

Civics And Ethical Education

SYLLABUS FOR GRADE 10

Civics and Ethical Education Syllabus Grade 10

Introduction

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

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

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

Objectives of Civics and Ethical Education

Civics and ethical education aims to create:

Democratic citizens that safeguard their rights and respect the rights of others.

Citizens who work within the provisions of the constitution and abide by the rule of law.

Patriotic citizens that uphold the democratic ideals and the principles of the constitution as well as defend the sovereignty and territorial integrity of their country.

Responsible citizens that nurture tolerant culture and resolve differences peacefully.

Civics and Ethical Education Syllabus Grade 10

Industrious citizens who are self-reliant.

Citizens who are active participants in the political process of their country and dedicated to work for the common good.

Citizens that have decision making capacity on the basis of knowledge and objectivity.

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

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

Content Outline and Period Allotment

UNIT ONE: Building a Democratic system. (Total period Allotted: 14)

Principles and Values of A Democratic System

Rights.

Obligations/Duties

Tolerance

States in Ethiopia.

Federalism in Ethiopia.

Ethiopia's Foreign Relations.

UNIT TWO: The Rule of Law. (Total period Allotted: 9)

Constitution as the Major Source of Rule of Law.

Understanding Rule of Law.

Rule of Law as an Instrument to Limit the Political Power of the Government.

Breakdown of rule of Law.

UNIT THREE: Equality. (Total period Allotted: 9)

i) The Concept of Equality.

ii) Effects of Prevalence of Equality of Citizens.

iii) Gender Equality.

iv) Equality of Culture.

Civics and Ethical Education Syllabus Grade 10

UNIT FOUR: Justice (Total period Allotted: 10)

- i) Effects of the Absence of Justice.
- ii) Equity of Social Services.
- iii) Equity of taxation.
- iv) Categories of Justice.
- v) Organization and Functions of the Judiciary

UNIT FIVE: Patriotism. (Total period Allotted: 8)

- i) Requirements for the Prevalence of Patriotism.
- ii) Patriotism and the Common Good.
- iii) Patriotism and Poverty Reduction.
- iv) Voluntarism.

UNIT SIX: Responsibility. (Total period Allotted: 11)

- i) Duty of a Citizen
- ii) Shouldering the Consequences of One's Own Action.
- iii) National and Social Responsibility.
- iv) Citizens' Responsibilities in Protecting Natural Resources and Cultural Heritages.
- v) Protecting Public Property.
- vi) Citizens' Responsibilities in Creating Common Front against HIV/AIDS.

UNIT SEVEN: Industriousness. (Total period Allotted: 8)

- i) Work and Well-Being.
- ii) Lack of Working Habit.
- iii) Choice of Economic System.

Civics and Ethical Education Syllabus Grade 10

- iv) Improvement of Skills of Work.

UNIT EIGHT: Self-Reliance (Total period Allotted: 8)

- i) Manifestations of Dependency.
- ii) Manifestations of Self-Reliance.
- iii) Self-Reliance and Decision Making.

UNIT NINE: Saving (Total period Allotted: 8)

- i) Traditional Practices that affect Saving.
- ii) Leading one's Family within the limit of the Family's Income.
- iii) Necessity of Planning for Saving.
- iv) Choice of Vocation to get Money.

UNIT TEN: Active Community Participation.(Total period Allotted: 4)

- i) Levels of Community Participation.
- ii) Types and Roles of Civic Societies.

UNIT ELEVEN: The Pursuit of Wisdom. (Total period Allotted: 8)

- i) The Three Fundamental forms of Knowledge.
- ii) The relationship between knowledge and wisdom.
- iii) Use of Information
- iv) Reading for Acquisition of Knowledge.
- v) Truthfulness.

UNIT 1: Building a Democratic System. (14 periods)

Unit Learning outcomes: the students will be able to:

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

<i>Competencies</i>	<i>Contents</i>	<i>Suggested Activities</i>
<ul style="list-style-type: none"> • describe the main principles and values of a democratic system. • participate in the democratic process of their country within the limit of their capacity. 	<p>:</p> <p>1.1 principles and values of a democratic system:(2 periods)</p> <ul style="list-style-type: none"> - wide spread public participation. - the presence of universal suffrage. - the presence of fair, free and periodic elections. - transparency. - accountability, - the presence of pluralism. - acknowledgement of majority rule. - peaceful transition of political power. 	<p>This is the beginning of the academic year and the first part of the unit. Invite the students to explain how they spent their vacation and what new democratic culture they believe they have built up. Then ask each student to explain what he/she knows about the system of democracy. After this proceed to explain each principle and value of a democratic system reading the relevant article from the federal constitution of Ethiopia with active students’ participation. Let students comment on how their class monitor or their Kebele chairperson should be elected? Suppose a community elected its chairperson. How should it monitor his or her behaviour? What if after a while the community found the chairperson unfit for the position? Do they have a constitutional right to recall him? Let the students discuss this in groups and come up with their own conclusions.</p>
<ul style="list-style-type: none"> • describe the interdependence between democratic and human rights. • explain the necessity of imposing limits on any kind of right. • defend their human and democratic rights. •describe the human and democratic practices in Africa before colonialism. 	<p>1.2 Rights: (2 periods)</p> <p>1.2.1 differences and interdependence of human and democratic rights.</p> <ul style="list-style-type: none"> - scopes and limits of rights. <p>1.2.2 level of human and democratic rights practices in Africa (the case of some African countries before the coming of colonialism.)</p>	<p>Let the students enumerate what they feel are their human and democratic rights. Divide them into groups and let them discuss the interdependence between human and democratic rights. Can one live without the other. All humans are naturally born free and have the right to life. But there are times when these rights are violated by an autocratic political system. Human rights are respected only under a democratic system. So, although human and democratic rights seem to be apparently different, one cannot exist without the other.</p> <p>Also, let the students discuss in their groups whether there should be limitations on their rights or not. Do they believe that all rights should have a limit? Why? Read relevant articles from the federal and regional constitutions which deal with limitation of rights. African countries before colonialism had a political system, like that of the Oromo gada, marked by elements of democracy and respect to the rights of the individuals. Let the students comment on this in groups and give their own conclusions.</p>

Civics and Ethical Education Syllabus Grade 10

<i>Competencies</i>	<i>Contents</i>	<i>Suggested Activities</i>
<ul style="list-style-type: none"> state what their obligations are as citizens of their country. 	<p>1.3 Obligations: (2 periods)</p> <p>1.3.1 respecting the rights of other citizens.</p> <p>1.3.2 respecting their constitutional obligations.</p>	<p>Divide the class into groups and let them discuss why respecting the rights of other citizens is very important. Also let them discuss and come up with their own conclusions what some of their constitutional obligations as citizens of Ethiopia are.</p>
<ul style="list-style-type: none"> explain the importance of tolerance of diversity describe the implications of tolerance of diversity for Ethiopia which is a multicultural country. be tolerant to differences of culture. 	<p>1.4 Tolerance: (2 periods)</p> <p>1.4.1 the rationale and essentiality of tolerance in Ethiopian society.</p> <p>1.4.2 diversity tolerance and its implications for peace.</p>	<p>Motivate the students to explain Ethiopia in terms of its people-different nations, nationalities and peoples. These peoples have their own views, interests etc. But they have one country. How can they live in peace in this one country with all their differences? For example, their classroom is composed of different students having different backgrounds. Can they learn in peace if each student wants to learn according to his own personal interest like sitting at a desk alone? What if a student desired his class to compose of only a certain nationality? Could this be possible?</p> <p>Peace could prevail when there is tolerance of diversity among citizens of a country. This is particularly so in Ethiopia which is a multi-cultural society; and peace is a pre-requisite for development. Divide the students into groups and let them discuss and come up with the importance of tolerance of diversity for Ethiopia.</p>
<ul style="list-style-type: none"> explain the history of state formation in Ethiopia. describe the kind of states that had been prevalent in Ethiopia until 1991. explain the kind of struggle the Ethiopian people waged against the autocratic states of the country. state the transition to democracy and its effects in terms of transparency and accountability. 	<p>1.5 States in Ethiopia: (2 periods)</p> <p>1.5.1 the history of state formation in Ethiopia.</p> <ul style="list-style-type: none"> - authoritarian states. - the struggle for democracy in Ethiopia. - the lesson of the 1960 coup d'état. - the impacts of the Ethiopian students movement. - the effects of the emergence of armed struggle. - the transition to democracy. - transparency. - accountability. 	<p>For the sake of variety you may invite a history teacher to explain the history of state formation in Ethiopia. For example, state formation in northern Ethiopia goes as far back as the 5th century BC, and all states were monarchic. Since the early 20th century the whole of Ethiopia came under one centralized monarchy. The monarchy in Ethiopia, which lasted until 1991, was absolute with no limitation on its power.</p> <p>The monarchy was replaced by a dictatorial military regime called the “Dergue”. Therefore, until 1991, Ethiopia was deprived of a democratic system and suffered under authoritarian regimes. It was to reassert their lost rights that the nations, nationalities and peoples of Ethiopia struggled against the autocratic administrations. An example of a struggle was set when the two brothers, Mengestu and Girmame Neway, attempted to overthrow the monarchy from power. But generally the pioneers of the struggle were the student population, particularly the university students. These struggles culminated in armed struggles which eventually overthrew the dictatorial Dergue from power in 1991.</p>

<i>Competencies</i>	<i>Contents</i>	<i>Suggested Activities</i>
		<p>Since then the country has started to exercise a democratic system. Divide the students into groups to discuss and appreciate the present democratic system in view of the autocratic rule the country passed through.</p> <p>Let the students explain whether they want to live in a walled room through which they could not see outside, or in a room having a window to see what is happening outside. By the same token, a government is said to be democratic if what it is doing is transparent and is accountable to the people. Let the students comment in groups.</p>
<ul style="list-style-type: none"> • explain the political status of the federal and regional states of Ethiopia. • describe the mechanism set to protect abuse of power by branches of government bodies in Ethiopia. • enumerate the instruments in place to preserve the rights of citizens in Ethiopia. 	<p>1.6 Federalism in Ethiopia: (2 periods)</p> <p>1.6.1 constitutional status of the federal and regional governments.</p> <p>1.6.2 limits of government’s power and preventing its abuse (check and balance in the Ethiopian political governance).</p> <p>1.6.3 institutions for safeguarding democracy in Ethiopia.</p> <ul style="list-style-type: none"> - The Human Rights Commission. - The Ombudsman. 	<p>Create two groups. Provide them with the federal constitution. Let one group come up with the duties and responsibilities of the federal and regional governments. Let the other group come up with how the federal and regional governments are organized and how the constitution attempts to obstruct abuse of power by any one branch of government at any level. Let each group present the two topics to the class allowing all students to comment at the end. Finally add your own ideas on what the group presented and correct any mistake made. Ask students what institutions are in place to protect their rights as students at the class and school level. At the class level they have monitors and teachers. At the school level they have the student council and parents-Teachers Association. Likewise at the national level the Human Right Commission and The Ombudsman are in place to protect the rights of citizens. Let the students comment on the duties of these institutions. In their groups let the students discuss the importance of the Human Rights Commission and the Ombudsman.</p>
<ul style="list-style-type: none"> • explain the importance of international conventions and agreements in guiding foreign relations. • describe that the main purpose of Ethiopian’s foreign relations is promoting the sovereignty of the country. 	<p>1.7 Ethiopia’s Foreign relations: (2 periods)</p> <p>1.7.1 the necessity of international conventions and agreements.</p> <p>1.7.2 foreign relations and their implications to the national interest and the sovereignty of the country.</p>	<p>Divide the students into groups and let them read the federal constitution pertaining to the guiding principles of the Ethiopian foreign policy. let the students give their own conclusions whether the principles promote the national interest of the country or not.</p> <p>In their localities there are community associations like Eder and Equb. Can members act in different ways than is expected of them by the rules of the associations? For example, can a member of an Equb claim his subscription before his turn is due? Or can a member of a Kebele have a right to live as he/she wishes (for example littering his surrounding) without regard to the rules of the Kebele and norms of the community? Absolutely not. Likewise a country is required to abide by the international conventions and agreements to govern</p>

<i>Competencies</i>	<i>Contents</i>	<i>Suggested Activities</i>
		its relations with other countries. It cannot violate these conventions and agreements.

Assessment

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

Students at minimum requirement level

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

Students above minimum requirement level

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

Students below minimum requirement level

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

Unit 2: The rule of Law. (9 periods)

Unit Learning outcomes: the students will be able to:

- Recognize the role of a constitution in a society.
- Recognize the importance of rule of law.
- Understand the consequences of absence of rule of law

Competencies	Contents	Suggested Activities
<ul style="list-style-type: none"> • define the major purpose of a constitution. • explain how constitutions have been drafted in Ethiopia. 	<p>2.1 Constitution as a major source of rule of law: (2 periods)</p> <p>2.1.1 understanding a constitution.</p> <p>2.1.2 the writing of a constitutions in Ethiopia (how they were formulated and ratified).</p> <ul style="list-style-type: none"> - the 1931 constitution - the 1955 revised constitutions. - the 1987 constitution. - the 1995 constitution <p>2.1.3 factors that distinguish the four constitutions.</p>	<p>Ask students how much they remember about a Constitution from their 9th grade lesson. Form two groups each consisting of about four students. Let one group write a constitution that the whole class deliberates upon and ratifies. Let the other group present a finalized constitution by which the class shall be governed. Then ask each student which method of a constitution making they support? The one they discussed and ratified is the best because it embodies their will. The same is true with a national constitution. In light of this try to explain the Ethiopian constitutions.</p>
<ul style="list-style-type: none"> • explain the importance of rule of law in governing human relations. • describe the sources of rules of law. • explain the different types of law. 	<p>2.2 Understanding rule of law: (3 periods)</p> <p>2.2.1 the rule of law-an overriding principle governing human relations.</p> <p>2.2.2 sources of rule of law.</p> <ul style="list-style-type: none"> - custom. - supreme-being. - sovereigns. <p>2.2.3 varieties of laws</p> <ul style="list-style-type: none"> - divine law. - natural law. 	<p>Try to be explicit in explaining the contents mentioned here as sources of rules of law. Take custom for example. In the social context respecting one’s parents and the elderly is an accepted norm (law) because custom dictates it to be so. The same thing with God’s (or god’s) word as supreme. Making the necessary preparation beforehand try to describe the different types of laws. For example, for many years the Ethiopian emperors governed the country according to their own will because they assumed that God had given them the right; hence they were believed to have a divine right i.e a right given to them by God- divine law. Let at last the students give their own conclusion which law they prefer.</p>

Competencies	Contents	Suggested Activities
	<ul style="list-style-type: none"> - common law. - statute law. - international law. 	
<ul style="list-style-type: none"> • describe that rule of law serves to limit the power of the government. • abide them- selves by the rule of law. 	<p>2.3 Rule of law as an instrument to limit the political power of the government: (2 periods)</p> <p>2.3.1 the concept of rule of law in Ethiopian history.</p> <p>2.3.2 the necessity of limiting the power and functions of governmental organs and elected officials.</p>	<p>Suppose the class monitor did what he/she felt to be right without regard to the rules of the school. For example beating and harassing students. Do students have the peace of mind to learn under these conditions? Divide the class into groups and let them discuss and give their own conclusions why it is necessary to limit the powers of authorities.</p>
<ul style="list-style-type: none"> • describe the consequences of break-down of rule of law. explain the ways in which corruption occurs. • struggle against corruption within their capacity. 	<p>2.4 Breakdown of rule of law: (2 periods)</p> <p>2.4.1 summary execution and violation of other human rights by governments.</p> <p>2.4.2 flaring up of corruptions.</p> <ul style="list-style-type: none"> - manifestations of corruption. - students’ role to fight corruption 	<p>Divide the class into two groups. Let each group read relevant literature (like a magazine, news paper etc) and/or ask the elderly and their parents about the “Red Terror” in Ethiopia; was it caused by absence of rule of law or what? Let the leader of each group present the ideas of his/her group to the whole class; discuss the issue of “Red Terror” on the basis of their findings. Whatever the case may be, basically “Red terror” was the result of breakdown of rule of law. Ask students to explain what corruption is; how is it manifested at the school or community level? For example, suppose one teacher gives good marks to those students whom he/she favours regardless of their exam results. What behaviour could this be? What will be its consequences on the learning of the other students? Let the students in groups discuss about corruption and how to fight it.</p>

Assessment

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

Students at minimum requirement level

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

Students above minimum requirement level

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

Students below minimum requirement level

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

Unit 3: Equality. (9 periods)

Unit Learning outcomes: the students will be able to:

- Recognize the concept of equality was understood in Ethiopia.
- Appreciate the importance of equality for the Ethiopian society.
- Understand the necessity of gender equality

Competencies	Contents	Suggested Activities
<ul style="list-style-type: none"> • explain the new dimension of equality after the transition to democracy in Ethiopia. 	<p>3.1 The concept of equality; (3 periods) 3.1.1 the history of equality and burden in Ethiopia. 3.1.2 new dimensions of equality in Ethiopia. - equality of nations, nationalities and peoples.</p>	<p>Divide the students into groups and get them ask their parents or the elderly how the peasants of feudal Ethiopia used to live. What were the obligations they were supposed to fulfil for the state and the landlords? Did they enjoy benefits in return for fulfilling their obligations? For example, did they have schools for their children, hospitals, running water etc nearby? Let the groups present their findings to the class. The class discussion should show the problems of inequality in Ethiopia as far as fair distribution of benefits and burdens are concerned. Read to the students the relevant articles from the federal constitution that guarantees the equality of nations, nationalities and peoples of Ethiopia at present. Do they see any difference now than the previous regimes? Let them air their views on this issue.</p>
<ul style="list-style-type: none"> • explain the effects of the existence of equality between the people of Ethiopia. 	<p>3.2 Effects of prevalence of equality of citizens: (2 periods) 3.2.1 peace. 3.2.2 stability. 3.2.3 development 3.2.4 national consensus.</p>	<p>The history of Ethiopia is marked by internal wars caused because of inequalities. Narrate some parts of the Ethiopian history to prove that this is the case. Then divide the students into groups and let them discuss their own conclusion how these wars affect the peace, stability, and development of the country. Be aware that, whatever its cause, war is destructive by nature. Conversely, when citizens enjoy equality this sets the preconditions for peace and development.</p>
<ul style="list-style-type: none"> • describe the importance of gender equality. • explain the constitutional response to gender equality in Ethiopia. • respect gender equality. 	<p>3.3 Gender Equality: (2 periods) 3.3.1 the necessity of addressing gender issues. 3.3.2 Gender equality in the federal constitution of Ethiopia.</p>	<p>Let each student ask his/her mother about her position in the family when she was young? What is her position now in the family and the community at large? Who has more power, she, or her husband? Why? Females of Ethiopia account for half of the population. Can there be any effective developmental activity without the participation of women? Let each student present his/her idea to the class; let the students give their own conclusion. Read to the students the relevant articles from the federal constitution which</p>

Competencies	Contents	Suggested Activities
<ul style="list-style-type: none"> explain what is meant by equality of cultures. 	<p>3.4 Equality of Culture: (2 periods) 3.4.1 languages 3.4.2 religions 3.4.3 other cultural traits.</p>	<p>explains women’s rights. Ask students what is the working language of their regional government? What is the language of instruction at primary schools in their localities? What are the advantages of working and learning in one’s own language? Was this possible before the transition to democracy? Let the students be divided into groups and after discussions give conclusions on the importance of equality of culture.</p>

Assessment

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

Students at minimum requirement level

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

Students above minimum requirement level

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

Students below minimum requirement level

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

Unit 4: Justice .(10 periods)

Unit Learning outcomes: the students will be able to:

- Recognize the effect of absence of justice.
- Appreciate the necessity of equity of social services.
- Understand the nature of taxes in Ethiopia.
- Understand categories of justice.
- Realize the working of the judiciary.

Competencies	Contents	Suggested Activities
<ul style="list-style-type: none"> • describe the effects of the prevalence of injustice. • struggle against acts of injustice. 	<p>4.1 Effects of the absence of justice: (2 periods)</p> <p>4.1.1 civil war.</p> <p>4.1.2 instability.</p> <p>4.1.3 famine.</p> <p>4.1.4 poverty.</p>	<p>Divide the students into groups. Let them discuss whether there is instability, like conflict, among the peoples of the region. If they say that there is, motivate them to explain what the reason is? If they say there is none, let them explain why this is so. You have to explain that injustice leads the people to revolt which results in war and instability. Also the prevalence of injustice de-motivates people to work, thereby exposing them to poverty and famine.</p>
<ul style="list-style-type: none"> • explain the importance of fair distribution of social services among the citizens of Ethiopia. 	<p>4.2 Equal provision of social services: (2 periods)</p> <p>4.2.1 the necessity of fair distribution of social services under a democratic system.</p> <p>-the case of the nations, nationalities and peoples of Ethiopia.</p>	<p>Ask students to explain what social services are. And then let the students discuss how these social services are built up and the necessity of their fair distributions. It should be evident that they are built by peoples’ money collected in the form of taxes. Therefore, all taxpayers (the nations, nationalities and peoples) have the right to have equal access to social services. Otherwise injustice would prevail and, as we have seen above, injustice has far reaching consequences to the extent of disrupting the democratic system</p>
<ul style="list-style-type: none"> • differentiate the various categories of justice. 	<p>4.3 Categories of Justice: (2 periods)</p> <p>4.3.1 distributive justice.</p> <p>4.3.2 corrective justice.</p> <p>4.3.3 procedural justice</p>	<p>The whole idea of this lesson is to raise students’ awareness of types of justice. So the teacher has to be able to explain these categories of justice as simply as possible. For example, distributive justice deals with fairness and equality when justice is served. Corrective justice deals with correcting wrongs and compensating the wronged one Procedural justice deals with procedures which should be clear and equally applied to all. Open discussion with the students on the importance of each category of justice.</p>

Competencies	Contents	Suggested Activities
<ul style="list-style-type: none"> explain the organizational, structural and functions of courts under the different political systems of Ethiopia. 	<p>4.4 Organization and functions of the judiciary: (2 periods)</p> <p>4.4.1 organization and functions of the judiciary under the unitary system.</p> <p>4.4.2 organization and functions of the judiciary under the federal system.</p>	<p>Form two groups which consisted of four students each. Let one group ask their parents or any one they like to describe the structure of the court under the previous regime. Let the other group study the federal constitution and come up with the structure of courts in Ethiopia at present. Let both group present their findings to the class and deliberate upon them. Let the whole class air their views about which structural arrangement they favour and why.</p>
<ul style="list-style-type: none"> Identify the types of taxes collected in Ethiopia. Explain the principles of taxation. 	<p>4.5 Equity of taxation: (2 periods)</p> <p>4.5.1 types of taxes in Ethiopia.</p> <p>4.5.2 principles of taxation.</p> <p>-tax base and tax rate in Ethiopia.</p>	<p>There is no doubt that at this grade levels the students are well aware of the fact that citizens have morale and legal obligations to pay taxes. Remind the students about this fact and enlighten them with the types of taxes in Ethiopia and principles of taxation and let them appreciate the truth of taxation through group discussions.</p>

Assessment

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

Students at minimum requirement level

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

Students above minimum requirement level

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

Students below minimum requirement level

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

Unit 5: Patriotism. .(8 periods)

Unit Learning outcomes: the students will be able to:

- Realize the requirement for patriotism to prevail.
- Understand the relation between patriotism and the common good.

Competencies	Contents	Suggested Activities
<ul style="list-style-type: none"> • enumerate the factors that are essential for the creation of the feeling of patriotism. • respect the equality of citizens 	<p>5.1 Requirements to increase patriotism: (2 periods)</p> <p>5.1.1 equality as an essential unifying force leading to patriotism among the nations, nationalities and peoples of Ethiopia.</p> <p>5.1.2 absence of any kind of discrimination.</p> <p>5.1.3 absence of oppression.</p> <p>5.1.4 equal access to all kinds of opportunities.</p> <p>5.1.5 tolerance of diversity.</p> <p>5.1.6 abide by the rules and laws of the country.</p>	<p>Begin the lesson by asking the students what they understand by the term “patriotism”. Divide the students into groups and let them discuss what they require for love of their country to prevail. Would they feel patriotic to their country if their rights or the rights of the nation, nationalities and peoples of Ethiopia, of which they are a part, are violated? All the other contents can be treated in this way.</p>
<ul style="list-style-type: none"> • define what is meant by the common good. 	<p>5.2 patriotism and the common good: (2 periods)</p> <p>5.2.1 Understanding Ethiopian history as</p>	<p>Throughout history the Ethiopian people have stood in unison and defended the sovereignty of their country. Is this all that is expected of the citizens of the country? What other duty is expected of a patriot besides defending his country</p>

Competencies	Contents	Suggested Activities
<ul style="list-style-type: none"> defend the common good. enumerate the duties of a patriot other than defending the territorial integrity of the country. be patriotic 	<p>the history of its nations, nationalities and peoples.</p> <ul style="list-style-type: none"> - understanding and respecting the national flag. <p>5.2.2 being an example for the welfare of the community.</p> <ul style="list-style-type: none"> - being an ethical person <p>5.2.3 maintaining state secrets.</p> <p>5.2.4 knowing the causes of terrorism.</p> <ul style="list-style-type: none"> - patriotism vs nationalistic chauvinism. <p>5.2.5 factors affecting the common good.</p> <ul style="list-style-type: none"> - promotion of selfish interest. - corruption - intolerance. 	<p>militarily? Let students air their views on this point.</p> <p>The Ethiopian flag served as a symbol of independence and sovereignty both for the nation and the African states in general. Let the students air their views on this point. And let them explain what respect they accord to the flag and other national symbols as patriot citizens of Ethiopia.</p> <p>Ethiopia is an ancient state with one of the earliest civilizations in the world. Should this lead to developing sense of superiority-to despise others? Let the students comment on this. To make this idea clear, narrate how Hitler’s national chauvinism led Germany to the catastrophic Second World War. Let’s assume that the students love their school very much and want to work for the school’s interest. But the school’s administration is such that it favours some and is inconsiderate to the interests of others. Could their love for their school persist? Let the students comment on this; then try to relate the students’ comments to factors that affect the common good.</p>
<ul style="list-style-type: none"> explain the causes and effects of poverty describe the role of citizens in reversing poverty 	<p>5.3 Patriotism and poverty reduction: (2 periods)</p> <p>5.3.1 effects of poverty on one’s sense of patriotism.</p> <p>5.3.2 what are required of a patriot citizens in reversing poverty.</p> <ul style="list-style-type: none"> - devotion to work. - duty bound. - transformation of “combat” culture to civic culture” 	<p>Ethiopia is one of the poorest countries in the world. Present to the students some indicators of poverty like per capita income, fertility rate, infant mortality, ratio of access to medical canters per citizens etc. Let students appreciate the level of poverty in the country. Then induce them to comment on whether they feel ashamed to be member of this poor country or not. What methods do they suggest to come out of this level of poverty? What should be their responsibility? Explain the “combat” culture that has been in place in the country (recount some parts of Ethiopian history with particular emphasis on the civil wars) that retarded the development of the country and make students appreciate it. Let the students give conclusions after discussing the issue in groups.</p>
<ul style="list-style-type: none"> explain what voluntarism means. commit to give voluntary services to their community. 	<p>5.4 Voluntarism: (2 periods)</p> <p>5.4.1 working for the well-being of one’s community.</p>	<p>Ask students to explain in their own words what voluntarism means. Let students try to explain what they feel the duties of the government of Ethiopia are. Can a government fulfil the needs of the community all by itself? For example, can the government clean each village in the country; or preserve the peace of each village by its army or the police force. Let the students comment being divided</p>

Competencies	Contents	Suggested Activities
		into groups. What free service do they desire to give to their community? In this way enlighten students to the purpose of voluntarism.

Assessment

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

Students at minimum requirement level

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

Students above minimum requirement level

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

Students below minimum requirement level

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

Unit 6: Responsibility. (11 periods)

Unit Learning outcomes: the students will be able to:

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

Competencies	Contents	Suggested Activities
<ul style="list-style-type: none"> • explain what the duty of a citizen should be. • carry out their responsibilities properly. 	<p>6.1 Duty of a citizen: (2 periods)</p> <p>6.1.1 civic responsibilities.</p> <ul style="list-style-type: none"> - performing public services. - loyalty to the principles and values of the democratic process in the country. 	<p>Divide the students into groups and let them on responsibility in general and civic responsibility in particular. Obeying the law, respecting the rights of others, serving in the army, paying taxes are some of the civic responsibilities of an individual.</p> <p>For example, let the group comment what would happen if citizens fail to uphold the principles and values of the democratic system of the country like safe guarding the constitution (which is a civic responsibility). They should relate it with the occurrence of anarchy, which will be destructive to the community in general. Read the relevant articles from the federal constitution that orders all citizens to be loyal to the constitutional system of the country.</p>
<ul style="list-style-type: none"> • explain individual responsibilities. • describe organizational responsibilities. 	<p>6.2 Taking the consequence of your Actions: (2 periods)</p> <p>6.2.1 individual’s responsibilities.</p> <p>6.2.2 organizations’ responsibilities.</p> <p>6.2.3 developing social and moral responsibilities.</p>	<p>Divide the class into two groups. Let one group discuss among themselves their personal responsibilities at home and in the community at large. What happens to the school and the community if every individual fails to fulfil their responsibilities? For example, let us say that being negligent of their responsibilities, students do not come to school on time i.e. they fail to be punctual. Under such circumstances, could the teaching-learning process be run smoothly?</p>
	<ul style="list-style-type: none"> - keeping one’s promise. - punctuality,. - honesty. - thanks giving as basis of moral and/or social norms. 	<p>Then let the group present its idea to the class. By the same token let the second group discuss the responsibilities of an organization, for example, what would happen to the country if a given political party resorts to a show of force to win an election? Let the members discuss among themselves first and then present their ideas to the group.</p> <p>On the other hand, suppose a student promised himself that he/she would study his/her lessons for one hour everyday.</p> <p>Should he/she break his/her promise on a day he/she wants to play with</p>

Competencies	Contents	Suggested Activities
		<p>friends? Let the students comment on this. One should not break one's promise-honesty is a mark of integrity. Whatever service they received from their family, or any one for that matter, they have to cultivate the habit of saying "thank you", which is also a sign of civility. Let the students discuss and conclude if they have a "thank you" culture.</p>
<ul style="list-style-type: none"> • describe what the national and social responsibilities of citizens are. • Be socially responsible. 	<p>6.3 National responsibility: (2 periods)</p> <p>6.3.1 performing one's duty in a lawful and responsible manner.</p> <p>6.3.2 managing conflict peacefully.</p> <p>6.3.3 quick response to national call in time of national emergency.</p>	<p>Divide the class into two groups. Let one group identify the duties of the school guards. Do these persons, for example, have the right to let some latecomers go in while prohibiting others? Let the other group identify the duties of the cleaners of the school. Do these employees have the right to use the brooms and other materials carelessly? After each group has discussed its respective topic, let them present their ideas to the whole class. Let's imagine that there is a controversy between two classes over who should first play football on the playground of the school. Let students suggest how to work out the problem without favouring one or the other group.</p> <p>Suppose a flood that results in the death of many people strikes a given region of Ethiopia, far from theirs. The federal government asks citizens to go to the victim area and give support to the people. How should students respond to this national call? Let the groups comment and give conclusion.</p>
<ul style="list-style-type: none"> • explain the role of citizens in protecting natural resources and cultural heritages. • describe the economic advantages of natural resources and cultural heritages. • engage in protecting natural resources and cultural heritages. 	<p>6.4 Citizens' responsibilities in protecting natural resources and cultural heritages: (3 periods)</p> <p>6.4.1 sustainable utilization of natural resources.</p> <p>6.4.2 protecting and caring of cultural heritages.</p> <p>6.4.3 the economic implications of caring for natural resources and cultural heritages.</p> <p>6.4.4 prevention of natural calamities through environmental protection.</p>	<p>Form two groups of a fair size (5-6 students). Let one group study the natural resources of the locality and what economic benefits they have. Let the other group study the cultural heritage of the locality with its economic potential. What should be their role, as students, in protecting the natural resources and the cultural heritages? Let them explain.</p> <p>Natural calamities are common in the world in which we are living. Invite a geography instructor to say few words on the causes of natural calamities like drought, flood etc.</p>
<ul style="list-style-type: none"> • explain the responsibilities 	<p>6.5 Citizens' responsibilities in creating</p>	<p>Divide the class into groups. Let each group the impact of HIV/AIDS in their</p>

Competencies	Contents	Suggested Activities
of citizens in combating HIV/AIDS. • describe the impacts of HIV/AIDS. • combat HIV/AIDS Within their capacity.	common front against HIV/AIDS. (2 periods) 6.5.1 HIV/AIDS and its damaging impacts. - on individual level. - on social level. - on national level. 6.5.2 the need for combating HIV/AIDS. - protecting one self and ones family. - protecting the community,	localities.. Let the groups comment on how the expansion in number of HIV/AIDS victims impacts on the nation as a whole: like more spending on health care, more hospital beds occupied by HIV victims to the exclusion of other patients etc.

Assessment

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

Students at minimum requirement level

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

Students above minimum requirement level

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

Students below minimum requirement level

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

Unit 7: Industriousness. (8 periods)

Unit Learning outcomes: the students will be able to:

- Understand the relation between work and well-being.
- Realize the damaging impact good working habits.
- Appreciate the necessity of improving one’s skills.

Competencies	Contents	Suggested Activities
<ul style="list-style-type: none"> • explain the reward that work gives. • describe the elements that are essential for work. 	<p>7.1. Work and well-being: (2 periods) 7.1.1 work and self-fulfilment. 7.1.2 work and happiness. 7.1.3 work and the concept of time. 7.1.4 giving respect for physical labour. 7.1.5 accepting women as a productive force.</p>	<p>Let each student explain whether or not his or her families have enough material for fair living and are happy. Let those who say their families are self-fulfilled and happy and those who have an opposite view give reasons for the condition of life in their families. In this way draw the students’ attention towards the importance of work as an instrument for self-fulfilment and happiness. Work exists within time. We do a certain thing within a defined period of time. If a given task takes more time than it should it is hardly possible to say that we have accomplished our work objective. Let the students comment on this. Divide students into groups to discuss the value of physical labour. Whatever their conclusion is, physical labour is a noble job that transformed the world into its present stage. Let students in their groups discuss and give conclusion on the difference between males and females in terms of their abilities to do things. In Ethiopia females constitute almost half of the population; hence no achievement could be registered without accepting them as productive force of the society.</p>
<ul style="list-style-type: none"> • explain the effects of absence of good working habits on personal and national development. 	<p>7.2 Lack of working habit: (2 periods) 7.2.1 misuse of time and wastage of resources. 7.2.2 the consequences of lack of good working habits and discipline.</p>	<p>Ask students to air their views which continent, Europe or Africa, is more advanced. What is the reason behind this? Whatever economic and social differences there are, what induced these differences, among others, is the European devotion to and discipline towards work. Hard work is the only way out of poverty leading towards prosperity. Let the students comment on this.</p>
<ul style="list-style-type: none"> • explain the importance of sound economic systems for development. 	<p>7.3 choice of economic system: (2 periods) 7.3.1 choice of economic systems</p>	<p>Here explanation should be given to show that a national economy is not something to be conducted without a system to follow. The system is chosen taking into consideration the country’s economic potential, the forces engaged in</p>

Competencies	Contents	Suggested Activities
<ul style="list-style-type: none"> describe the positive and negative sides of globalization in general. 	for quick development. -exploring the national and international situations. 7.3.2 globalisation (general overview).	the inter-play of the production process and the global economic trend at large. A system designed after exhaustively investigating all the options should lead to development. In light of the imperative to develop the national economy of Ethiopia try to familiarize the students with the general view of globalization.
<ul style="list-style-type: none"> describe the imperative of improving skills in order not to be left out of the market. 	7.3 Improvement of skills of work: (2 periods) 7.4.1 the necessity of improving one's own skills to have a market value.	Draw the attention of the students towards the technological development that is taking place in the world. As late as the 1980s and early 1990s TV, radio, typewriters were considered modern gadgets of work. But now computers, the Internet, the website, mobile telephones etc have come to the forefront. The same phenomena occur in industrial sectors of production. Without new knowledge on how to manipulate the new machinery, the work force will be redundant. Therefore, in this competitive world, for a person to have a value, he has to have marketable knowledge. This could be possible only when one makes the effort to improve his/her skill unceasingly. Remind students how what they have learned in school would be outdated in a very short while. Divide the students into groups and let them comment on the above idea and give their own conclusions.

Assessment

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

Students at minimum requirement level

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

Students above minimum requirement level

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

Students below minimum requirement level

Civics and Ethical Education Syllabus Grade 10

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

Unit 8: Self- reliance. (8 periods)

Unit Learning outcomes: the students will be able to:

- Realize the distinguishing factors of self-reliance and dependency.
- Understand the necessity for citizens to fight against contraband.
- Appreciate the relation between self-reliance and decision making.

Competencies	Contents	Suggested Activities
<ul style="list-style-type: none"> • explain factors that manifest self-reliance. • Be self-reliant. 	<p>8.1 Examples of self-reliance: (2 periods)</p> <p>8.1.1 dependability</p> <p>8.1.2 harmonious relations with other people.</p> <p>8.1.3 appreciation of other’s achievement and readiness to learn from them.</p>	<p>Divide the students into groups and hold discussions on why a person who is self-reliant is said to easily harmonize his/her relations with others. Also a self-reliant person is said not to suffer from inferiority complex, and is always ready to learn from others. After a thorough discussion among themselves let the groups present their points of views to class and reach conclusions.</p>
<ul style="list-style-type: none"> • enumerate the characteristics of a dependent person. 	<p>8.2 Examples of dependency: (2 periods)</p> <p>8.2.1 absence of moral responsibility.</p> <p>8.2.2 inability to be dependable.</p> <p>8.2.3 lack of courage to act.</p> <p>8.2.4 lack of motivation.</p> <p>8.2.5 lack of initiative taking.</p> <p>8.2.6 risk to the general welfare.</p>	<p>Divide the class into groups consisting of 5-8 students. Let each group interview one or two beggars on the following points: do they feel morally bound to contribute money for the building of the infrastructure in their locality?do people consider it worthwhile to lend them money or confide some secrets in them?do they have the courage to criticize those who give them support? are they motivated to engage in campaigns for the development of their locality? have they ever taken an initiative to solve the problem of their community? Let each group present its finding to the class to deliberate upon. If the groups’ findings indicate negative behaviour, then the beggar is a risk to the general welfare of the community. Thus, highlighting the danger posed by dependency could stabilize the lesson.</p>
<ul style="list-style-type: none"> • describe the decision making ability of a self-reliant person. 	<p>8.3 Self-reliance and decision making (2 periods)</p> <p>8.3.1 courage for criticism and self-criticism and asking for apology.</p> <p>8.3.2 open mindedness and civility</p> <p>- defending one’s own point of view rationally.</p>	<p>Decision making is part of human life. Divide the students into groups and let them discuss the things that need their decisions at home, at the school, and in the community. What if they refrained from making decision? Let them come up with their own conclusions. Suppose a classmate criticizes a friend for his/her misbehaviour towards their teacher. How should he/she react to this criticism? It is good to stand by a particular point f view and encourage others to accept it. But does this mean being rigid not to change one’s view even when there is</p>

Competencies	Contents	Suggested Activities
	<ul style="list-style-type: none"> - accepting the consequences of one's own decisions. 	enough ground for others' views to prevail? Let the students discuss in their groups. In this way deal with the other contents as well.

Assessment

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

Students at minimum requirement level

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

Students above minimum requirement level

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

Students below minimum requirement level

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

Unit 9: Saving. (8 periods)

Unit Learning outcomes: the students will be able to:

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

Competencies	Contents	Suggested Activities
<ul style="list-style-type: none"> • elaborate the traditional practices that negatively influence saving in Ethiopia. 	<p>9.1 Traditional practices that affect saving: (2 periods)</p> <p>9.1.1 religious dogmatism (in terms of being inconsiderate for tomorrow).</p> <p>9.1.2 absence of family planning.</p>	<p>It is customary in most communities of Ethiopia to believe that God controls our lives and the things that happen to us. Thus, we don't have to worry for tomorrow and live only today. Ask students whether they agree with this idea or not. The discussion should lead to a conclusion that God is believed to have said to the disciples: "help me so that I can help you" suggesting they too should do their best and not simply wait for His support. Therefore, we have to save from what we have to make tomorrow different. Equally, we have very poor knowledge of family planning. Divide the students into groups and let them discuss about the importance of family planning, particularly in the face of those Ethiopian families that have many children.</p>
<ul style="list-style-type: none"> • describe the necessity of avoiding extravagant practices and living economically. • be economical. 	<p>9.2 Managing the family budget (2 periods)</p> <p>9.2.1 the necessity of reducing extravagance.</p> <ul style="list-style-type: none"> - expending money economically - economical use of materials at home. 	<p>You could give this lesson as homework to your students. Let each student ask his/her parents to come up with a worked out monthly budget for the family. Which area claims the highest proportion of the budget? Do they witness any practice of extravagance at home while spending their income on necessities? In general, unless the family tries to live within the limits of its income, its very existence will be endangered. This living within one's income should extend to the wise use of such things as electricity, water etc to reduce cost.</p>
<ul style="list-style-type: none"> • describe the importance of planning to lead a successful life. • plan their life 	<p>9.3 The need to set your goals and plan your saving: (2 periods)</p> <p>9.3.1 how to plan and lead one's life economically.</p> <ul style="list-style-type: none"> - limiting the number of one's family members. - balancing income in keeping with expenditure and saving. 	<p>Ask students to describe what planning means. As we need a road map, real or in our mind, to go from one place to the other, so we need a plan with which to guide our life. Let students design their own plan that will serve them as guide for the next five years. Divide the students into groups and let them discuss on the importance of their families limiting the number of newborn babies. Suppose Mr "x" spends all his monthly income on consumption, what would happen to him if a member of his family accidentally got sick? Let the students comment on this and give their conclusions.</p>

Competencies	Contents	Suggested Activities
<ul style="list-style-type: none"> describe the difference between “job” and “vocation”. 	<p>9.4 Choosing a career: (2 periods) 9.4.1 to get money for a living. 9.4.2 to have professional satisfaction.(engage in a profession that pleases one).</p>	<p>“Job” and “vocation” are not one and the same. “Vocation” is a job you believe to suit you and one you would like to do with conviction. When one gets a vocation one shall be successful. Divide the students into groups and let them discuss what they are after; vocation or job to get money. And eventually let them come up with agreeable solution.</p>

Assessment

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

Students at minimum requirement level

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

Students above minimum requirement level

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

Students below minimum requirement level

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

Unit 10: Active Community Participation. . (4 periods)

Unit Learning outcomes: the students will be able to:

- Understand the essence of the various levels of participation.
- Recognize the role of civil societies.

Competencies	Contents	Suggested Activities
<ul style="list-style-type: none"> • describe the importance of political and social participation. • make political and social participation within the limit of their capacity 	<p>10.1 Levels of community participation: (2 periods)</p> <p>10.1.1 political participation.</p> <ul style="list-style-type: none"> - being a member of political parties. - contacting public officials. - commenting on the political programs of parties. <p>10.1.2 social participation</p> <ul style="list-style-type: none"> - standing for the rights of the socially discriminated groups. - common front against other social evils. 	<p>Divide the students into groups and let them identify political and social participation. And which participation they value most, and for what reasons? Suppose a Kebele official is involved in acts of corruption. Whose duty should it be to expose such behaviour and recall the official from power or not to re-elect him/her next time? Could this be possible if citizens refrain from taking part in voting? Let the students comment.</p> <p>On the other hand there are many social problems in any community. Get the students to identify the social problems in their locality. How do they think these social problems can be overcome? Can they tackle these problems alone? Should they join hands with like-minded people to solve these problems? Or should the problems be left to the government to deal with? Let the students discuss this. Lead the discussion towards the importance of civic societies.</p>
<ul style="list-style-type: none"> • state the different types of civic societies. • describe the role of civic societies in democratic and undemocratic countries. 	<p>10.2 Types and roles of civic societies: (2 periods)</p> <p>10.2.1 types of civic societies (national and international).</p> <ul style="list-style-type: none"> - youth associations - women’s associations. - professional associations. 	<p>The students have already touched upon the role of civic societies in the previous lesson. However, ask them what the roles of civic societies are. Let them mention some national and international associations (Non-Government organizations- NGOs) that are working in their localities. Do they believe that these associations (organizations) are doing important things for the community? Divide the students into groups and let them discuss the pros and cons of civic</p>

Competencies	Contents	Suggested Activities
	<ul style="list-style-type: none"> - charity associations. - environment protection association. <p>10.2.2 the contrasting roles of civic</p> <ul style="list-style-type: none"> - societies in democratic and undemocratic systems. 	<p>societies that they know in their localities. Then relate the works of the civic societies mentioned in the contents.</p> <p>Civic societies are established to monitor the works of the government; and also to do the tasks that the government cannot do all by itself. Can civic societies work with liberty and effectiveness in an undemocratic system? Why? Let in their groups the students discuss this issue relating it with the principles of democracy.</p>

Assessment

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

Students at minimum requirement level

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

Students above minimum requirement level

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

Students below minimum requirement level

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

Unit 11: The pursuit of Wisdom. (8 periods)

Unit Learning outcomes: the students will be able to:

- Appreciate the relation between knowledge and wisdom.
- Realize the purpose of information.
- Appreciate the development of reading habit.

Competencies	Contents	Suggested Activities
<ul style="list-style-type: none"> • explain the relation between knowledge and wisdom • describe the three forms of knowledge. • Identify the three forms of knowledge. 	<p>11.1 The pursuit of wisdom: (2 periods)</p> <p>11.1.1 the relation between knowledge and wisdom</p> <p>11.1.2 The three fundamental forms of knowledge:</p> <ul style="list-style-type: none"> - facts. - concepts. - generalizations 	<p>Try to modestly show the relation between knowledge and wisdom; like when we contemplate the way things are, we are using theoretical reason (knowledge), but if we excel in thinking ability, we will display intellectual virtues, the most important of which is wisdom. Like wise be as simple as possible to explain the three fundamental forms of knowledge:</p> <p>Fact: something that is true, a situation that exists. Ethiopia is found in Eastern Africa. This is fact. Concept: an idea or a principle which is abstract. Democracy is a concept which refers to a government of the people elected by the people. Generalization: the use of facts or concepts to form an opinion which is valid everywhere at all time. In a true democratic system (everywhere) people have the right to choose their leaders and enjoy equal rights with other fellow citizens irrespective of their differences in language, religion or other cultural traits. Let the students exercise the three forms of knowledge by giving their own examples.</p>
<ul style="list-style-type: none"> • describe the various sources of information. • explain what is meant by skills of using information. • describe how data is collected. 	<p>11.2 Use of information: (2 periods)</p> <p>11.2.1 sources of information.</p> <ul style="list-style-type: none"> - observation - print materials - electronic media <p>11.2.2 skills of using information.</p> <ul style="list-style-type: none"> - determining the purpose of information. - identifying (choosing) appropriate sources of information. 	<p>By simply watching a farmer cultivating his land, students can get the information on how traditional our farming system is. Divide the students into groups and let them come up with their own conclusion where and how they could get information on a given topic. They could get from books (print materials) TV and radio (electronic media)</p> <p>On the other hand, let's assume that the students want to study about HIV/AIDS. What kind of information would best serve their interest? Does knowing the number of students in a given school serve their interest? Why who can give them the right information, the Ministry of Agriculture or the Ministry of Health? Let the students in their groups discuss this point and come up with a</p>

Competencies	Contents	Suggested Activities
	<p>- checking (proving) the reliability of information.</p> <p>11.2.3 collection of data.</p> <ul style="list-style-type: none"> - determining reliable samples. - developing data collection instruments. <p>11.2.4 forming generalization.</p>	<p>conclusion that appropriate use of sources and proving the reliability of sources are very much important in order to have the right information.</p> <p>Acquaint the students with different instruments used for data collection like questionnaires, interviews and observations and how to make generalizations from the data they collected using these instruments.</p>
<ul style="list-style-type: none"> • explain how to acquire knowledge through reading. • be modest readers. 	<p>11.3 Reading for acquisition of knowledge: (2 periods)</p> <p>11.3.1 the importance of developing a reading habit.</p> <p>11.3.2 reading current issues.</p> <p>11.3.3 studying school subjects.</p>	<p>Ask students whether they made it a habit to read books. What purpose, do they think, reading serves? Do they read for recreation or to accomplish a certain purpose like to have knowledge on “HIV/AIDS” or “Democracy”? Whatever they say, draw their attention to the fact that more than formal education, they get knowledge and know the secrets of the world through reading. Mention some people who became great personalities through their own reading efforts.</p> <p>Some students resort to study their school subject only when exams are approaching. Let the students comment on whether this is appropriate behaviour for a student or not. Let them relate this kind of Study with the stress and panic they would come under in the face of shortage of time when the exam is near. They are to be told emphatically that this behaviour must be corrected if they want to be successful in life. Let the students give their conclusion.</p>
<ul style="list-style-type: none"> • describe the importance of truth 	<p>11.4 Truthfulness:(2 periods)</p> <p>11.4.1 appreciating truth fullness</p> <p>11.4.2 rejecting falsehood. (ethical approach)</p>	<p>Let’s suppose that a teacher and a fellow friend student entered into disagreement. The student charged the teacher before the administration saying that he/she has mistreated him. The so called the aggrieved student called his friend as a witness to testify for him. The student called as a witness already had a quarrel with the teacher. But he knew that his friend accused the teacher falsely. What should the witness? Should he speak in favour of his friend against the teacher? Let the students discuss this hypothetical case in groups. Remind the students always to stand for “truth”, as opposed to falsehood, which eventually are rewarding. There is a saying: “you can make a dime dishonestly, but it will cost you a dollar later on”. Let the students comment on whether the above saying highlights the importance of truthfulness or not.</p>

Assessment

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

Students at minimum requirement level

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

Students above minimum requirement level

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

Students below minimum requirement level

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