them tasks like the following

- What is the meaning and concepts of national unity?
- What is the meaning and concepts of unity within diversity?

- What is the significance of unity within diversity for diverse society?

b) Follow-up

- Follow-up or observe his/her students' actively following lesson presentations, taking notes and different learning needs of the students.
- Check the students' understanding of the lesson by asking them oral or written questions from the lesson learnt.
- Make sure that you are always grading and rating the students' activities, levels of participation and quiz results.

vi. Answer for activities

Activity 6.1

Direction: Let the student to write issues that need unity and differences to maintain a balance between unity and diversity in current Ethiopia under activity 6.1 student textbook on their exercise books. Then make the student to exchange their exercise book and cross check with each other's. Finally, write issues that need unity and diversity on the blackboard for the student as indicated below.

No.	*Unity*	*No.*	*Diversity*
1	National unity	1	Speaking different languages
2	Respect for national flag	2	Hold different belief and value system
3	Loyalty to our country	3	Believe in different religions
4	National sovereignty	4	Have and celebrate different cultures
5	Peace and development	5	Respect and support cultural identity
6	Communal identity	6	Identify ourselves with our ethnic identity or ethnic group identity
7	Support for Great Ethiopian Renascence Dam (GERD)	7	Promote and respect indigenous societies culture
8	Respect for territorial integrity	8	Have different historical background

LESSON 2

6.2. ELEMENTS OF DIVERSITY

Time allotted: Two periods

6.2.1. Competencies

At the end of this lesson, students should be able to:

- ☑ *List the basic elements of diversity within a society*
- ☑ *Describe the importance of diversity accommodation*

6.2.2. Contents

- ➦ *Elements of Diversity*

6.2.3. Overview

In previous lesson, learnt about the concept of diversity. First they will learn about the general meaning of the concept of diversity. Today you will discuss the basic elements of diversity. Celebrating unity through diversity means we can achieve unity by acknowledging and respecting the rich diversity that exists in our society today.

- It allows people of different religions, and cultures to live together peacefully.
- It is used to signify unity among individuals who have certain differences among them on the basis of culture, language, ideology, religion, ethnicity, etc.
- Diversified societies are characterized by multiculturalism, political pluralism, religious diversity and multilingualism as elements of diversity.

The major element of diversity characterizing culturally diverse society includes presence of diverse cultural, religious, ethnic, linguistic and etc., groups.

Cultural diversity

- It refers to the view that cultures, races, and ethnicities, particularly those of minority groups, deserve special acknowledgment of their differences within a dominant political culture.

Religious diversity

- Religious diversity is one of the common features indicating existence of diverse religions and belief systems in the society.
- Religious diversity is the fact that there are significant differences in religious beliefs and practices.

Linguistic diversity

- If the people of a particular society interact with others by making use of a variety of languages, the society can be said to have linguistic diversity
- Language is one of the most important aspects of culture and a society in which people speak in different languages can promote cultural diversity.
- Multilingualism is the ability of an individual or a community of speakers to communicate effectively with different languages.

Multiculturalism

- Cultural pluralism, cultural diversity and multiculturalism are the terms very commonly used to describe societies of different cultures, religions,

languages and races.

- The presence of many and different communities are common in these terms plural, diverse and multiculturalism

6.2.4. Teaching-learning process

i. Suggested teaching aids

- Photos or Symbols of religious signs and ceremony of cultural practices and events.

ii. Suggested teaching methods

- Brainstorming questions
- Questioning
- Introduction and explanation
- Group discussion
- Presentation

Note: the selected teaching methods that are included in the lesson are prescribed in the general information for the teacher presented on the first page of this guide.

iii. Pre-lesson preparation

Before you begin teaching the lessons obtain photographs, diagrams, and other teaching materials including for students with disabilities. The school pedagogical center officer could provide such materials and teaching aids. Providing students with disabilities well organized lecture note or handouts, audio records before the class. The teacher shall also be careful about the appropriate teaching-learning methods he/she will employ as per the allotted time from the beginning up to the end of the class.

iv. Presentation of the lesson

a) Introduction to the lesson

You might start your lesson by introducing daily lesson to the students, revise the previous lessons and asking brainstorming questions to make students curious and draw their attention to the lesson. Provide students with disabilities with appropriate follow-up to actively engage in the

teaching-learning process. The teacher shall also employ different lesson presentation styles such as gaped lecture, question and answering, etc. in order to accommodate students with different learning needs. Therefore, you may begin the lesson by asking questions as starter activities like:

- How do you define cultural diversity by your own understanding?
- What are elements of diversity?

b) Body of the lesson

- List and describe the basic elements of diversity in detail
- Explain the importance of diversity accommodation
- Explain how to accommodate diversity in multicultural society

c) Stabilization

Give a short summary of the following points

- The meaning of diversity given by different scholars
- Major element of diversity
- Concept of cultural diversity
- Concept of religious diversity
- Concept of language diversity
- Concept of multiculturalism

v. Evaluation and follow-up

a) Evaluation

At the end of the lesson, make sure that your students have understood the essential concepts of the lesson by asking questions and giving them tasks like the following

- What are the major elements of diversity?
- What is diversity accommodation?

b) Follow-up

- Follow-up or observe his/her students' actively following lesson presentations, taking notes and different learning needs of the students.

- Check the students' understanding of the lesson by asking them oral or written questions from the lesson learnt.
- Make sure that you are always grading and rating the students' activities, levels of participation and quiz results.
- Check the students' understanding of the lesson by giving them exercises to do independently.

Answer for activity 6.2

Direction: Form the students in to 4 or 5 groups make them to discuss on activity under 6.2. While making the student to discuss in group the teacher must give hints for the students and help them to make the discussion more engaging. Finally, summarize the point of discussion and conclude the lesson after hearing student presentation.

LESSON 3

6.3. ACCOMMODATION OF DIVERSITY

Time allotted: Two periods

6.3.1. Competencies

At the end of this lesson, students should be able to:

- ☑ *Identify appropriate means to accommodate diversity*
- ☑ *Explain the importance of diversity accommodation*
- ☑ *Exhibit behaviors of accommodating cultural diversity*

6.3.2. Contents

- ➦ *The meaning of diversity accommodation*

6.3.3. Overview

In previous lesson, you have learnt about the elements of diversity. Today you will discuss about the meaning and importance of diversity accommodation. Accommodation of diversity has been adopted as opposed to national integration as distinct strategy to deal with cultural diversity. Diversity

management is a process intended to create and maintain a positive work environment where the similarities and differences of individuals are valued. In short diversity accommodation is;

- It is the policy approach deals diversity issues aimed at cultural accommodation and national integration in nation building process.
- It can be achieved when the society's components demonstrate mutual acceptance of differences within the society; and respect for the consequences of these differences.
- In plural states it can be achieved through "multicultural federalism" to accommodate ethnic, religious and linguistic differences.

6.3.4. Teaching-learning process

i. Suggested teaching aids

- Pictures
- Charts
- Diagrams

ii. Suggested teaching methods

- Brainstorming questions
- Questioning
- Introduction and explanation
- Group discussion
- Presentation

Note: the selected teaching methods that are included in the lesson are prescribed in the general information for the teacher presented on the first page of this guide.

iii. Pre-lesson preparation

Before you begin teaching the lessons obtain photographs, diagrams, and other teaching materials including for students with disabilities. The school pedagogical center officer could provide such materials and teaching aids. Providing students with disabilities well organized lecture note or handouts, audio records before the class. The teacher shall also be careful about the appropriate teaching-learning methods he/she will employ as per the allotted time from the beginning up to the end of the class.

iv. Presentation of the lesson

a) Introduction to the lesson

You might start your lesson by introducing daily lesson to the students, revise the previous lessons and asking brainstorming questions to make students curious and draw their attention to the lesson. Provide students with disabilities with appropriate follow-up to actively engage in the teaching-learning process. The teacher shall also employ different lesson presentation styles such as gaped lecture, question and answering, etc. in order to accommodate students with different learning needs. Therefore, you may begin the lesson by asking questions as starter activities like:

- How do you define diversity accommodation?

b) Body of the lesson

- Define and describe diversity accommodation
- Discuss proper ways to accommodate diversity
- Discuss why diversity management in diversified societies
- Explain how to accommodate diversity in multicultural society
- Explain how to maintain the balance between unity and differences

c) Stabilization

Give a short summary of the following points

- Diversity accommodation
- Diversity management
- Recognizing diversity and promoting the diversities
- Ignoring diversity and adopting the policy of assimilation,
- The proper ways of diversity accommodation given by different scholars
- The appropriate policy for diversity accommodation in heterogeneous state.

v. Evaluation and follow-up

a) Evaluation

At the end of the lesson, make sure that your students have understood the essential concepts of the lesson by asking questions and giving them tasks like the following;

- What are the proper means to accommodate diversity?
- What is diversity management or diversity accommodation?

b) Follow-up

- Follow-up or observe his/her students' actively following lesson presentations, taking notes and different learning needs of the students.
- Check the students' understanding of the lesson by asking them oral or written questions from the lesson learnt.
- Make sure that you are always grading and rating the students' activities, levels of participation and quiz results.
- Check the students' understanding of the lesson by giving them exercises to do independently.

vi. Answer for activities

Answer for assignment question

Individual Assignment

Direction: Let the student to do individual assignment on by asking Historians and Lawyers and present their assignment project in in written individually.

LESSON 4

6.4. THE IMPORTANCE OF DIVERSITY MANAGEMENT IN ETHIOPIA

Time allotted: Two periods

6.4.1. Competencies

At the end of this lesson, students should be able to:

- ☑ *Describe of diversity management in Ethiopia*
- ☑ *Explain the importance of diversity management in Ethiopia*

6.4.2. Contents

- ➦ *The importance of diversity management in Ethiopia*
- ➦ *The need to have a balance between unity through diversity*

6.4.3. Overview

In previous lesson, you learnt about the concept of diversity accommodation. In this lesson, the students are going to learn about the importance of diversity management in Ethiopia. In Ethiopia, managing diversity through accommodating diversity while maintaining unity and avoiding fragmentation are highly needed country's nation-building process.

- As a result of this, there was resistance to national domination, interethnic tension and rivalry among the groups and the notion of national majorities versus national minorities has become a challenging issue

6.4.4. Teaching-learning process

i. Suggested teaching aids

- Pictures
- Diagrams
- Charts

ii. Suggested teaching methods

- Brainstorming questions
- Questioning
- Introduction and explanation
- Group discussion
- Presentation

Note: the selected teaching methods that are included in the lesson are prescribed in the general information for the teacher presented on the first page of this guide.

iii. Pre-lesson preparation

Before you begin teaching the lessons obtain photographs, diagrams, and other teaching materials including for students with disabilities. The school pedagogical center officer could provide such materials and teaching aids. Providing students with disabilities well organized lecture note or handouts, audio records before the class. The teacher shall also be careful about the appropriate teaching-learning methods he/she will employ as per the allotted

time from the beginning up to the end of the class.

iv. Presentation of the lesson

a) Introduction to the lesson

You might start your lesson by introducing daily lesson to the students, revise the previous lessons and asking brainstorming questions to make students curious and draw their attention to the lesson. Provide students with disabilities with appropriate follow-up to actively engage in the teaching-learning process. The teacher shall also employ different lesson presentation styles such as gaped lecture, question and answering, etc. in order to accommodate students with different learning needs. Therefore, you may begin the lesson by asking questions as starter activities like:

- What is diversity management?
- Why is the need to diversity management in Ethiopia?

b) Body of the lesson

- Discuss why diversity management matters in Ethiopia
- Discuss ways diversity management in Ethiopia
- Describe the need for the balance between unity through diversity
- Explain how to manage diversity to maintain the balance unity and differences.

c) Stabilization

Give a short summary of the following points

- The proper ways of diversity accommodation and management in multicultural society forwarded by different scholars
- The need to manage diversity with appropriate policy for diversity management in heterogeneous state

v. Evaluation and follow-up

a) Evaluation

At the end of the lesson, make sure that your students have understood the essential concepts of the lesson by asking questions and giving them tasks

like the following;

- Why diversity management matters in Ethiopia?

b) Follow-up

- Follow-up or observe his/her students' actively following lesson presentations, taking notes and different learning needs of the students.
- Check the students' understanding of the lesson by asking them oral or written questions from the lesson learnt.
- Make sure that you are always grading and rating the students' activities, levels of participation and quiz results.
- Check the students' understanding of the lesson by giving them exercises to do independently.
- Write the common ways diversity management in diversified societies.
- What is the importance diversity management in multicultural society?

vi. Answer for activities

Answer for case study question

Direction: Make the student to read the case study on the student textbook and let them to describe what they understand from the case they read and tell their local experience regarding the issue raised in the case study for the class.

Answer for review exercises questions

Part I- True/False questions

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

Part II- Multiple choice questions

1. D 2. D 3. C

UNIT 7

PROBLEM SOLVING SKILLS

Total periods: 10

Introduction

In unit 6 you learnt about national unity through diversity and the importance of diversity management in Ethiopia. In this unit, you are going to learn about the concept of problem solving skills and its importance for successful individual and collective life. This unit deals with intellectual and practical skills that are used to solve practical problems in our day-to- day activities. Thus, this unit is very interesting and useful to resolve individual and social problems in our daily lives.

Learning outcomes:

At the end of this unit, learners will be able to:

- Understand the Concept of Problem-Solving Skills
- Know the importance of problem-solving skills
- Appreciate the characteristics of good problem solvers
- Demonstrate the steps to problem-solving skills

No	Lessons	Specific objectives	Resources
1	The Meaning of Problem-Solving Skills	Describe problem solving skills Explain the abilities to solve problems	• Problem definition[permanent dead link] in presentation on creative problem-solving, on the University of Arizona website What is a problem? in S. Ian Robertson, Problem solving, Psychology Press, 2001. • Duncker, Karl 1945. On problem solving. APA Psychological Monographs 58 #5. • Mayer, R. E. (1992). Thinking, problem solving, cognition. Second edition. New York: W. H. Freeman and Company. • Huber, O. (1995). Complex problem solving as multistage decision making. • Mayer, R. E. (1992). Thinking, problem solving, cognition. Second edition. New York: W. H. Freeman and Company. • Michigan State University. "Creative problem solving for teachers".[dead link] • Buchner, A. (1995). Theories of complex problem solving. In P. A. Frensch & J. Funke (Eds.), Complex problem solving: The European Perspective (pp. 27-63). Hillsdale, NJ: Lawrence Erlbaum Associates.
2	The importance of problem-solving skills	Apply problem- solving skills in your daily life Explain the importance of problem-solving skills for successful life Identify aspects of problem-solving skills	
3	The characteristics of good problem solvers	Describe the characteristics of good problem solver Identify the essential attributes of problem solver Praise the qualities of good problem solver	
4	The ways to improve one's problem-solving skills	Apply creative thinking to solve problems Evaluate ways to improve one's problem solving skills Apply critical thinking to solve problems	

LESSON 1

7.1. MEANING OF PROBLEM SOLVING

Time allotted: One period

7.1.1. Competencies

At the end of this lesson, students should be able to:

- ☑ *Describe problem solving skills*
- ☑ *Explain the abilities to solve problems*

7.1.2. Contents

- ➦ *The meaning of Problem solving*
- ➦ *Problem solving skills*

7.1.3. Overview

In this lesson, students are going to learn about the concept of problem solving skills. First they will learn about the meaning and the concept of problem. Then they will discuss the problem solving skills. The meaning of the word problem may be different for different people based on the difficulty and nature of the problem someone encounter. A problem is an

unpleasant situation that prevents people from achieving what they want, and the operation they undertake is called solving a problem. To solve a problem easily we need to define and understand problem before finding the solution for that problem. Thus, the meaning of problem solving skill:

- Refers to the ability to identify the nature of the problem, break it down and develop an effective set of actions to address the challenges related to it.
- The act of defining a problem, determining the cause of the problem, identifying and selecting alternatives for the solution and implementing the solution.
- Involves different methods and techniques that are used to resolve specific personal and social problems by available knowledge and skills
- Helps individuals to efficiently and effectively find solutions to issues.
- There is no right way to solve a given problem and different people will solve it differently and to become successful, the best problem solvers use various methods for solving problems.
- Is the ability to identify and define the problem, create alternative solutions, evaluate and select the best option, and apply the selected solution.

7.1.4. Teaching-learning process

i. Suggested teaching aids

- Pictures
- Charts
- Diagrams

ii. Suggested teaching methods

- Brainstorming questions
- Questioning
- Introduction and explanation
- Group discussion
- Presentation

Note: the selected teaching methods that are included in the lesson are prescribed in the general information for the teacher presented on the first page of this guide.

iii. Pre-lesson preparation

Before you begin teaching the lessons obtain photographs, diagrams, and other teaching materials including for students with disabilities. The school pedagogical center officer could provide such materials and teaching aids. Providing students with disabilities well organized lecture note or handouts, audio records before the class. The teacher shall also be careful about the appropriate teaching-learning methods he/she will employ as per the allotted time from the beginning up to the end of the class.

iv. Presentation of the lesson

a) Introduction to the lesson

You might start your lesson by introducing daily lesson to the students, revise the previous lessons and asking brainstorming questions to make students curious and draw their attention to the lesson. Provide students with disabilities with appropriate follow-up to actively engage in the teaching-learning process. The teacher shall also employ different lesson presentation styles such as gaped lecture, question and answering, etc. in order to accommodate students with different learning needs. Therefore, you may begin the lesson by asking questions as starter activities like:

- What does it mean by the word problem?
- How do you define the word problem-solving?
- You may ask questions such as: how do you define problem solving by your own understanding?

b) Body of the lesson

- Following the responses of the students, try to explain the processes of problem solving.
    - Define the concept of problem solving
    - Describe the problem-solving skills

- Explain the abilities to solve problems

c) Stabilization

Give a short summary of the following points

- The meaning of problem solving given by different scholars
- The essential skills used to solve problems easily.

v. Evaluation and follow-up

a) Evaluation

At the end of the lesson, make sure that your students have understood the essential concepts of the lesson by asking questions and giving them tasks like the following

- What is the meaning of problem solving skill?
- What is the importance of problem solving skill?

b) Follow-up

- Follow-up or observe his/her students' actively following lesson presentations, taking notes and different learning needs of the students.
- Check the students' understanding of the lesson by asking them oral or written questions from the lesson learnt.
- Make sure that you are always grading and rating the students' activities, levels of participation and quiz results.
- Check the students' understanding of the lesson by giving them exercises to do independently

Direction for Case study

Direction Make the student to read the case presented in the textbook and ask the student to tell what they will do if they faced this problem as the student and how he\she can solve the problem.

LESSON 2

7.2. THE IMPORTANCE OF PROBLEM SOLVING SKILLS

Time allotted: Two periods

7.2.1. Competencies

At the end of this lesson, students should be able to:

- ☑ *Identify aspects of problem-solving skills*
- ☑ *Apply problem- solving skills in your daily life*
- ☑ *Explain the importance of problem solving skills for successful life*

7.2.2. Contents

- ➦ *The importance of problem-solving skills*

7.2.3. Overview

In this lesson, students are going to learn about the importance of problem-solving skill.

There is no right way to solve a given problem and different people will solve it differently. However, to become successful, the best problem solvers use various methods for solving problems. Being able to effectively solve problems is essential for any person in his/her overall career development. Thus, problem solving skill is very important and some of the most essential problem solving skills include:

- Adaptability
- Analytical thinking
- Communication
- Being critical
- Creativity skill
- Overcoming complex challenge

We can develop problem solving skills;

Effective problem-solving involves several skills within the problem-solving process, and each career may require specific problem-solving skills.

- This skill is considered to be a soft skill, or an individual strength, as opposed to a learned hard skill.
- Everybody may have this skill without having formal education and training in different degrees of application.
- There are various indigenous problem solving skills in every society that are used to resolve different problems people face in their life.
- These problem solving skills include negotiation skill, cooperation or collaboration skill, diversity tolerance skill and others.
- Integrating these indigenous skills with scientific ones is very important in the problem solving process.
- We can develop our problem solving skill by creative thinking and critical thinking

7.2.4. Teaching-learning process

i. Suggested teaching aids

- Pictures
- Diagrams
- Charts

ii. Suggested teaching methods

- Brainstorming questions
- Questioning
- Introduction and explanation
- Group discussion
- Presentation

Note: the selected teaching methods that are included in the lesson are prescribed in the general information for the teacher presented on the first page of this guide.

iii. Pre-lesson preparation

Before you begin teaching the lessons obtain photographs, diagrams, and other teaching materials including for students with disabilities. The school pedagogical center officer could provide such materials and teaching aids. Providing students with disabilities well organized lecture note or handouts, audio records before the class. The teacher shall also be careful about the appropriate teaching-learning methods he/she will employ as per the allotted time from the beginning up to the end of the class.

iv. Presentation of the lesson

a) Introduction to the lesson

You might start your lesson by introducing daily lesson to the students, revise the previous lessons and asking brainstorming questions to make students curious and draw their attention to the lesson. Provide students with disabilities with appropriate follow-up to actively engage in the teaching-learning process. The teacher shall also employ different lesson presentation styles such as gaped lecture, question and answering, etc. in order to accommodate students with different learning needs. Therefore,

you may begin the lesson by asking questions as starter activities like:

- Why problem-solving abilities and skills are important?
- Introduce the lesson by giving the definitions of problem solving.

b) Body of the lesson

- Define the meaning of Problem solving
- Discuss the meaning of Problem-solving skills
- Discuss various methods of problem-solving skills
- Explain the importance of problem-solving skills
- Explain how we can improve our problem-solving skills

c) Stabilization

Give a short summary of the following points

- The meaning and definition of problem solving
- The meaning and definition of problem-solving skills
- Essential problem-solving skills
- Ways to improve one's problem-solving skills
- Creative thinking and critical thinking
- Social skills used to resolve problems in our life

v. Evaluation and follow-up

a) Evaluation

At the end of the lesson, make sure that your students have understood the essential concepts of the lesson by asking questions and giving them tasks like the following

- What is the meaning and concepts of problem solving?
- What is the essential problem solving skill that is used to solve our problem?
- How can we develop these skills to become successful in our life

b) Follow-up

- Follow-up or observe his/her students' actively following lesson presentations, taking notes and different learning needs of the students.
- Check the students' understanding of the lesson by asking them oral or written questions from the lesson learnt.
- Make sure that you are always grading and rating the students' activities, levels of participation and quiz results.
- Check the students' understanding of the lesson by giving them exercises to do independently

vi. Answer for activities

Activity 7.1

Answer the following questions in brief:

- What possible solutions is there that can enable you to go to school while it is raining?
- Using your adaptability as problem solving skill, you can just go to school when it is raining may be by taking umbrella, taking taxi etc.,

Assignment or Project work

Direction: Give group assignment to the student to ask the elder person how conflict between husband and wife is solved by Jaarsumma' or 'Shimigilina' in their village to identify the social and creative skills used to resolve family conflict and then present the problem solving skills they learned in the class.

LESSON 3

7.3. CHARACTERISTICS OF GOOD PROBLEM SOLVER

Time allotted: Four periods

7.3.1. Competencies

At the end of this lesson, students should be able to:

- ☑ *Describe the characteristics of good problem solver*
- ☑ *Identify the essential attributes of problem solver*
- ☑ *Praise the qualities of good problem solver*

7.3.2. Contents

- ➦ *Qualities of good problem solver*

7.3.3. Overview

In this lesson, students are going to learn about the quality of good problem solving skill. First they will learn about the processes of problem solving and essential qualities of good problem solver. Then they will discuss the specific

methods and steps to pass through during problem solving processes.

Problem-solving is part of our everyday life. There are so many problems we face every day, which can be professional or personal. We try to solve those problems by using problem-solving skills. So, problem-solving skills are a part of our life and anyone can learn how to improve problem-solving skills. Therefore, good problem solvers are people who use a combination of intuition and logic to come up with best solutions. Problem solving skills are as varied as the issues they are applied to and effective problem solvers share common characteristics.

Essential problem solving qualities

These are a few core skills that the best problem solvers generally possess. The most important skills to draw upon when engaging in a problem-solving process include:

1. **Creativity:**
   - Effective problem solving requires the ability to brainstorm solutions and think outside of the box to arrive at new approaches to longstanding problems.
2. **Teamwork:**
   - Addressing a group problem or systemic social problem requires you to work collaboratively with other team members.
3. **Logical thinking skills:**
   - In order to diagnose the cause of a problem and arrive at the best solution, you have to possess analytical skills and follow a logical and methodical process.
4. **High emotional intelligence:**
   - To deal with an interpersonal conflict or make changes that are likely to affect people on an emotional level, it's very important to have high emotional intelligence.
5. **Decision making:**
   - Problem-solving and decision making go hand in hand. It's essential that you have enough conviction and trust in yourself to make a decision

and see it through.

Problem solving is the process of identifying a problem, developing possible solution paths, and taking the appropriate course of action. To solve or clarify any problem, there are many systematic methods and ways called the process of problem-solving. Problem solving requires a methodical step-by-step approach to a challenge. Here are some basic stages of problem-solving we can follow when approaching a problem in our personal life.

- Define the problem
- Bring Options
- Choose the best strategy
- Implementing your solution

To solve any problem effectively and become good problem solver, we have to pass through certain steps in the problem solving process. Good problem solvers are people who properly follow these steps and respond to the issue in each step accordingly.

7.3.4. Teaching-learning process

i. Suggested teaching aids

- Pictures
- Diagrams
- Charts

ii. Suggested teaching methods

- Brainstorming questions
- Questioning
- Introduction and explanation
- Group discussion
- Presentation

Note: the selected teaching methods that are included in the lesson are prescribed in the general information for the teacher presented on the first page of this guide.

iii. Pre-lesson preparation

Before you begin teaching the lessons obtain photographs, diagrams, and other teaching materials including for students with disabilities. The school pedagogical center officer could provide such materials and teaching aids. Providing students with disabilities well organized lecture note or handouts, audio records before the class. The teacher shall also be careful about the appropriate teaching-learning methods he/she will employ as per the allotted time from the beginning up to the end of the class.

iv. Presentation of the lesson

a) Introduction to the lesson

You might start your lesson by introducing daily lesson to the students, revise the previous lessons and asking brainstorming questions to make students curious and draw their attention to the lesson. Provide students with disabilities with appropriate follow-up to actively engage in the teaching-learning process. The teacher shall also employ different lesson presentation styles such as gaped lecture, question and answering, etc. in order to accommodate students with different learning needs. Therefore, you may begin the lesson by asking questions as starter activities like:

- What are the essential qualities of good problem solver?
- Are problem-solving abilities inborn, or are they learned?
- How can we develop problem solving abilities and skills?

b) Body of the lesson

Following introducing lesson objectives to the students, the teacher shall;

- Identify essential qualities of good problem solver
- Describe the characteristics of good problem solver
- Discuss core skills of problem solvers and how good problem solver solve problems
- Discuss basic stages of problem-solving process

c) Stabilization

Give a short summary of the following points

Problem-solving process

- Creativity
- Critical thinking skills
- Decision making

Stages in problem solving processes

- Define the problem
- Bring Options
- Choose the best strategy
- Implementing your solution

v. Evaluation and follow-up

a) Evaluation

At the end of the lesson, make sure that your students have understood the essential concepts of the lesson by asking questions and giving them tasks like the following

- What are problem solving qualities?
- What is the essential problem solving skill used to solve problem?
- How can we develop these skills to become successful in our life?

b) Follow-up

- Follow-up or observe his/her students' actively following lesson presentations, taking notes and different learning needs of the students.
- Check the students' understanding of the lesson by asking them oral or written questions from the lesson learnt.
- Make sure that you are always grading and rating the students' activities, levels of participation and quiz results.
- Check the students' understanding of the lesson by giving them exercises to do independently

vi. Answer for activities

Group discussion

Direction:

- Organize class students in 4 or 5 groups and instruct them to discuss on and find the for question. Before starting their discussion make the student aware of what and how they will do it by providing clear direction and guidance for the student. To make the group discussion more engaging, give hints for the students on the issue they are going discuss group.

1. **Do all problems need to be solved using the same problem solving skill? Is problem solving skill based on the difficulty and nature of the problem?**
   - Note that problem solving process is based on the difficult of the problem we faced. So we have to apply the problem solving skills and technique that fit difficulty level of the problem. Some problems may need very simple adaptability skills others may need advance analytical skill.
2. **How can we improve problem-solving abilities and become good problem solver?**
   - Practicing creative brainstorming
   - Practicing solving problems outside of work
   - Watching others solving a problem
   - Developing our industry knowledge and skills
   - Using visual tools may help solve problems effectively

Activity 7.2

Direction: Let the student to select one problem in your school and try to solve the problem with your students in the class by applying your problem-solving skills. Follow the steps for problem solving process. Let student to select simple problem that can be addressed by the ability and capacity they have. Guide the student to try to solve the selected problems by following necessary steps.

LESSON 4

7.4. WAYS TO IMPROVE ONE 'S PROBLEM SOLVING SKILLS

Time allotted: Three periods

7.4.1. Competencies

At the end of this lesson, students should be able to:

- ☑ *Evaluate ways to improve one's problem solving skills*
- ☑ *Apply creative thinking to solve problems*
- ☑ *Apply critical thinking to solve problems*

7.4.2. Contents

- ➦ *Creative thinking for problem solving*
- ➦ *Critical thinking for problem solving*

7.4.3. Overview

In this lesson, students are going to learn about the ways to of improve one's problem solving skill. First they will learn about the effective problem solving processes and essential qualities of good problem solver. Then they will discuss the ways to improve one's problem solving skills.

Problem -solving skills are soft skills that help to analyze a problem or challenge and to create an effective solution. However, the effectiveness of problem solving process is mostly determined by the approach and strategy implemented to solve the problem.

Creative problem –solving

- An approach that identifies unique solutions to issues through a process of problem identification and resolution planning
- The ability and capability to move to clarify the trouble in an impressive and at the right time
- Involves analyzing an issue, defining an approach and implementing a solution and requires creative problem solving activities
- When solving problems, creativity can help to think of new methods, approaches and solutions for the problem.

Creativity can help to handle problems effectively and refine our designs to increase efficiency. Creative problem solving involves the ability to think critically and rationally to easily overcome the problem we encountered independently.

Critical thinking for problem solving

Problem solving requires people to think critically and creatively. It is the ability to engage in reflective and independent thinking.

- It is the ability to think clearly and rationally, understand the logical connection between ideas.
- It enables us to analyze information and process it rationally to help determine the value of that information or make a decision.
- Good critical thinkers focus on facts, and on the scientific evaluation of the information at hand.

- Critical thinking is important to be open-minded, critical in analysis and fair and reasonable.
- Critical thinking is the process of rationally analyzing and attempt to solve a problem accurately and efficiently.

Effective critical thinkers are also largely creative thinkers. Creative thinkers are those who thinks 'of the box'. The difference between critical thinkers and creative thinkers is that creativity is associated with generating ideas, while critical thinking is associated with analyzing and evaluating those ideas.

7.4.4. Teaching-learning process

i. Suggested teaching aids

- Pictures
- Diagrams
- Charts

ii. Suggested teaching methods

- Brainstorming questions
- Questioning
- Introduction and explanation
- Group discussion
- Presentation

Note: the selected teaching methods that are included in the lesson are prescribed in the general information for the teacher presented on the first page of this guide.

iii. Pre-lesson preparation

Before you begin teaching the lessons obtain photographs, diagrams, and other teaching materials including for students with disabilities. The school pedagogical center officer could provide such materials and teaching aids. Providing students with disabilities well organized lecture note or handouts, audio records before the class. The teacher shall also be careful about the appropriate teaching-learning methods he/she will employ as per the allotted time from the beginning up to the end of the class.

iv. Presentation of the lesson

a) Introduction to the lesson

You might use your own method of presenting the lesson in a way you see it fit for that particular topic and learning outcome. However, the simplest way of introducing a topic is by raising relevant questions to get the students into the learning track. Therefore, you may begin the lesson by asking questions such as:

- What is creative thinking?
- What is Critical thinking?

b) Body of the lesson

- Following the responses of the students, try to:
  - Discuss how creative and critical thinking used to improve problem solving abilities and capacity
  - Explain how creative and critical thinking helps to improve skills of problem solving

c) Stabilization

Give a short summary of the following points: creative thinking, critical thinking

- Concept of creative thinking
- Concept of critical thinking
- Meaning of creative problem-solving
- Problem-solving skill as attributes of good citizens
  - Conflict resolution skills
  - Critical thinking skills

v. Evaluation and follow-up

a) Evaluation

At the end of the lesson, make sure that your students have understood the essential concepts of the lesson by asking questions and giving them tasks like the following

- What are problem solving qualities?
- What is the essential problem solving skill used to solve problem?
- How we can develop these skills to become successful in our life?

b) Follow-up

- Follow-up or observe his/her students' actively following lesson presentations, taking notes and different learning needs of the students.
- Check the students' understanding of the lesson by asking them oral or written questions from the lesson learnt.
- Make sure that you are always grading and rating the students' activities, levels of participation and quiz results.
- Check the students' understanding of the lesson by giving them exercises to do independently.

Answer for review exercises

Part I- True/False questions

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

Part II- Multiple choice questions

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

UNIT 8

ETHIOPIA'S FOREIGN RELATIONS IN EAST AFRICA

Total periods: 11

Introduction

This unit acquaints students with basic concepts of foreign relations and Ethiopia's foreign relations in East Africa. No state in the world can live alone isolated from other states. The survival of one state depends on another state in order to secure its national interests. The first lesson of this unit deals with the concepts of foreign relations. Lesson two deals with instruments of foreign policy. Finally, lesson three of the unit discusses the roles of foreign policy in enhancing regional cooperation, peace and security and socio-economic development.

Learning outcomes:

At the end of this unit, learners will be able to:

- Understand the concept of foreign relations
- Know the instruments of foreign policy
- Comprehend the roles of foreign policy for the peace and socio-economic development of the country

No	Lessons	Specific objectives	Resources
1	The concepts of foreign relations	Define foreign relations Describe foreign policy Explain principles of foreign policy Identify principles for external relations of Ethiopia	• Cox M & Campanaro R.(2016) Introduction to International Relations • Brown C. (2005) Understanding International Relations
2	nstruments of foreign policy	Describe different instruments of foreign policy Identify the importance of instruments of foreign policy	
3	The roles of foreign policy in enhancing the regional cooperation, peace and security and socio-economic development	Describe the roles of foreign policy in enhancing regional cooperation in East Africa Explain the roles of foreign policy in promoting peace and security of Ethiopia Identify the role of foreign policy in socio-economic development of Ethiopia	

LESSON 1

8.1. THE CONCEPT OF FOREIGN RELATIONS

Time allotted: Four periods

8.1.1. Competencies

At the end of this lesson, students should be able to:

- ☑ *Define foreign relations*
- ☑ *Describe foreign policy*
- ☑ *Explain principles of foreign policy*
- ☑ *Identify principles for external relations of Ethiopia*

8.1.2. Contents

- ➦ *The concept of foreign relations*
- ➦ *National interest*
- ➦ *Foreign policy*

8.1.3. Overview

In this lesson, students will learn the concepts of foreign relations, national interest and foreign policy of states. Foreign relations refer to the interactions or relationships that exist between or among states in the areas of peace and security, economic development and world order. National interest is a key concept in foreign relations. It refers to goals, claims, demands which states always seek to achieve, preserve and secure in relations with other nations.

On the other hand, states can realize their national interests through their foreign policy. Foreign policy is the most important element by which states are able to convert their broadly conceived goals and interest into concrete reality.

8.1.4. Teaching-learning process

i. Suggested teaching aids

- A map of East African States
- A diagram showing core components of national interests of a state.

ii. Suggested teaching methods

The teacher shall conduct teaching-learning process using the following methods:

- Brainstorming question
- Introducing the lesson
- Explanation
- Questioning
- Pair and Group discussions
- Presentation

iii. Pre-lesson preparation

Before class, a teacher needs to make ready the appropriate teaching aids. While doing this, the teacher shall take into account the availability of students with disabilities. If they are available, the preparation shall be inclusive. The teacher is also expected to be well prepared about the appropriate teaching-learning methods he/she will employ as per the allotted time.

iv. Presentation of the lesson

a. Introduction to the lesson

The teacher is expected to introduce the lesson to the students following all appropriate procedures. The teacher will:

- Introduce objectives of the lesson to the students
- Ask the students to reflect on those brainstorming questions sated on the student textbook:
    - Do you think that your family can live alone without having any relationships with their neighbors? Why is establishing a good neighborhood is important? Similarly, have you ever heard when Ethiopia establishes different relationships with its neighboring states such as Eritrea, Kenya, Sudan, South Sudan, Somalia, etc...? Can you explain why Ethiopia does this?
- If there are students with disabilities, the teacher will provide them with appropriate follow-up directions in both oral and written form to actively engage them in the teaching-learning process.

b. Body of the lesson

Under the body of the lesson the teacher is expected to do the following activities in the class:

- Based on the students' reflections on brainstorming questions, discuss or present the concepts of foreign relations, national interests and foreign policy of the states. The presentation should be based on appropriate active learning approaches such as pair discussion, group discussion, questioning and answering
- Employ different lesson presentation styles such as oral and slide presentations, role plays, giving writing activities, etc. in order to accommodate students with disabilities.

c. Stabilization

After completing the discussions or presentations of the main body of the lesson, the teacher should summarize the main points of the lesson of the day.

vi. Evaluation and follow-up

a Evaluation

At the end of the lesson a teacher will check whether lesson objectives are achieved or students' understanding of the lesson. The teacher can do this by asking some important questions, for instance,

- Can you define foreign relations?
- List down the core components of national interests of states.
- What does it mean by foreign policy of a state?
- The teacher can also give those activities like class work and quizzes.
- The teacher shall give the chance to students with disabilities to reflect on the concept of ethics in both oral and written form.

b. Follow-up

- Observe your students' active engagement on the teaching-learning process during pair or group discussions or any other learning strategy and when they reflect on different questions the teacher asks.
- Record the overall progress of learners in the lesson of the day to identify the existing strengths and weaknesses that may enable the teacher to work for further improvements.

vi. Answers for activities

Activity 8.1

1. What is the importance of foreign relations?

Direction

- Ask the students to answer this question in pair or group.
- Let the students reflect on the questions at the end of their discussion.

Answers

As it is discussed on the student's textbook in detail, there is no state across the world which stands alone or independent in isolation from other states. So, it is a must for a particular state to have foreign relations based on strong foreign policy with other states in order to realize its national interests. For

instance:

- Foreign relations promote or speed up the socio-economic transformation of states.
- Having strong diplomatic relationships with other states enable a particular state to have sustainable peace and security.
- Foreign relations enhance cooperation among states to work together on a way of facing common contemporary global issues such as climate change, pandemics (like Covid-19) and terrorism.
- Foreign relations also enhance military cooperation among states in order to defend their common enemy.

2. What are the major components of the national interests of Ethiopia?

Answers

- Peace and security
- Socio-economic development
- Having an influence in the global political, economic and power settings.

3. Why foreign policy is needed for a particular state?

Answer

States can realize their national interests through their foreign policy. A foreign policy has significant roles in maintaining the territorial integrity of a particular state and fulfill or secure the interests of its citizens. Foreign policy enables a particular state to have smooth and sustainable relationships with other states. Generally, foreign policy is a key by which states can realize or achieve their primary national interests such as:

- Preserving the security and well-being of citizens
- Promoting the economic prosperity of the country
- Enhancing the influence of states in international arena. For example, if you compare and contrast Ethiopia and United States of America, they do not have equal positions and acceptance by the international communities in terms of their bargaining power in the areas of economy, security and military force.

LESSON 2

8.2. INSTRUMENTS OF FOREIGN POLICY

Time allotted: Three periods

8.2.1. Competencies

At the end of this lesson, students should be able to:

- ☑ *Describe different instruments of foreign policy*
- ☑ *Identify the importance of instruments of foreign policy*

8.2.2. Contents

- ➦ *Diplomacy*
- ➦ *Economy*
- ➦ *Military force*

8.2.3. Overview

In this lesson students are going to learn instruments of foreign policy such as diplomacy, economy and military force. Diplomacy is an instrument or process by which foreign policy is carried out through negotiation, dialogue,

and other methods free of war. The economic instruments of foreign policy deal with the economic interdependence or cooperation among states. So, all states economically depend on one another to meet their national economic interests. On the other hand, states use military force when their national interests are not fulfilled by peaceful methods.

8.2.4. Teaching-learning process

i. Suggested teaching aids

- Use diagram showing instruments of foreign policy

ii. Suggested teaching methods

The teacher shall conduct teaching-learning process using the following methods:

- Brainstorming question
- Introducing the lesson
- Explanation
- Questioning and answering
- Pair and Group discussions
- Presentation

iii. Pre-lesson preparation

Before the class begins, the teacher needs to make ready the appropriate teaching aids. While doing this, the teacher shall take into account the availability of students with disabilities. If they are available, the preparation shall be inclusive. The teacher is also expected to be well prepared about the appropriate teaching- learning methods he/she will employ as per the allotted time. So, a teacher shall make all necessary preparations both in terms of subject matter knowledge and pedagogically.

iv. Presentation of the lesson

a. Introduction to the lesson

The teacher is expected to introduce the lesson to the students by following all appropriate procedures. The teacher will;

- Introduce objectives of the lesson to the students
- Ask the students to reflect on those brainstorming questions sated on

the student textbook about instruments of foreign policy:

- What do you think about the instruments of foreign policy? Can you mention some of them?

- If there are students with disabilities, the teacher will provide them with appropriate follow-up directions in both oral and written form to actively engage them in the teaching-learning process.

b. Body of the lesson

Under the body of the lesson the teacher is expected to do the following activities in the class:

- Based on the students' reflections on brainstorming questions, discuss or present about instruments of foreign policy.
- Employ different lesson presentation styles such as oral and slide presentations, role plays, giving writing activities, etc. in order to accommodate students with disabilities

c. Stabilization

After completing the discussions or presentations of the main body of the lesson, a teacher shall summarize the main points of the lesson of the day.

v. Evaluation and follow-up

a. Evaluation

The teacher is expected to evaluate learners whether the objectives of the lesson have been achieved. The teacher can do this by asking some important questions, for instance,

- What are the instruments of foreign policy?
- The teacher can also give activities like class work and quizzes to evaluate learners' understanding of the lesson.
- The teacher shall give the chance to students with disabilities to reflect on the concept of ethics in both oral and written form.

b. Follow-up

- Observe students' active engagement on the teaching-learning process during pair or group discussions or any other learning strategy;

- Observe students when they reflect on different questions the teacher asks.
- Record the overall progress of learners in the lesson of the day to identify the existing strengths and weaknesses that enable the teacher to work for further improvements.

vi. Answer for activities

Activity 8.2

1. What are the differences between diplomatic, economic and military force instruments of foreign policy?

Direction

Let students do this question being in groups and then reflect to the class.

Answer

Diplomacy	*Economic*	*Military force*
• Foreign policy is based on dialogue or negotiations among states.	• Foreign policy is formulated by states to fulfill the economic interests of citizens.	• Foreign policy is realized by the use of force or military actions or no diplomacy.

2. Why do states employ force instrument of foreign policy as the last resort?

Answer

States use military force in order to realize their national interests mainly when foreign relationships conducted between or among states can go beyond diplomatic deal and finally lead to conflicts. This means that, states use this instrument when their national interests are not fulfilled by peaceful or diplomatic ways.

LESSON 3

8.3 THE ROLES OF FOREIGN POLICY IN ENHANCING REGIONAL COOPERATION, PEACE AND SECURITY AND SOCIO-ECONOMIC DEVELOPMENT

Time allotted: Four periods

8.3.1. Competencies

At the end of this lesson, students should be able to:

- ☑ *Describe the roles of foreign policy in enhancing regional cooperation in East Africa*
- ☑ *Explain the roles of foreign policy in promoting peace and security of Ethiopia*
- ☑ *Identify the role of foreign policy in socio-economic development of Ethiopia*

8.3.2. Contents

- *The roles of foreign policy in enhancing regional cooperation in EastAfrica*
- *The roles of foreign policy in promoting peace and security of Ethiopia*
- *The role of foreign policy in socio-economic development of Ethiopia*

8.3.3. Overview

This lesson enables students to learn about the roles of Ethiopia's foreign policy in enhancing regional cooperation, peace and security and socio-economic development. States in the Horn of Africa such as Ethiopia, Kenya, Eritrea, Sudan, Djibouti, Somalia, South Sudan and Uganda have a long standing links with each other in areas of security, economy, language, culture, history and natural resources. Thus, this lesson discusses mainly the contributions of Ethiopia in promoting regional cooperation, protecting and preserving the peace and security of the region and promoting socio-economic development of the region.

8.3.4. Teaching-learning process

i. Suggested teaching aids

- Use a map or diagram showing the states of East Africa such as Ethiopia, Djibouti, Kenya, Somalia, Eritrea, Uganda, Sudan and South Sudan

ii. Suggested teaching methods

The teacher shall conduct teaching-learning process using the following methods:

- Brainstorming question
- Introducing the lesson

- Explanation
- Questioning
- Group discussion
- Presentation

iii. Pre-lesson preparation

Before the class begins, the teacher to make ready the appropriate teaching aids. While doing this the teacher shall take into account the availability of students with disabilities. If they are available, the preparation shall be inclusive. The teacher is also expected to be well prepared about the appropriate teaching-learning methods he/she will employ as per the allotted time. So, a teacher shall make all necessary preparations both in terms of subject matter knowledge and pedagogically.

iv. Presentation of the lesson

a. Introduction to the lesson

The teacher is expected to introduce the lesson to the students following all appropriate procedures. The teacher will:

- Introduce the objectives of the lesson to the students
- Ask the students to reflect on those brainstorming questions sated on the student textbook:
  - What are the roles of foreign policy in enhancing regional cooperation?
- If there are students with disabilities, the teacher will provide them with appropriate follow-up directions in both oral and written form to actively engage them in the teaching-learning process.

b. Body of the lesson

Based on students' reflections on brainstorming questions and discuss the concept foreign relations, national interests and foreign policy of the states by giving clear examples. Your presentation shall be based on appropriate active learning approaches.

Under the body of the lesson the teacher is expected to do the following activities in the class:

- Based on the students' reflections on brainstorming questions, discuss

or present the roles of Ethiopia's foreign policy in enhancing regional cooperation, peace and security and socio-economic development.

- Employ different lesson presentation styles such as oral and slide presentations, role plays, giving writing activities, etc. in order to accommodate students with disabilities.

c. Stabilization

After completing the discussions or presentations of the main body of the lesson, a teacher shall summarize the main points of the lesson of the day.

v. Evaluation and follow-up

a. Evaluation

The teacher is expected to evaluate learners whether the objectives of the lesson are achieved. The teacher can do this by asking students some relevant questions about what they learn or gives them class work and quizzes to evaluate their understanding of the lesson. In addition to this, the teacher shall give the chance to students with disabilities to reflect on the concept of ethics in both oral and written form.

b. Follow-up

- Observe your students' active engagement on the teaching-learning process during pair or group discussions or any other learning strategy;
- Observe students when they reflect on different questions the teacher asks.
- Record the overall progress of learners in the lesson of the day to identify the existing strengths and weaknesses that may enable the teacher to work for further improvements.

vi. Answer for activities

Activity 8.3

Direction

Let your students to do all the following questions in groups

- **For Ethiopia, what are the advantages of establishing strong diplomatic relationships with its neighboring states?**

Answer

The main objective of foreign relations of any state, including Ethiopia, is to protect and maintain its national interest. Accordingly, Ethiopia needs to have strong diplomatic relationships with its neighboring states;

- First to secure its national interests such as ensuring or preserving its security and the well-being of its citizens and to promote its socio-economic development.
- Second, to enhance regional integration, because Ethiopia cannot be successful in its foreign policy in the region without taking into considerations the national interests of states of the region.
- Trade and economic development.

Answers for Unit Review Questions

Part I- True/False questions

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

Part II- Multiple choice questions

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