

**Social Studies Syllabuses  
Grade 5**

## **Learning outcomes of Grade Five Social Studies**

### **1. To develop understanding and acquire knowledge of:**

- the countries of the Horn and Super Language families spoken in the Horn
- the ancient states in Ethiopia and their achievements
- the factors for the variation of settlement, culture, livelihood b/n highlanders and lowlanders
- the major types of vegetation and wild life and the major ways of conservation
- Harmful traditional practices that exposed to HIV and AIDS and it's impact on Ethiopia
- the impact of rapid population growth
- the features of good governance and Child Right
- the shape, movements of the earth and the effects of its movement.

### **2. To develop the skills and abilities of:**

- locating Ethiopia in relation to its neighbours using the map of Africa
- drawing and understanding sketch maps
- conserving the natural vegetation and wild animals of Ethiopia
- planning activities in relation to the season
- Assessing harmful traditional practices that expose people to HIV and AIDS in their environment and understanding how to prevent HIV/AIDS

### **3. To develop the habit and attitude of:**

- Defending the main achievements of modernization in Ethiopia
- Integrating the effect of rapid population growth on vegetation and wild animals
- Following safety mechanisms to accidents
- Appreciating the impact of introducing modernization in Ethiopia the importance of appreciating the endemic animals

**Unit 1: The People, Location and Settlement of Ethiopia & the Horn of Africa (23 periods)**

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

- Describe the relative location and name countries of the Horn
- Name and locate early states in Ethiopia & the Horn and appreciate the main historical & political achievements of the Ethiopian states.
- State the ancient states in Ethiopia & their achievements
- Appreciate the main achievements of modernization
- Identify the main factors for the variation of settlement, culture, & livelihood between highlands & lowlands areas of Ethiopia.

<i>Competencies</i>	<i>Contents</i>	<i>Suggested Activities</i>
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Describe the location of the Horn of Africa</li> <li>• Use cardinal locations and write them correctly.</li> <li>• Name the countries of the Horn of Africa</li> <li>• Demonstrate the location of Ethiopia in relation to its neighbors using the map of Africa</li> <li>• Describe the location of cities correctly using cardinal location</li> </ul>	<p><b>1 The location and countries of the Horn of Africa</b></p> <p><b>1.1 The location and countries of the Horn of Africa (4 periods)</b></p> <ul style="list-style-type: none"> <li>• Relative location of the Horn of Africa</li> <li>• Countries of the Horn of Africa</li> </ul>	<ul style="list-style-type: none"> <li>• Draw a large outline map of Africa on the board or use other means. Brainstorm and ask them how they would describe the location of the Horn in relation to Africa, e.g. Is it to the west/north west etc? Use cardinal directions in the description. Ask a student to add Ethiopia to the map on the board and mark Addis Ababa.</li> <li>• Next ask students to list neighbours, e.g. Sudan, Kenya, and get them to add and name them on the map. Now ask for and add names of the seas (Indian Ocean, Gulf of Aden and Red Sea.) Finally ask students to name and add the capital cities</li> <li>• Use the Ethiopian Airlines route map (or similar) in their book showing other destinations in the Horn. Look at the capital cities. Tell students that a plane flies on average at xxx kph and ask them to indicate each city in what direction, then write their answers down, Moquadisho to the SE.</li> <li>• Students copy and complete the map in their notebook and write down the direction and calculate the distance from Addis of the cities of the Horn. Discuss how they think air travel can bring change.</li> </ul> <p><i>T: Use real or adapted airline route maps and information to create interesting activities.</i></p>

Competencies	Contents	Suggested Activities
<ul style="list-style-type: none"> <li>• Identify the archeological sites in Ethiopia and the Horn</li> <li>• Know the chronology and significance of the finds</li>   <li>• Understand and be able to explain the introduction of major religions in Ethiopia and the Horn of Africa</li> <li>• Appreciate that the need for religious tolerance is not new</li> <li>• Express recognition that this is a multi-faith country</li>   <li>• Show appreciation for the early states of Ethiopia and the Horn</li> </ul>	<p><b>1.2 The History of the people &amp; settlement of Ethiopia &amp; the Horn of Africa. (11 periods)</b></p> <ul style="list-style-type: none"> <li>• The cradle of mankind: Archeological sites of Ethiopia and Kenya</li>   <li>• The introduction of Christianity and Islam in the Horn</li>   <li><b>1.3 Early states in Ethiopia and the horn (3 periods)</b> <ul style="list-style-type: none"> <li>• Punt &amp; Damat</li> <li>• Aksum</li> <li>• Zagwe</li> <li>• Muslim Sultanets</li> <li>• Wolayta</li> <li>• Damot</li> <li>• Enaraya</li> <li>• Kaffa</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Start by asking students for the names of relics which they have heard about such as: Australopithecus afarensis (Lucy) Homosapien Ideltu (Selam) Ask students to tell you as much as they can first before you tell them. Write the names on the board. Students write information next to the names. Then teach them about the relics. Next discuss the chronology of the relics with them and get them to help you to label them on the board in the right order. Students then copy the list in their notebook.</li> </ul> <p><i>T: Include real case study with photos about an Ethiopian archaeologist and his or her job</i></p> <p>Start by asking students to discuss in groups and report on what they know about how the major religions came to be introduced to Ethiopia. List the religions on the board and get students to write down the information about each one. Next teach them new material using case studies from old stories about the introduction of the religions and quotes from ancient manuscripts or books.</p> <p>Next ask students if they can see similarities and differences between the situation then and now. Get them to talk about how as Ethiopians they live by appreciating unity within diversity and diversity without fragmentation.</p> <p><i>T Case studies based on real source materials.</i></p> <p>Give short explanation on the early states of Ethiopia and the Horn as Punt and Damat.</p> <p>Let students locate major states of Ethiopia using map of Ethiopia.</p> <p>Small group discussion is encouraged to enable students describe that early ststes of Ethiopia are found in different corners of the country such as: Aksum, Zagwe, Msslim Sultanets, Wolaita, Damot, Enarya &amp; Kaffa.</p>

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<i>Competencies</i>	<i>Contents</i>	<i>Suggested Activities</i>
<ul style="list-style-type: none"> <li>• Distinguish the main historical and political achievement of states.</li>   <li>• Explain the significance of unity for the victory of Adwa</li>   <li>• Discuss the impact of introducing modernization in Ethiopia.</li>   <li>• Identify key factors responsible for the variation in settlement.</li> <li>• Relate settlement factors to livelihood within Ethiopia and the Horn.</li> <li>• Compare and contrast the livelihood and culture of highlanders and lowlanders, urban and rural, dwellers in Ethiopia</li> </ul>	<p><b>1.3.1 Historical and political achievements</b> (3 periods)</p> <ul style="list-style-type: none"> <li>• Aksumites</li> <li>• Zagwes</li> <li>• Gondorians</li> <li>• Konsos</li> <li>• Hararis</li> <li>• Gada system(the Oromo's &amp; Sidama's)</li> </ul> <p><b>1.3.2 Unity and modernisation</b> (5 periods)</p> <ul style="list-style-type: none"> <li>• The significance of unity for the victory of Adwa</li> <li>• The introduction of modernization (2Pd) (Education, banking, railway, health, telecommunications, the army, the postal service)</li> </ul> <p><b>1.4 Key factors for the variation in settlement and culture.</b> (3periods)</p> <ul style="list-style-type: none"> <li>• Variation of Settlement: climate, resources and defense.</li> <li>• Variation in livelihood and culture between urban and rural areas and highlanders and lowlanders</li> </ul>	<p>Let students write a report on the main historical and political achievements of Aksumite, Zagwes, Gonderian, Konsoes, Harari and Oromos &amp; Sidama Gada system such as:</p> <ul style="list-style-type: none"> <li>• Axumite</li> <li>• Zagwe</li> <li>• Gonderians</li> <li>• Harari</li> <li>• Konso</li> <li>• Oromo and Sidama</li> <li>• Obeliskes</li> <li>• Churches of Lalibela rock hewn</li> <li>• Castles of Gondar</li> <li>• the Harar wall</li> <li>• Terracing</li> <li>• Gada System</li> </ul> <ul style="list-style-type: none"> <li>• Ask students to explain how Ethiopians united to defeat the Italians and let them write a short essay about the victory of Adwa and discuss it. Each group could write the words of a song or poem about the battle.</li> <li>• Ask students to say briefly what they know about the introduction of modernization in late 19<sup>th</sup> and early 20<sup>th</sup> century Ethiopia. Next students conduct group discussions on the impact of modernization in bringing education, trade &amp; banking, communication and health. The group representative will present the findings.</li> <li>• Finally, as a class, debate the advantages and disadvantages of modernization</li> </ul> <ul style="list-style-type: none"> <li>• Groupwork with four groups:  <ul style="list-style-type: none"> <li>Group 1: Highland rural</li> <li>Group 2 Highland urban</li> <li>Group 3 Lowland rural</li> <li>Group 4 Lowland urban</li> </ul>                     Give each group a specific area as a case study and identify the area on a map in their book or on the blackboard. Ask each group to write about their findings. they should explain how climate affects housing, clothing, agriculture and commerce, and culture in their topic area and contrast it with a different area.                 </li> </ul> <p>(T See above, sample case study)</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 specific objectives to determine whether the students have achieved the minimum required level.

A student working at minimum requirement level will be able to:

- describe the location of Ethiopia in terms of its neighboring countries. List the countries of the horn, describe the introduction of major religions of Ethiopia and the Horn, recognize living together varied religious followers; appreciate the state of Ethiopia of the Horn; distinguish the main historical and political achievement of states; describe the states of Ethiopia and Horn; explain the significance of unity for the victory of Adowa; discuss the impact introducing modernization in Ethiopia; relate factors for settlement with livelihood

of Ethiopia and the Horn; identify factors that response for the variation of settlement; compare the condition of livelihood and culture in highland and lowland of Ethiopia.

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

**Unit: 2 The Earth and Its Surroundings (10 periods)**

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

- Draw a sketch map step by step which identifies their school and its surrounding area
- Explain the effects of the earth’s movement
- Identify permanent and seasonal water resources in Ethiopia

<i>Competencies</i>	<i>Contents</i>	<i>Suggested activities</i>
<p><i>Students will be able to :</i></p> <ul style="list-style-type: none"> <li>• Explain the use of map</li> <li>• Explain how and draw a sketch map</li> <li>• Prepare a sketch map which shows the location of their school</li> </ul> <ul style="list-style-type: none"> <li>• Identify the shape and movements of the earth.</li> <li>• Explain the effects of Earth's movements</li> </ul> <ul style="list-style-type: none"> <li>• Relate the effects of seasons on economic activities of farmers and pastoralists</li> </ul>	<p><b>2. The earth and its surroundings</b></p> <p><b>2.1 Our location (4 periods)</b></p> <ul style="list-style-type: none"> <li>• Use of sketch map to show direction and location</li> <li>• Making a simple sketch map</li> </ul> <p><b>2.2 The earth’s shape, movement and its effect (4 periods)</b></p> <ul style="list-style-type: none"> <li>• shape of the earth</li> <li>• Earth’s movement &amp; its effect</li> <li>• day &amp; night</li> <li>• seasons</li> <li>• The earth’s tilt and the seasons</li> </ul> <p><b>2.3 The effect of seasons on farming and pastoralists (2 periods)</b></p> <ul style="list-style-type: none"> <li>• The seasons in Ethiopia.</li> <li>• The effect of the seasons on farming and pastoral activities</li> </ul>	<ul style="list-style-type: none"> <li>• On the blackboard, with the class, prepare a plan of the classroom. Measure the walls and draw the room to scale. Then ask students to put the door, window and furniture in the right place. Next discuss your sample map on the board which shows an imaginary school. There are landmarks, e.g. the clinic, and an arrow to show North. Talk about the map features which they should use.</li> <li>• Next ask students to open their notebooks. Now draw a shape to represent the school on the board and then discuss where north/south is, according to the position of the sun at midday. Then ask students to draw their own map and to include anything important like roads, a river, or an important building. They should name everything and include the North arrow.</li> <li>• Students should be provided a globe and a flash light to show the shape and movements of the earth and its effects like change of day and night and seasons (summer, Autumn, Winter and spring)</li> <li>• Ask students to collect pictures of the seasons here, and the seasons in other parts of the world. Discuss these as a class activity in the next lesson.</li> <li>• Ask students to make a model of the earth. Next they should show where the earth is in relation to the sun and how it is tilted to cause the seasons. Draw its position on the board.</li> <li>• Compare two case studies of summer and winter activities in a highland and then in a in a lowland area. Discuss this as a class.</li> </ul>

**Assessment**

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

Student's working at the minimum requirement level will be able to:  
Identify the map;- State the steps of sketching a map

Draw sketch map to locate their school environment; Identify shape and movements of the earth; explain the effect of earth's movements' Relate the effects of seasons on economic activities of farmers and pastoralists.

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

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 need students.

**Unit 3: Our Environment (19Periods)**

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

- Understand the major types of vegetation and wild animals with measure ways of conservation
- Recognize the effect of rapid population growth on vegetation and wild animals

<i>Competencies</i>	<i>Contents</i>	<i>Suggested Activities</i>
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Identify the major types of natural vegetation in Ethiopia and the Horn</li> <li>• List the major types of wild animals in Ethiopia and the Horn</li> <li>• Distinguish between common and endemic animals of Ethiopia and the horn</li> <li>• Justify the importance of natural vegetation and wild animals in Ethiopia &amp; the Horn</li> <li>• Understand the importance of protecting the habitat and wild animals</li> <li>• Explain to others why it is important to protect the vegetation and wild animals</li> <li>• Analyze the effects of rapid population growth on vegetation and wild life</li> </ul>	<p><b>3. Our Environment</b></p> <p><b>3.1 Major types and importance of natural vegetation and wild animals (4 periods)</b></p> <p><b>3.1.1 Main types of natural vegetation</b></p> <ul style="list-style-type: none"> <li>• Forest, grassland and desert</li> <li>• Vegetation in Ethiopia and the horn</li> <li>• Types of wild animals (Common, endemic and endangered animals of Ethiopia and their habitat)</li> </ul> <p><b>3.1.2 Importance of natural vegetation and wild animals (4 periods)</b></p> <ul style="list-style-type: none"> <li>• Keeping the natural balance between wild animals and vegetation</li> <li>• How farmers and wild animals can live in harmony</li> <li>• Tourism and its benefits for the community, animals and farmers.</li> </ul> <p><b>3.1.3 The effect of rapid population growth on natural vegetation and wildlife (4Periods)</b></p> <ul style="list-style-type: none"> <li>• Loss of vegetation</li> <li>• Animal migration</li> <li>• forest resource depletion</li> </ul>	<ul style="list-style-type: none"> <li>• Draw a blank map on the board. Discuss what forest, grassland and desert means and ask for examples. Ask students to mark these areas on the map on the board. Complete the map with the class. Then students can copy it in their book.</li> <li>• Ask students to list the endemic animals of Ethiopia and write down where they are found as a table in their book. Discuss and list the endangered animals separately.</li> <li>• Then students can write a paragraph about one of the endemic animals of Ethiopia and present it to the class.</li> <li>• Discuss what happens if wild animals cannot find food when their habitat is destroyed. Ask students for examples which they have heard of. Ask students if they think that it is important as part of their heritage to protect the animals.</li> <li>• Role play: Some villagers want to kill an elephant which is destroying their crops. Students discuss how to keep the balance between human needs and wild animals, so that they can live together.</li> <li>• Students discuss the contribution of natural vegetation and wild animals as a tourist attraction in Ethiopia and the Horn.</li> <li>• Discuss how tourism can benefit Ethiopia. Use case studies of real places</li> <li>• Write three headings on the board, loss of vegetation, animal migration, forest depletion. ask students for examples which they know about and write them underneath the headings.</li> <li>• Students then write a short essay saying what they would do a) to prevent these things from happening, and b) make suggestions about how to change and improve the situation.</li> </ul>

*Social Studies: Grade 5*

<i>Competencies</i>	<i>Contents</i>	<i>Suggested Activities</i>
<ul style="list-style-type: none"> <li>• Know how they can participate in conservation activities</li> <li>• Describe the major methods of conserving natural vegetation and wild animals.</li> <li>• Relate these activities to local or familiar environments and become involved in conservation</li> <li>• Show appreciation to the importance of the endemic animals of Ethiopia and the Horn</li> </ul>	<p><b>3.1.4 Conservation of natural vegetation and wildlife</b> (4 Periods)</p> <ul style="list-style-type: none"> <li>• Afforestation, reforestation and controlling wildfires</li> <li>• Avoiding illegal hunting</li> </ul> <ul style="list-style-type: none"> <li>• The national parks of Ethiopia and conservation organizations (3Periods)</li> </ul>	<ul style="list-style-type: none"> <li>• Ask students what they would do to conserve wild animals and vegetation. Get them to identify and discuss new forested areas or reforested areas nearby. Discuss how they could participate in planting trees, keeping national parks and controlling wild fires in their environment.</li> <li>• Case study of a national forest park</li> <li>• Role play: Students find some hunters about to kill a protected species. Each group takes sides and has to defend its position. The students try to persuade the hunters that they are wrong.</li> <li>• Finally, students groups debate the advantages and the disadvantages of hunting wild animals.</li> <li>• Students design posters against illegal hunting, the destruction of forest, to put up in the local area</li> <li>• Students should add the major national parks to their map of Ethiopia in their book. Discuss with them how the natural vegetation (habitat) must suit the animal, and if the habitat is destroyed, the animals will leave or fail to breed. (Mention organisations which protect the environment and animals ( Ethiopian Wildlife Society) UNEP.</li> <li>• Role play. Two people want to kill some rare animals which live nearby while two others want to stop them. Students debate what they would do and then discuss what they can do to protect wildlife in their area, if they live in a rural area. They could form a club or join an existing organization</li> </ul>

**Assessment**

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

A student working at the minimum requirement level will be able to:- Identify the major types of natural vegetation in Ethiopia and the Horn; List down major types of wild animals in Ethiopia and the Horn; distinguish the endemic animals of Ethiopia; justify the importance of vegetation and wild life in Ethiopia and the Horn; analyze the effect of rapid population growth on vegetation and wild life; describe the major method of conserving natural vegetation and wild life; initiate to participate in activities of conserving natural vegetation and wild life.

- 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 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 need students.

**Unit 4:Public Agenda (16 periods)**

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

- Explain the harmful traditional practices that expose to HIV/AIDS and its impact in Ethiopia
- Analyze the impact of rapid population growth
- Describe the features of good governance and child rights
- Relate accidents to their safety mechanisms.

<i>Competencies</i>	<i>Contents</i>	<i>Suggested activities</i>
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Explain harmful traditional practices which expose people to HIV/AIDS</li> <li>• Analyse the effects of traditional practices such as abduction, female genital mutilation and tattooing</li> <li>• Discuss and understand why orphanage and street life are effects of HIV/AID</li> <li>• Describe the scarcity of social services and shortage of farm lands as impacts of rapid population growth in Ethiopia.</li> </ul>	<p><b>4. Public agenda</b></p> <p><b>4.1 Population issues</b> <i>(4 periods)</i></p> <ul style="list-style-type: none"> <li>• HIV/AIDS and harmful traditional practices (HTP)</li> <li>• Transmission of HIV/AIDS related to HTP (Abduction female genital mutilation and tattooing)</li> <li>• Impact of HIV/AIDS resulting in orphanages and street life</li> </ul> <p><b>4.2 Impact of rapid population growth</b> <i>(4 periods)</i></p> <ul style="list-style-type: none"> <li>• scarcity of social services</li> <li>• shortage of farmland</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion about harmful traditional practices in their district</li> <li>• Student debate on how harmful traditional practices as it expose people to HIV/AIDS</li> <li>• Introduce a case study. Then ask students to give examples of families they know where children are on the street or in orphanages</li> <li>• Student play: how with HIV/AIDS children risk street life</li> <li>• Student given figures for school numbers per class this year, and the total school enrolment compared to ten years ago.</li> <li>• Students discuss how this affects the school and write a short report</li> <li>• Research. Students to ask their parents or other people about the major causes of the lack of social services in their area and take notes. They present their findings to the class.</li> <li>• Ask students how increasing population affects grazing and farmland. List the effects on the board then ask them to write a short report.</li> <li>• Case study of one area</li> </ul>

Competencies	Contents	Suggested activities
<ul style="list-style-type: none"> <li>Recognize that laws and school rules are there for a serious purpose</li> <li>Explain the features of good governance</li> <li>Define the meaning of accountability, responsibility, transparency, and lack of corruption</li> <li>Understand that they are protected by the international Rights of the Child (Unesco)</li> <li>Know their basic rights</li> <li>Identify potential risks in their surroundings</li> <li>Express and write safety rules</li> <li>Advise others about how to protect themselves</li> </ul>	<p><b>4.3 Good governance, children’s rights, and safety (2 periods)</b></p> <p><b>4.3.1 Good governance</b></p> <ul style="list-style-type: none"> <li>The features of good governance (Accountability, responsibility, transparency, obeying the law, lack of corruption)</li> </ul> <p><b>4.3.2 Children’s rights (3 periods)</b></p> <ul style="list-style-type: none"> <li>The rights of the child (to have a name and identity, to go to school, to be protected from harm by the law)</li> </ul> <p><b>4.3.3 Accident and Safety (3 periods)</b></p> <ul style="list-style-type: none"> <li>Road</li> <li>Hostile animals</li> <li>Floods and fires</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the way the school is governed by the head, teachers, and students. Ask students to draw a diagram on the board.</li> <li>Make two columns on the board, one for <i>rights</i> and one for <i>responsibilities</i>. Help students to complete the lists.</li> <li>Ask students to give examples of when students have needed the protection of the school, e.g. from bullying, and school rules have helped them. Case study.</li> <li>Discuss how the institutions in the area are organised, e.g. kebele, woreda, and the police role. Use a case study of a policeman’s day,</li> <li>Tell students that there is an international agreement on children’s rights and ask them to list what rights they think they should have in a column on the left hand side of the board. Direct the discussion.</li> <li>Now explain their basic rights as in the UNESCO agreement.</li> <li>Next, write ‘responsibilities’ on the right hand side, and ask them to complete it.</li> <li>Case study of endangered child</li> <li>Encourage children to discuss dangers which children face at home or in their environment and possible solutions.</li> <li>Students talk about road accidents they have seen. Ask them for road safety rules and write these on the board. Student groups design road safety wall charts to put up in school</li> <li>Students discuss situations where animals have been hostile (including snake bites). Then groups develop a safety poster including what to do if attacked</li> <li>Students discuss floods and fires and each write a safety information sheet.</li> </ul>

**Assessment**

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

- Students working at the minimum requirement level will be able to:- explain the harmful traditional practice that expose to HIV/AIDS; discuss orphanages and street life as effects of HIV/AIDS; describe the scarcity of social services and shortage of farm lands as impacts of rapid population growth in Ethiopia; recognize the features of good governance; identify accidents in their surrounding and safety measures to be taken; acquire the safety mechanisms for accident in their locality.

- 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.
- Student 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 need students.

