Environmental Science Syllabus

Grade 2

General Objectives of Grade 2 Environmental Science

1. **To develop understanding and acquire knowledge of:**
   - importance of food, commonly eaten foods in the locality and foods derived from animals and plants
   - health and hygiene, importance of being healthy, consequence of poor hygiene and symptoms of sickness
   - AIDS as a disease passed by blood
   - rights of children, violation of child rights and ways of protecting child right
   - sources and importance of energy to their community
   - natural phenomena as cycles of nature, and as occasional happenings
   - units of measurement classified into traditional and modern units
   - classifying objects into natural and synthetic materials
   - types, uses, and protection of natural resources
   - parts of a plant and their functions
   - substances, materials and equipment needed for growing crops and caring for farm animals
   - items made from animal products
   - landforms, features and locations of important places in the Woreda
   - major economic activities and main institutions in the Woreda
   - technological products used in the locality
   - importance of work to the development of the woreda

2. **To develop skills and abilities of:**
   - telling others when they feel symptoms of sickness
   - practicing proper personal hygiene
   - locating their woreda in relation to the four directions
   - planning their daily activities and self management
   - classifying members of their community and categorizing themselves within the community
   - classifying materials according to their nature, weight and texture
   - classifying units of measurement
   - collecting and sorting specimens of parts of plants and printing leaves
   - classifying animals and objects using simple criteria
   - joining materials using glues and tapes
   - making decorations and models from paper and clay respectively
   - working in groups, cooperating with each other and respect and love for each other
   - demonstrating scientific enquiry skills: Observing, questioning, measuring, classifying communicating, making models and working cooperatively

3. **To develop the habit and attitude of:**
   - courtesy to others and proper table manner
   - conforming to good hygienic practices
   - commitment to work comparable to their age level
   - willingness to participate in community activities comparable to their age level
   - appreciation, love and respect for plants and animals
   - working in groups, cooperating with each other and respect and love for each other

Unit 1: Ourselves *(51 periods)*

***Unit Outcomes*:** Students will be able to:

- state the importance of food, name commonly eaten foods in their locality, identify foods provided by animals and plants and exhibit proper manners of eating
- define health and explain the importance of being healthy by comparing a sick person with a healthy person
- describe some symptoms of sickness and practice how to tell others when they feel these symptoms
- explain the importance of good personal hygiene and describe the consequences of poor hygiene; practice good hygiene
- demonstrate scientific enquiry skills along this unit: Observing, questioning, classifying, communicating, and working cooperatively.

Competencies	***Contents***	***Suggested activities***
Students will be able to:	***1. Ourselves***	
• explain the importance of food	**1.1 The food we eat** *(17 periods)* 1. Importance of food	Let students gather information on the importance of food from their parents and other individuals and report their findings to the class. The importance of food should be limited to growth, health and energy. Explain to students that malnourished children are small for their age, they catch diseases more easily than well-fed children and they are lethargic at their work and play.
• name foods commonly eaten in their locality	2. Commonly eaten foods	Ask students to name some common foods which are eaten locally. Make a list. Ask each student which is their favorite food from the list and write the number of students alongside each food. Rewrite the list so that the most popular food is at the top and the least popular is at the bottom.
• classify foods as coming from animals and from plants • give examples of foods from animals and from plants	3. Sources of food • Animals • Plants	Ask students to look at the list of commonly eaten foods and say where each food comes from. Use this to introduce the idea that some foods come from animals while others come from plants. Students should recall names of some different meats they studied in Grade 1. They may need reminding that dairy products including milk, butter, yoghourt and cheese also come from animals. Ask students if any of their parents make butter, yoghourt or cheese. If they do ask the student to describe how this is done to the rest of the class. Further classify foods from plants as in the form of cereals, vegetables and fruits. Students should make lists of cereals, vegetables and fruits. They could draw and color examples of cereals, vegetables and fruits. The lists and drawings could be used to make three posters, one for cereals, one for vegetables and one for fruits.
• demonstrate proper table manners • demonstrate courtesy to others	4. Table manners • Sharing food strengthens human relationships	Table manners should include: • washing hands before eating • sitting down where the food is served

Competencies	***Contents***	***Suggested activities***
		• offering food to others first and thinking of the needs of others • chewing food properly before swallowing • not bolting food down quickly • not overeating Discuss the importance of good table manners with the class as a whole. Divide students into small groups. Each group should sit around as if at a table and prepare a role play to demonstrate some aspects of table manners. Each group could perform their role play for the rest of the class.
• define health as physical and social wellbeing • explain the importance of being healthy	**1.2 We are healthy!** *(17periods)* 1. What is health? 2. Importance of good health. • It is normal to be happy and unhappy • Respect and responsibility for disabled and sick people	Health should be defined as a state of physical and social wellbeing Healthy people are generally happy and feel well in themselves. They are strong and active, and are able to participate fully in daily life activities. Talk about what makes them happy or unhappy. Children demonstrate through role play what makes them happy or unhappy. Discuss bullying. Also discuss disability.
• compare the features of a sick person with a healthy person • explain the importance of helping sick people	3. Comparison of healthy and sick people. • Concern and caring for sick people	Comparison between healthy and sickly people should focus on general issues rather than the problems associated with a specific illness. A sick person feels generally unwell, unhappy, and may want to sleep much more than a healthy person. Ask students if they have had someone in their family who has been sick. Ask them to describe how the person's behavior changed when they became ill and when they became well again.
• state some symptoms of sickness • appreciate the importance of telling others when they experience the symptoms of sickness	4. Symptoms of sickness 5. What should we do when we feel these symptoms***?***	The focus should be on general symptoms rather than a specific illness. For example, sickness may be associated with fever, shivering, headaches, general aches and pains, loss of appetite, vomiting and diarrhea. Invite students who have been sick to describe their symptoms to the rest of the class. Emphasis should be placed on the student communicating with a teacher or minder when they are feeling unwell. They should appreciate how foolish it is not to tell others when they feel unwell. Students should work in groups. Each group should elect a person to be a doctor. The other members of the group should take it in turn to pretend to feel unwell and describe their symptoms to the doctor. Discuss what to do in an emergency: Role play.

Competencies	***Contents***	***Suggested activities***
• explain the importance of good hygiene	**1.3 We keep our personal hygiene** *(17 periods*) 1. Why do we keep our hygiene? • What can happen to other people if we don't keep clean?	The term 'hygiene' should be explained in terms of cleanliness which greatly reduces the chances of illness so we remain healthy. Ask students to explain why good hygiene is particularly important in places where food is prepared.
• name some diseases caused by poor hygiene • state that AIDS can be passed on by blood contact	2. Diseases caused due to poor hygiene 3. AIDS as a disease passed by blood. • If somebody has an accident, tell an adult immediately	The focus should be on diseases, such as scabies, ascaris and trachoma. Describe the symptoms of these diseases and how they may be caused. Describe AIDS as a condition that makes the body weak. Explain that our bodies are able to fight diseases but when a person has AIDS their body becomes weak and it cannot fight disease. Discuss examples of situations in which students may come into contact with blood such as playground accidents and touching sharp objects contaminated with blood such as needles and blades. Emphasize that AIDS is passed on in blood so contact should be avoided. Also offer a solution, for example a chart showing how to deal with playground accidents involving blood safely.
• demonstrate proper personal hygiene	4. Practicing personal hygiene • Showing responsibility for the health of others	A variety of activities can be discussed including: • Cleaning the body by washing and cleaning teeth • Wearing clean clothes • Maintaining a clean environment at home, in the classroom and in the school compound • Using latrines • Separate dwelling places for humans and animals • Placing garbage in dustbin Students could improve the appearance of the school compound by removing any garbage they see. Students could draw and color posters encouraging different aspects of good hygiene. These could be placed around the school to encourage others. Ask students to tell the advantages of living in a clean environment.

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 importance of food and name foods commonly eaten in their locality; classify and give examples of foods from animals and from plants; define health and explain the importance of being healthy by comparing the features of a sick person with a healthy person; state some symptoms of sickness and the importance of telling others when they experience the given extra attention in class and additional lesson time during breaks or at the end of the day. symptoms; explain the importance of good hygiene and give examples of some diseases caused by poor hygiene; state that AIDS can be passed on by blood contact.

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

Unit 2: Our community *(53 periods)*

***Unit Outcomes*:** Students will be able to:

- classify members of their community based on age and categorize themselves accordingly
- state some of the rights of the child, give examples of violation of these rights and suggest how these rights should be protected
- practice planning their daily activities exhibiting self management, demonstrate a willingness to participate in some community activities comparable with their age
- explain the importance of energy to their community and list down sources of energy
- practice drawing sketches and joining materials and make decorations and models from paper and clay respectively demonstrate scientific enquiry skills along this unit: Observing, recording, questioning, classifying, measuring, communicating, making models and working cooperatively.

Competencies	***Contents***	***Suggested activities***
Students will be able to: • classify members of their community based on age • categorize themselves as children within the community	***2. Our community*** **2.1 Members of our community** *(15 periods)* 1. Members of the community 2. To which group of the community do we belong? • What makes you feel that you belong in your community?	The community should be classified into groups based on age such as children, adolescents, adults, and old people. Student could classify their family in these terms so they tell how many people are in each group. Combine the data for each student to give an age profile for the families of the class members. Students should be aware of their role as children within a community. Ask students to tell some of the advantages and some of the disadvantages of being a child. Children draw a spider diagram with them in the middle and lines going out to all the people whom they know. The age when a person passes from one group to the next is not clearly defined. Ask students to discuss at what age: • a child becomes an adolescent • an adolescent becomes an adult • an adult becomes an old person
• state some rights of the child • give examples of how the rights of the child may be violated • suggest ways of protecting the rights of the child	3. What rights do we have? • Rights of the child • Violation of child rights • Protection of child rights • Practical action to take and who to talk to if there is a problem	Let students discuss child rights in terms of what children need for survival, protection and development. The following rights should be emphasized: • The right to education • The right to be protected from harmful work • The right to get food, clothing and housing Use case studies to demonstrate violation of rights and allow students to discuss the protection of child rights. Introduce discussion of how children can be abused at home or in the community. Get them to discuss what to do if they have a problem and whom to go to.

Competencies	***Contents***	***Suggested activities***
• practice planning their daily activities • practice planning their daily activities • demonstrate self management skill for their own level	**2.2 Living in the community** *(14 periods)* 1. Planning daily activities • Drawing a day or week planner 2. Self management skill	Students should identify parts of the day when they carry out different activities such as sleeping, meal times, study time, play time, homework time and jobs time. Students should identify parts of the day when they carry out different activities such as sleeping, meal times, study time, play time, homework time and jobs time. Each student should think how to organize their day in such a way as to provide adequate time for all of the activities they must carry out. This could be by drawing up a simple timetable. At the top of a piece of paper write 'my day'. Write down the hours in columns. Fill in what you do at these times. For example, when you get up, when you have breakfast, when you go to school, when you play with your friends.
• show willingness to participate in community activities required by their age level	3. Participating in community activities • Working in clubs (AIDS club Environment club, Girls' club, etc)	The idea of individual activities should be extended to group activities within the community which also must be organized. Ask students to identify things that go on each week or month within the community. Examples could include cleaning the locality and planting trees. Students together could draw up a timetable for community activities. Discuss school clubs and how you might start a small club in school.
• explain the importance of energy to their community	**2.3 Our community needs energy** *(9 periods)* 1. The need for energy	Students should think why we need energy. Start by thinking as an individual at home. Energy provides a means of cooking the food and keeping the home warm. Wet clothes soon dry out because of heat from the sun. Students should then think about the devices and vehicles they use. Many devices receive energy in the form of electricity. Cars, buses and lorries receive energy from fuels like petrol and diesel.
• name sources of energy	2. Sources of energy	Students should name different sources of energy. Make a list. Students should classify sources of energy into: • domestic fuels e.g. wood, charcoal • transport fuels e.g. petrol, diesel • natural energy sources e.g. sunlight, wind, flowing water Explain to students that electricity is not a source of energy but a very convenient form of energy.
• draw rough sketches of models • use glue, tape and stitches for joining materials to make simple decorations from paper • make simple models from	**2.4 Making objects from clay or plasticine and paper** *(15 periods)* 1. Sketching 2. Decorations 3. Models	This part of the unit can be dealt with as two separate art-based projects. In the first project students could: • sketch a decoration • draw their decoration on paper • cut out the parts of their decoration • join the parts of their decoration together

Competencies	*Contents*	*Suggested activities*
clay or plasticine or paper		• In the second project the students could: • sketch a shape for a model • make their model using clay or plasticine or paper. If clay is not available mud could be used.

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: classify members of their community based on age and categorize themselves as children; state some rights of the child and give examples of how the rights of the child may be violated and protected; plan their daily activities and demonstrate self management skill; explain the importance of energy and name sources of energy; draw rough sketches, use glue, tape and stitches for joining materials and make simple models.

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.

Unit 3: Our natural environment *(58 periods)*

Unit Outcomes: Students will be able to:

- explore some natural phenomena as cycles of nature and others as occasional happenings
- identify units of measurement and classify them as traditional and modern
- classify materials as natural and synthetic and also classify them according to their texture and weight
- list down the types of natural resources and explain their general uses and protection methods
- show parts of a plant, collect specimens of each part and give their functions
- indicate what is needed by crops to grow and list down the materials and equipment needed for growing crops
- classify animals according to their reproduction, locomotion, feeding habit, habitat and body cover
- list down items that are made from animal products and the materials and equipment used in caring for farm animals
- demonstrate scientific enquiry skills along this unit: Observing, questioning, classifying, measuring, recording, communicating, making models and working cooperatively.

Competencies	***Contents***	***Suggested activities***
Students will be able to: • explore seasons, day and night, and life processes as cycles of nature • explore rainbow and flood as occasional happenings in nature	***3. Our natural environment*** **3.1 Natural phenomena** *(17 periods)* 1. Observing natural phenomena • Day and night • Seasons • Rainbow • Drought • Flood 2. Life stages (birth-growth-death)	Students should discuss the differences between day and night. These might include • Day – light, warmer, noisy • Night – dark, colder, quiet Students could discuss the differences between the mainly dry and mainly wet seasons. This could include temperature, rainfall, different crops etc. Explain to students that rainbows often form after rain when sunlight passes through raindrops. Students could draw and color a rainbow. The color sequence is red, orange, yellow, green, blue, purple. Ask students to say what causes a drought and a flood. Students should make a list of the problems that result from a drought and from a flood. Students could observe stages in the life of an animal such as a butterfly: egg → caterpillar → butterfly → death or a quick growing plant: seed → plant → flowering → death
• identify units of measurement of length, mass and time • classify units of measurement as traditional and modern	3. Measurement • Units of measurement of length, mass, and time • Traditional and modern measurement	Students could measure their heights using a meter rule or measuring tape. The number of students at each height could be presented on a chart. They could see which height is the most common in their class. Students could measure their masses using a bathroom scale. The number of students at each mass could be used to make a bar chart. They could see which mass is the most common in their class. Students could measure the number of seconds needed to carry out various jobs or walk

Competencies	*Contents*	*Suggested activities*
		between points. Students could try and guess how long a minute by counting to themselves. The teacher tells them when to start and each student puts up their hand when they think exactly one minute has passed. Tell students that we measure: • length in meters and centimeters • mass in kilogram and grams • time in hours, minutes and seconds Explain to students that there are also some traditional units including span, arm size, feresula, quna, gasha etc.
• classify materials as natural and synthetic • classify materials according to their weight and texture	4. Classifying materials	Materials can be described as 'natural' or 'synthetic' (man made). Explain what these terms mean. Ask students to name some natural materials and make a list. This may include, wood, stone, straw, wool, cotton. Ask students to name some synthetic materials and make a list. This may include glass, rubber, and plastic. Give students some different objects and materials. Ask them to describe the feel of them using the words hard, soft, rough, smooth, heavy and light. Objects could be placed in a box and students have to guess what they are just by their feel without looking at them.
• list down the natural resources of their environment • explain the general uses of natural resources	**3.2 Natural resources** *(13 periods)* 1. Types of natural resources 2. Uses of natural resources	Students should know the meaning of the term natural from the previous topic. Ask students to make a list of types of natural resources. This should include water, air, soil, plants, animals, forests, minerals and salt. Students should be encouraged to identify natural resources that are used in their localities. These could include: • Soils in which we grow food crops • Materials for making clothing • Materials for constructing shelters • Materials like minerals that can be sold to earn money for the economy • Resources that are interesting or beautiful and attract tourists
• explain the general methods of protection of natural resources • mention local community projects to	3. Protection of natural resources • Nature of damage • Protection • Home, class or school	Ask students to state how our natural resources are being damaged. Let them discuss the kinds of damages that are happening to the resources in their immediate locality. Examples could include: • Air pollution • Water pollution

Competencies	*Contents*	*Suggested activities*
protect the environment	garden to make a mini-environment with food and Flowers to attract good In sects and animals	• Deforestation • Soil erosion Students should suggest how each of these forms of damage could be reduced so natural resources can be protected. Discuss how a school garden or class garden or their plot at home could help against soil erosion and could attract good insects and animals.
• name and show parts of a plant • tell functions of parts of a plant • collect and sort parts of a plant	**3.3 Plants around us** *(15 periods)* 1. Parts of a plant and their functions • Stem, leaf, flower, root • Collecting specimens of parts of a plant and sorting and grouping them	Students should observe a plant and identify the root, stem, flower and leaves. They should draw a labeled diagram of their plant. Students could collect plants in the area around the school compound and classify them into groups on the basis of different criteria such as the size, nature of leaves etc. They should draw some of the collected plants and conduct some simple leaf printing activities.
• indicate what plants need to grow • indicate the materials and equipment needed for growing crops	2. Growing crops • What do plants need to grow? • Materials and equipment for growing crops	Students could carry out an experiment using seedlings in pots. One seedling is given water, air and sunlight, a second is not given water, a third is not given fresh air by wrapping in a polythene bag and a fourth is placed in a cupboard where it does not receive sunlight. Students should draw the seedlings after one week. Students should have an opportunity to examine the tools needed for growing crops including a hand hoe and a watering can. They can demonstrate how each tool should be used. The school should provide a plot of land for agricultural activities throughout the lesson. Grow simple crop and flowers in school or at home and measure them and describe their progress. A competition for the tallest maize or other plant is very effective at this age.
• give a simple classification of animals based on their reproduction, locomotion, feeding habit, habitat and body cover	**3.4 Animals around us** *(13 periods)* 1. Classifying animals	Students should explore different ways of classifying animals based on their reproduction, locomotion, feeding habit and body cover. For example animals may be classified as • Egg laying or giving birth to live offspring • Flying, crawling or walking • Plant eaters or flesh eaters • Terrestrial or aquatic • Feathered, hairy or scaled In each case students should draw and name examples.
• identify items made from animal products	2. Items made from animal products	Students already know that we get food from animals. Challenge them to think as well about other things we also get from animals. These should include: • Dairy products - butter, cheese and yogurt • Leather – to make shoes, belts and bags

Competencies	*Contents*	*Suggested activities*
• list down materials and equipment used in caring for animals • show the functions of some of the materials and equipment used in caring for animals	3. Materials and equipment used in caring for farm animals • Respect for living creatures is important (Farm animals are to them) very productive if we are good	• Wool – to make clothing and blanket Let students explore further animal products used in their locality. Students should discuss how to care for farm animals. From this they should make a list of the equipment they would need. This could include: • Brushes for cleaning them • Water trough or bucket for water • Feed trough for food • Grass or concentrate feed for feeding them Students should demonstrate how this equipment is used. Children should discuss why it is important to be kind to farm animals. The objective is for them to understand that happy, well cared for, animals work harder and grow bigger.

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: identify seasons, day and night, and life processes as cycles of nature and mention rainbow and flood as occasional happenings; identify units of measurement of length, mass and time an classify them as traditional and modern; classify materials as natural and synthetic and according to their weight and texture; list down natural resources, explain their uses and methods of protecting them; name and show parts of a plant, tell functions of each parts of a plant and collect and sort parts of a plant; indicate the materials and equipment needed for growing crops; give a simple classification of animals; identify items made from animal products; list down materials and equipment used in caring for animals and show their functions.

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.

Unit 4: Our woreda or sub-city *(49 periods)*

Unit Outcomes: Students will be able to:

- locate their woreda and positions of important places in their woreda in relation to the four directions
- identify landforms and features
- list the main institutions in their woreda and give their functions
- identify the major economic activities in their woreda and give examples of technological products used in their locality
- describe the importance of work to the development of their woreda and demonstrate commitment to work comparable to their age level
- demonstrate scientific enquiry skills along this unit: Observing, recording, classifying, questioning, measuring, communicating, making models and working cooperatively.

Competencies	***Contents***	***Suggested activities***
Students will be able to: • indicate the four directions • locate their woreda in relation to the four directions	***4. Our woreda or sub-city*** **4.1 Location of our woreda** *(13 periods)* 1. The four directions (east, west, north and south) 2. Location of our woreda in relation to other woredas based on the four directions.	Students should describe the direction of the things around them using north, south, east and west. They can play a game in pairs where one child directs another from one place to another using these four directions only. This work on direction should be extended to outside the school classroom and compound. Students should describe the direction of their home from the school and each child should say the directions he or she has to travel from home to school. Students should determine the directions of important places in their neighborhood from their school. This could be in the form of a game where the location of a place is given by the teacher and the place has to be identified by the student. Use spider diagrams with the child in the middle at school or home and lines radiating in the right direction.
• identify important historical sites of their woreda	3. Important places in our woreda (historical sites***)*** • Stories about important places in our woreda	Students should name any important places in their woreda. A sketch map of the woreda could be drawn and the locations of important places shown. The work on direction could be extended by asking students to say in which direction each important place is from their school. Students could visit an important place and make drawings which could be used to make a display in the classroom. They could research why the place was important and write about it. Ask children to talk to elders about the past in their woreda and to ask them to tell them old stories about what happened. Children tell traditional stories in class.
• identify the landforms in their woreda • describe the features of the landforms	**4.2 Types of landforms of our woreda** *(10 periods)* 1. Landforms 2. Features of landforms • How landforms affect our community	Students should identify different landforms in the woreda. These should include: • High ground areas • Low ground areas • Plain ground areas Students should visit different areas and describe the features of each such as forests, water bodies and eroded land.

Competencies	*Contents*	*Suggested activities*
		Students could make a plascticine or clay model of the woreda showing landforms, as individuals, groups, or a whole class activity. Let them discuss on how the landform affects the climate which in turn affects the living habits (clothing, housing, etc.) of their community.
• list the main institutions in their woreda • give the functions of the main institutions of their woreda	**4.3 Institutions in our woreda** (*9 periods)* 1. Institutions 2. Functions of institutions • Who does what in the woreda	Students should find the names of all of the institutions in their woreda and write a list. This should include: • Police station • Court house • Other government offices • Non governmental organization offices • Private institutions Students should be divided into groups. Each group should investigate the function of the institution and prepare a short oral report which they will present to the rest of the class. List and draw the activity or activities which their family is involved in.
• list the major economic activities of their woreda • describe the importance of the major economic activities	**4.4 Economic activities of the woreda** *(17 periods)* 1. Economic activities	Students should say what economic activities take place in their woreda. These can be classified into groups such as: • Agriculture • Trade • Transport • Industry • Handicraft Students should say why each of these is important. Students could survey the number of people involved in each of these groups of activities. Their results could be displayed on a chart. They could say which group of activities is most important in their woreda.
• give examples of some important technological products in use	2. Some important technological products and their functions	Students should identify some important technological products used in their woreda. These could include: • Radio • Television • Stove • Generator • Refrigerator • Electric iron • Telephone (Mobile phone) Students could cut out pictures of technological products from old magazines, catalogues, newspapers, lottery tickets, calendars etc. and use them to make a pastiche.

Competencies	*Contents*	*Suggested activities*
• explain why work is important to the maintenance of their woreda • demonstrate a commitment to work at their age level	3. Importance of work for woreda development 4. The need and respect for all types of work	Let students explore some other technological products found in their locality and present their findings to the class. Let the students discuss what the telephone can be used for and practice communication skills on the phone through role plays of making a phone call. Talk about who they would like to talk to once mobile phones are more easily available. Students should appreciate that the work of each and every person in a woreda is important. Each worker contributes something to the fabric of the woreda. A doctor might be a very important person but the street cleaner is also important. Both help to keep people healthy in their own way. Students should discuss what would happen if different groups of people in the woreda suddenly decided to stop working. These could include: • police • health workers • teachers Discuss the job they would like to have. Then write down what they would do in the job and how it is useful to their family and community.

Assessment

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

Students at minimum requirement level
A student working at the minimum requirement level will be able to: indicate the four directions and locate their woreda in relation to them; identify important historical sites of their woreda; identify the landforms in their woreda and describe their features; list the main institutions in their woreda and give their functions; list the major economic activities of their woreda and describe their importance; give examples of some important technological products; explain why work is important and demonstrate a commitment to work

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.