

CITIZENSHIP EDUCATION GRADE 8 TEACHER GUIDE

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TEACHERS GUIDE GRADE 8

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Introduction

1. General overview about the subject

Education plays an indispensable role for national development through the production of educated manpower equipped with the knowledge, values and skills required for spurring development forward and keep it moving in the right direction. The disparity in livelihoods, wealth and technology in the countries of the world comes mainly from their emphasis on developing their human resources in education and training. One of the key issues that countries have to focus on their education policy is to build citizens with good citizenship, proper character, skills and knowledge. Thus, Moral and Citizenship Education has a significant role in the process of producing good citizens.

It is very vital to develop moral values in order to enable students to learn how to live with others within a diversified society. It has invaluable advantages in terms of socializing and familiarizing students with the existing social norms and values of the society so as to produce vibrant citizens who are politically active and committed to conform to the existing social norms and values of the society. It is also a stepping stone in order to bring viable attitudinal and behavioural changes in the minds of generations of young learners. This explains and provides justification for the inclusion in the curriculum of Moral and Citizenship Education.

Furthermore, Moral and citizenship education is central to the framework for 21st century competencies and student learning outcomes. It emphasizes the interconnectedness of the core values, social and emotional competencies, critical thinking, life skills, cross-cultural skills, civic literacy, and global awareness that are critical for moral and ethical development of our students. These core competencies' includes: Learning to Learn, Critical Thinking and Problem Solving, Creative Thinking and Innovation, Communication, Collaboration Leadership and Decision Making, Digital Literacy, Cultural Identity and Global Citizenship.

Further, this curriculum takes in to consideration inclusion of cross-cutting and national pressing issues in order that learners would have a better exposure for what it takes to live a normal, peaceful, healthy and proper life of a citizen and contribute to their own and society's well-being.

Cross cutting issues includes Gender and Inclusive Education, Education in Emergencies, Environment and Climate Change, Hygiene and Sanitation, HIV/AIDS education, and Life Skills. This area is composed mainly of issues related to what is currently affecting the society significantly.

National pressing issues are the challenges faced by the country. Including them as areas of learning is very critical for the very well-being of the society. Included are Peace Education, Consumer Protection, Road Traffic and Safety, Tax Education, drug and substance abuse and Child Trafficking.

1.1 Goals of Moral and Citizenship Education

The ultimate goal of Moral and Citizenship Education is to contribute to the building of a democratic society replete with democratic and moral values and promotes democratic culture, tolerance and peaceful resolutions of differences. In addition, the goals include producing citizens who stand for democratic unity, liberty, equality, dignity and justice, and who are endowed with all-rounded personality in terms of cognitive, affective and psychomotor domains.

1.1. 1 General and specific Objectives of Moral and Citizenship Education

The general objective of Moral and Citizenship Education is producing good citizens equipped with moral and citizenship knowledge, skills and disposition for effective participation in the socio-economic and political development of the country and abide by the moral values of the society.

Specific Objectives

The specific objectives of Moral and Citizenship Education are to help learners to:

- Appreciate tolerance, cooperation and mutual-understanding essential to solve conflicts peacefully by accommodating differences;
- Acquire knowledge and awareness on democratic principles and moral values;
- Develop patriotic feeling and national characters of citizens;
- Analyse moral and ethical values of the society;

- Recognize the value of national unity in diversity;
- Practice critical thinking, peaceful co-existence and tolerance;
- Use indigenous knowledge, values, and skills to resolve conflicts.

1.2. Introducing the Teachers guide

Note for the teacher

A teacher guide is a material developed for the purpose of supporting and enhancing that effort teachers exert to facilitate learning. It provides proper direction for teachers to facilitate student optimal learning and achievement. A teacher guide need to suggest key description of concepts, classroom activities and exercises and field based activities which reinforce learning contents and provide examples of exercises and assignment. More over a teacher guide suggests assessment tools and techniques to be used for the purpose of determining the degree of achievement of learners and taking appropriate remedial measures.

Hence, this teacher's guide has been designed to assist the teacher in facilitating learning of the various concepts in grade eight citizenship education. This guide emphasizes learner active participation in the process of acquisition of knowledge, skills and values or competencies. In doing so the guide book has suggested varied learning activities which the teacher ought to take the learners through.

Although the guide has suggested teaching and learning activities, resources and materials, heis advised to be innovative and get more to make learning interesting especially, considering the diverse need of the learners. The teacher is also at liberty to use any teaching aids and materials from locally available materials. He has been guided on what to teach in each lesson throughout the grade level.

At the beginning of each unit there is a brief unit description, key words, unit learning out comes and lessons. Each lesson has competencies of the lesson, lesson objective, teaching aids, teaching strategies, reference material, lesson orientations, key brainstorming questions, learning activities, additional notes and finally lesson review, assessment and follow up questions. Also, at the end of each unit there are answer key for unit review questions provided in the student text book.

In nutshell, this teacher guide gives guidance on how the themes in the new curriculum materials could be integrated during the teaching of the various lessons.It is hoped that this guide book will be useful and interesting in promoting the teaching and learning of citizenship education at this grade level.

1.2.1. This guide was developed to help the teacher to:

i. Identify the general, the specific learning outcomes, and the specific lesson learning outcomes for all the units covered in grade 8 citizenship educations;

ii. Prepare detailed schemes of work and lesson plans;

iii. Identify, select and use the most cost-effective learning resources;

iv. Choose the most effective approach or methods and techniques in teaching citizenship education;

v. Plan for the available time form or effective teaching;

vi. Organize the teaching or learning activities in the class room;

vii. Carry out an effective learning assessment;

viii. Integrate the issues of the new curriculum reform in Grade 8 citizenship lessons and activities;

Viiii. Have awareness about the new curriculum material (Flowchart, Minimum learning competency and syllabus).

1.3. Organization of the teacher's guide

Grade 8 citizenship education is the continuation of grade 7 citizenship education. Thus, it is organized in order to help your students attain the grade level as well as the unit based objectives as effectives as possible.

Citizenship education lessons can be approached in different ways. This is also true to other subjects. However, what is unique to citizenship education is that it requires the activities and participation of the learners. Moreover Citizenship education lessons need to be highly based up on the out of school life in the society.

The following suggestions are believed to be common approaches that can be helpful for an effective planning, presentation and assessment of lessons in grade eight Citizenship education lessons.

Pre-lesson planning:

This is the first stage of implementing the citizenship education curriculum. It entails planning the lesson and preparing to lead the classroom activities. The following are the major tasks in this phase:

- Making necessary reading, searching for the relevant instructional materials including books, journal or relevant materials on the lesson and preparing the lesson plan.

During lesson Activities:

This is the stage at which the actual teaching and learning take place. During this phase, your primary responsibilities will be goal orientation, lesson presentation, and directing the learner's activities.

Post lesson activities:

The final stage of the instructional processes appears to be lesson stabilization and assessment. This phase includes writing a summary of the lesson, as well as providing follow-up activities and questions.

UNIT 1

VIRTUE ETHICS

Unit description

This unit of grade eight citizenship education builds on the learning areas of moral education already learned at various grade levels. In this way, the basic concepts of virtue ethics, ethics, qualities of virtue ethics, the importance of virtue ethics, and virtue ethics in daily life are introduced and explored. As a result, you are expected to apply virtue and ethical qualities to the promotion of daily activities and the public interest.

Key words and concepts:

- **Virtue ethics, Ethics, Honesty, Courage, Compassion Generosity, Fairness, prudence, Self-discipline.**

Learning Outcomes:	*Lessons:*
At the end of this unit, learners will be able to: ★ Explain the concept of virtue ethics; ★ Value the qualities and principles of virtue ethics; ★ Describe the importance of virtue ethics; ★ Demonstrate the qualities of virtue ethics in daily life.	1.1 .The concept of virtue ethics 1.2. The qualities and principles of virtue ethics 1.3. Importance of virtue ethics 1.4. Virtue ethics in daily life

Allotted period -18 periods

Lesson 1. The concept of virtue ethics

1.1 Ethics and virtue ethics

Competencies of the lesson:

★ **Understand the concept of virtue ethics.**

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

- ★ **Explain the concepts of virtue and virtue ethics;**
- ★ **Differentiate virtue characters from vices;**
- ★ **Define what Ethics is;**
- ★ **Describe the relationship between Ethics and virtue Ethics;**
- ★ **Analyze steps for ethical decision making.**

Issues	*Activities*
Teaching aids	• Black board, chalk, Chart paper or whiteboard, Student text book, Pencils, Writing paper.
Teaching strategies	• Asking brainstorming questions, Group discussion, Case study
Reference material	• Book, articles and journals on Ethics and virtue ethics. • Foot, Philippa. 2003. Virtues and Vices: And Other Essays in Moral Philosophy. New York: Oxford University Press. • Barbara, Mackinnon. 2007. Ethics theory, and contemporary issues wadsworth the Thomson corporation united states of America.

Lesson Orientation

This lesson begins with a discussion of virtue ethics, the concept of Ethics and its relationship to virtue ethics. Write the lesson title on the blackboard and have students write it in their exercise books.

Before delving into virtue ethics, it is necessary to first understand what Ethics is. Ethics is the study of what are good and bad ends to pursue in life, as well as what is right and wrong to do in daily life. A virtue, or set of virtues, is a set of character traits that make a person virtuous, or good. However, the term "vice" is frequently associated with bad habits. On the other hand, virtue ethics is a type of ethics that evaluates actions based on a proper character.

Key brainstorming questions.

1. *What do you think of virtue/virtue ethics?*
2. *What exactly do we mean by the term "ethics"? Take a few moments before the lesson to write down a definition of what you believe the term means*

Closely monitor your students as they write their own concepts and offer assistance if necessary. You can post answers to questions like these on the board to increase the general knowledge of the entire class. A virtue is a person's state or disposition. This is a reasonable intuitive claim. One of the three major approaches in normative ethics is virtue ethics. It may initially be identified as the approach that emphasizes virtues or moral character, as opposed to the approach that emphasizes duties or rules (deontology) or the consequences of actions (consequentialism)..

- To help the students understand the concept of virtue ethics, try asking the following questions."What kind of person will you become if you do this?" or "Is this action consistent with your best acting

Learning Activities: Group discussion and Case study, Personal research and Group work

1. Divide your class into groups or use the desk arrangement if it works for you. The goal is for students to identify moral character traits that make a person morally good as well as moral character traits that make a person morally vice/bad. Direct the students to choose at least three to four virtues and vices characters. Allow them to reflect on their responses to the class after they have had some time for discussion. Then, on the blackboard, make a summary of their reflection by writing the characters considered to be virtues and vices. You must ensure that your students understand the following virtue characters:

- Characteristics of virtues teach people that they are responsible for themselves and their actions, and that they can help to preserve all that is good in society.

2. On the student textbook, there is also a case study about a wolf and a fox. Read this case study in front of the class. Inquire about the lessons they took away from the case study. What do they think of wolves' actions as virtues or vices? And give the appropriate justification for them. Then, review their reflection through the wolf's action, emphasizing the need to help those in need.

3. Individually, allow students to research ethical problem in their community and have them discuss in group. Ask as to how they arrived at their decision.

Examine and record their decision-making justifications as precisely as possible. Furthermore, Ask a significant decision they have made that has had an impact (for better or worse) on their day to day activities and the lives of others. This could be a decision to help others or anything else.

- You can ask additional questions, such as, 'Is it okay to tell someone a lie if it saves someone from being hurt by the truth?' 'Should we always assist someone in need?'

4. Divide your class into groups that are manageable. The goal is for students to consider the relationship between ethics and virtue ethics. Furthermore, it allows students to consider how they will demonstrate a virtues character in their neighborhood or community. Instruct the students to come up with some ways to demonstrate the virtues of character and record their responses. Then, on the blackboard, make a summary of their responses by writing the ways in which they can demonstrate their responses.

- You must ensure that students understand the following ways in which they can demonstrate good character in their community; there are plenty of ways for them.

- Systematizing, defending, and recommending concepts of right and wrong behavior are all part of the field of ethics (or moral philosophy). Nowadays, philosophers divide ethical theories into three broad categories: Meta ethics, normative ethics, and applied ethics.

- Normative ethics takes on a more practical task, that of arriving at moral standards that govern right and wrong behavior. Normative ethics is the process of developing moral standards that govern what is right and wrong behavior. In some ways, it's a search for the perfect litmus test of proper behavior.

Review the lessons:

You could assess the students' work orally, perhaps with homework, for this lesson, as you would for others. These assessment questions will help you determine how well the lesson objectives have been met.

- Which learning styles were the students' favorites? Were they primarily reading, writing, or acting? on the relation to above lesson contents? Could you explain why this happened? How sure were the students that they could complete the activities? How well did the students collaborate, whether in pairs or as a group? Did the students become bored or uninterested at any point during the lessons?

Furthermore:

- Ask learners to recall about virtue ethics, ethics and virtue and vices. Observe class discussions and activities and record students' performance. Evaluate how each student try to address case study and provide feedback.

Lesson 2. Moral virtue, the qualities and principles of virtue ethic

Competencies of the lesson:

★ **Explain the qualities and principles of virtue ethics.**

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

- ★ **Define about moral virtues;**
- ★ **Explain what honesty is;**
- ★ **Describe the importance of honesty;**
- ★ **Behave honestly towards, friends, teachers and other people;**
- ★ **Analyze the qualities and principles of virtue ethics.**

Issues	*Activities*
Teaching aids	• Black board, chalk, Chart paper or whiteboard, Student text book, Pen, Pencils Writing paper.
Teaching strategies	• Asking brainstorming questions, Individual exercises and Group discussion
Reference material	• Book, articles and journals and internet sources on Ethics and virtue ethics and honesty • Darwall, Stephen, ed. 2002. Virtue Ethics. Oxford/Malden, MA: Wiley-Blackwell.

Lesson Orientation

This lesson emphasizes the virtues and principles of virtue ethics, particularly honesty. This lesson is an important part of this unit, which aims to help students identify and apply those qualities and principles. Remind your students of the previous lesson's concepts of ethics, virtue ethics, and the relationship between ethics and virtue ethics. Then, write the lesson title on the blackboard and instruct the students to write it in their exercise book

Key brainstorming questions.

1. *What do you understand about Moral virtues?*
2. *What is the significance of honesty?*

This brainstorming question relates to the previous lesson on virtue ethics and gives them a moment to reflect on it. You can increase the general knowledge of the entire class by writing their answers to questions like these on the board.

The main reason to trust someone is their honesty. It is a tool for speaking the truth and gaining the trust of others. A person who has earned the trust of their friends is a trustworthy individual. The society, as well as its members, will have faith in the individual and believe that they can rely on him or her.

Learning Activities: Individual activities, group discussions, and think pair share exercises

1. You could now ask each student to create and develop their own definition of honesty, which they would then share with their partner. Assist students who are having difficulty developing their own definitions and encourage them to share them with their partners. Allow them some time to consider and reflect on their responses before presenting them to the class. Then, on the blackboard, make a summary of their reflection by writing what honesty is.

2. Students should work in groups to discuss the value of honesty at personal, friend, and community levels. Allow some time for them to share their ideas with one another. Encourage students who are having difficulty sharing their ideas with the rest of the group. Finally, you can summarize the group's reflection.

3. Allow your students to sit in pairs and reflect on times when they were honest (or dishonest) at home, school, or in the community, and then share their experiences (results) of being honest and dishonest with their partner. The goal is for students to connect the lesson to real-life situations and consider the consequences of being honest and dishonest. They may confess to exam cheating, stealing money from their parents' pockets, and lying to a friend. Allow them to reflect on their responses to the class after they have had some time for discussion. Then, on the blackboard, summarize their reflection by writing the consequences of dishonesty.

Review the lessons:

You could assess the students' work orally, perhaps with class work or assignment for this lesson. These assessment questions will help you determine how well the lesson objectives have been met.

- Which learning style did the students prefer? Were they mainly reading, writing or oral activities?
- Can you say why this was? How confident were the students in completing the activities?

- How well did the students work together, in pairs or as a group? Were there any points in the lessons where the students became bored and uninterested?

Furthermore:

- Ask learners to recall about moral virtues and the value of honesty. Observe class discussions and activities and record students' performance. Evaluate how each student try to address individual exercises, think pair activities and group discussion and provide feedback

Lesson 2.2: Courage

Competencies of the lesson:

★ **Explain the qualities and principles of virtue ethics.**

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

★ **Explain what courage is;**

★ **Describe the importance of being courageous;**

★ **Act courageously in individual or public issues.**

Issues	*Activities*
Teaching aids	• Black board, chalk, Chart paper or whiteboard, Student text book, Pen,Pencils, Writing paper.
Teaching strategies	• Asking brainstorming questions, Individual activities ,Group discussion
Reference material	• Book, articles and journals and internet sources on Ethics and virtue ethics and honesty • Darwall, Stephen, ed. 2002. Virtue Ethics. Oxford/Malden, MA: Wiley-Blackwell.

Lesson Orientation

This lesson emphasizes the virtues and principles of virtue ethics, particularly courage. Remind your students of the previous lesson's concept of moral virtues, its components, the value of honesty, and the importance of being honest. Then, write the lesson title on the blackboard and instruct the students to write it in their exercise book.

Key brainstorming questions.

1. *What do you understand about courage?*
2. *What do you think is the benefit of being courageous?*
2. *What are some ways you can show courage?*

Encourage students to discuss the brainstorming questions listed above. You can increase the general knowledge of the entire class by writing their answers to questions like these on the board.

Learning Activities: Case study and role play

1. On the student textbook, there is also a case study about Scotland's king, Robert Bruce, and the spider. Request that students read this case study aloud to the class. Inquire about the lessons they took away from the case study. Make a list of their reactions and go over their reflection through the spider's action, emphasizing the importance of trying again and again in order to succeed.

2. Again, have your students work in small groups to act out scenarios in which someone demonstrates courage. You could write possible scenarios on note cards and give one to each group. Allow each group to perform in front of the class for the remainder of the time. After that, ask if anyone has been in similar situations, and allow students to share their brave moments. The goal of this role play is to prepare learners for how they will demonstrate the value of courage in their daily activities.

Review the lessons:

You could assess the students' work orally, perhaps with homework or assignment, for this lesson, as you would for others. These assessment questions will help you determine how well the lesson objectives have been met.

- Which learning style did the students prefer? Were they mainly reading, writing or oral activities in relation to the specified lessons?
- Can you say why this was? How confident were the students in completing the activities?

- How well did the students work together, on case study and role play group? Were there any points in the lessons where the students became bored and uninterested?

Furthermore:

- Ask learners to recall about courage. Ask learners to remember the benefit of courage.
- Observe case studies and role play and record students' performance. Evaluate how each student try to address case study and role play and provide feedback.

Lesson 2.3: Compassion

Competencies of the lesson:

★ **Explain the qualities and principles of virtue ethics.**

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

★ **Explain what compassion is;**

★ **Describe the importance of compassion;**

★ **Act compassionately towards others.**

Issues	*Activities*
Teaching aids	• Black board, chalk, Chart paper or whiteboard, Student text book, Pen, Pencils, Writing paper.
Teaching strategies	• Asking brainstorming questions and Role play scenarios
Reference material	• Books, articles and journals and internet sources on virtue ethics and compassion. • Welchman, Jennifer (ed.), 2006, The Practice of Virtue: Classic and Contemporary Readings in Virtue Ethics, Indianapolis: Hackett Publishing Company

Lesson Orientation

This lesson emphasizes the virtues and principles of virtue ethics, particularly compassion. It is an essential component of this unit, which aims to equip students with compassion-related qualities and principles.

Remind your class of the previous lesson's concept of the qualities of courage and the importance of being courageous. Then, write the lesson title on the blackboard and instruct the students to write it in their exercise book.

Key brainstorming questions.

1. *What do you understand about compassion?*
2. *Mention the benefits of being compassionate?*

Encourage students to discuss the brainstorming questions listed above. You can increase the general knowledge of the entire class by writing their answers to questions like these on the board.

Compassion literally translates as "suffering together." It is defined by emotion researchers as the feeling that arises when you are confronted with the suffering of another and feel motivated to alleviate that suffering. It manifests itself as an empathic understanding of another person's emotions, accompanied by selflessness or a desire to act on that person's behalf.

Compassion gives us the ability to understand another person's situation and the desire to act to improve their lives. It is the ability to see the circumstances of others that allows us to step outside of ourselves. It provides the motivation to do what is required to make the world a more caring place. Compassion is especially important for the vulnerable.

Learning Activities: Case study and Role play scenarios

1. On the student textbook, there is a case study on this lesson about the two sisters. Request the students read this case study aloud to the class. Ask each group to share their feeling about the story. Inquire about the lessons they took away from the case study. Enable those active learners to assist students having difficulty. Make a list of their reactions and go over their reflection. To be compassionate has a greater implication for one's self and societies well being.

2. Have your students work in small groups to act out scenarios in which someone demonstrates compassion. Students can select one of the scenarios listed in the textbook. Allow each group to perform for the remainder of the class. Request that students share their instances of compassion. The goal of this role play is to prepare learners for how they will demonstrate the value of compassion in their daily activities.

Review the lessons:

You could assess the students' work orally, perhaps with a classwork, for this lesson, as you would for others. These assessment questions will help you determine how well the lesson objectives have been met.

- Which learning style did the students prefer? Were they mainly reading, writing or oral activities? in relation to the specified lesson??
- Can you say why this was? How confident were the students in completing the activities?
- How well did the students work together, on case study and role play group? Were there any points in the lessons where the students became bored and uninterested?

Furthermore:

- Ask learners to recall about compassion. Ask learners to remember the benefit of compassion. Observe role play scenarios and record students' performance. Evaluate how each student try to address role play scenarios and provide feedback.

Lesson 2.4: Generosity

Competencies of the lesson:

★ **Explain the qualities and principles of virtue ethics.**

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

★ **Explain what generosity is;**

★ **Describe the importance of generosity;**

★ **Demonstrate being generous to others;**

★ **Appreciate the importance/benefit of generosity.**

Issues	*Activities*
Teaching aids	• Black board, chalk, Chart paper or whiteboard, Student text book, Pen, Pencils, Writing paper.
Teaching strategies	• Asking brainstorming questions and Role play scenarios
Reference material	• Books, articles and journals and internet sources on virtue ethics and generosity. • Barbara, Mackinnon. 2007. Ethics theory, and contemporary issues wadsworth the Thomson corporation united states of America.

Lesson Orientation

This lesson emphasizes the virtues and principles of virtue ethics, particularly generosity. Remind your class of the previous lesson's concept about the qualities of compassion and the importance of compassion.

Key brainstorming questions.

1. How do you explain generosity?

Encourage students to discuss the brainstorming questions listed above. You can increase the general knowledge of the entire class by writing their answers to questions on the board.

Learning Activities: Group discussion and Role play scenarios

1. Divide your class into manageable groups once more. The goal is to make students consider the value of generosity. Allow some time for them to share their ideas with one another. Encourage students who are having difficulty sharing their opinions with the rest of the group. Finally, on the blackboard, write a summary of the group's reflection as follows.

- Generosity strengthens relationships and fosters social connections. Giving to others not only brings them closer to us, but it also brings us closer to them.

- Again, have your students work individually to role-play situations in which someone demonstrates generosity. You could write possible scenarios on note cards and give one to each volunteer student. Allow each student to perform for the rest of the class. Inquire of the students about their feelings and experiences during the role play. The goal of this role play is to prepare students for how they will demonstrate the value of generosity in their daily activities.

Review the lessons:

You could assess the students' work orally, perhaps with a classwork, for this lesson, as you would for others. These assessment questions will help you determine how well the lesson objectives have been met.

- Which learning style did the students prefer? Were they mainly reading, writing or oral activities?
- Can you say why this was? How confident were the students in completing the activities?
- How well did the students work together, on case study and role play group? Were there any points in the lessons where the students became bored and uninterested?

Furthermore:

- Ask learners to recall about generosity. Ask learners to remember the importance of generosity. Observe group discussion and role play scenarios and record students' performance. Evaluate how each student try to address group discussion and role play scenarios and provide feedback

Lesson 2.5 : Fairness

Competencies of the lesson:

- ★ Explain the qualities and principles of virtue ethics.

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

- ★ Define what fairness is;
- ★ Analysis the concept of fairness;
- ★ Apply fairness while dealing with others.

Issues	*Activities*
Teaching aids	• Black board, chalk, Chart paper or whiteboard, Student text book, Pen, Pencils Writing paper.
Teaching strategies	• Asking brainstorming questions, group discussion and Role play scenarios
Reference material	• Books, articles and journals on virtue ethics and fairness. • Barbara, Mackinnon. 2007. Ethics theory, and contemporary issues wadsworth the Thomson corporation united states of America.

Lesson Orientation

This lesson emphasizes the virtues and principles of virtue ethics, particularly fairness. It aims to equip students with the qualities and principles of fairness. Remind your class of the previous lesson's concept of the qualities of generosity and the significance of generosity. Then, write the lesson title on the blackboard and instruct the students to write it in their exercise book.

Key brainstorming questions.

1.What exactly does it mean to be fair? Make a list of dos and don'ts for being fair with your class.
Request specific examples of the identified behavior.

Learning activities: Group discussion and Role play scenarios

1. Divide your class into manageable groups once more. The goal is for students to be fair to one another at school. Allow some time for them to share their ideas with one another. Encourage students who are having difficulty sharing their opinions with the rest of the group. Finally, you can summarize a group's reflection on the black board as follows.

2. Again, have your students work in groups to act out a scene in which the "criminal" draws a crime from a hat and the "jury" (the class) decides on his sentence. Cheating on a test, disobeying a teacher, and stealing a cookie from the cafeteria are just a few examples. Ask how severe the punishment should be for each crime. Should certain crimes be punished harsher than others? Finally, have students debate the fairness of the jury's punishment decision (class). Review their reflection by making a note on the black board. The purpose of this role play is to teach students how to demonstrate the value of fairness in their daily lives.

- In addition, invite a judge (or a trial attorney) to come to your class and speak about how the justice system works and how he or she tries to keep things fair in the courtroom.

Review the lessons:

You could assess the students' work orally, perhaps with a home work or assignment, for this lesson, as you would for others. These assessment questions will help you determine how well the lesson objectives have been met.

- Which learning style did the students prefer? Were they mainly reading, writing or oral activities?
- Can you say why this was? How confident were the students in completing the activities?
- How well did the students work together, on group discussion and role play? Were there any points in the lessons where the students became bored and uninterested?

Furthermore:

- Ask learners to recall about fairness. Ask learners to remember the importance of fairness. Observe group discussion and role play scenarios and record students' performance. Evaluate how each student try to address group discussion and role play scenarios and provide feedback.

Lesson 2.6: Self-discipline

Competencies of the lesson:

★ **Explain the qualities and principles of virtue ethics.**

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

★ **Define self-discipline;**

★ **Identify the importance of self-discipline;**

★ **Practice the quality of self-discipline.**

Issues	*Activities*
Teaching aids	• Black board, chalk, Chart paper or whiteboard, Student text book, Pen, Pencils, Writing paper.
Teaching strategies	• Asking brainstorming questions, and group discussion.
Reference material	• Books, articles and journals on virtue ethics and self-discipline. • Johnson, Robert N., 2003, "Virtue and Right", Ethics, 133: 810–34.

Lesson Orientation

This lesson emphasizes the virtues and principles of virtue ethics, particularly self-discipline. Remind your class of the previous lesson's concept of the qualities of fairness, the importance of fairness, and the ways in which learners demonstrate fairness to others. Then, write the lesson title on the blackboard and instruct the students to write it in their exercise book.

Key brainstorming questions.

1. What is the definition of self-discipline?
2. How do you demonstrate self-discipline in your home, class, and community?

Acting and behaving in accordance with certain acceptable standards is what self-discipline entails. It entails self-regulation and making changes to one's thoughts and behaviors in order to improve oneself. For students, this can mean staying focused on assignments or in class, and not getting distracted during lectures or study time.

Learning Activities: Group discussion

1. Divide your class into manageable groups once more. The goal is for learners to discuss in groups the importance of self-discipline and the negative consequences of a lack of self-discipline. Allow some time for them to share their ideas with one another. Encourage students who are having difficulty sharing their opinions with the rest of the group. Finally, you can summarize a group's reflection on the black board as follows. Self-discipline allows for:

- Serving as a power to achieve their goals;
- Controlling their own feeling and emotions;
- Sticking to one's own decisions not lose sight of your goals.

Review the lessons:

You could assess the students' work orally, perhaps with a classwork, for this lesson, as you would for others. These assessment questions will help you determine how well the lesson objectives have been met.

- Which learning style did the students prefer? Were they mainly reading, writing or oral activities?
- Can you say why this was? How confident were the students in completing the activities?
- How well did the students work together, on group discussion? Were there any points in the lessons where the students became bored and uninterested?

Furthermore:

- Ask learners to recall about self-discipline. Ask learners to remember the importance of self-discipline. Observe group discussion and record students' performance. Evaluate how each student try to address group discussion and provide feedback.

Lesson 2.7: Prudence

Competencies of the lesson:

★ **Explain the qualities and principles of virtue ethics.**

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

★ **Explain what prudence is;**

★ **Describe the importance of prudence;**

★ **Practice the quality of prudence.**

Issues	*Activities*
Teaching aids	• Black board, chalk, Chart paper or whiteboard, Student text book, Pen, Pencils, Writing paper.
Teaching strategies	• Asking brainstorming questions, group discussion and Role play scenarios.
Reference material	• Books, articles and journals on virtue ethics and prudence. • 2006, "Virtue Ethics", in David Copp (ed.), The Oxford Handbook of Ethical Theory, Oxford: Oxford University Press, pp. 515–36

Lesson Orientation

This lesson emphasizes the virtues and principles of virtue ethics, particularly fairness. Remind your class of the previous lesson's concept about the qualities of self-discipline, the importance of self-discipline, and the consequences of a lack of self-discipline.

Key inquiry questions.

1. *What exactly does it mean to be prudent?*
2. *As a reminder, write a list of their reflections on the blackboard.*

Prudence is defined as the ability to make sound decisions to avoid danger or risk. It is the ability to examine the potential consequences of your actions objectively and then control yourself based on that examination

Learning Activities: Role plays scenarios and Self-check exercises

1. There is a self-check exercise on the student textbook which enables learners to check their prudence quality. Direct them to copy the table on the exercises book and work on their own. Help those learners who have difficulty in understanding the given exercises or allow them to get help from their peers. After a while, ask them to share their experience to rest of the class.

2. Allow your students to work individually on role-playing situations in which they practice making wise and prudent decisions. You might want to brainstorm potential scenarios on the blackboard and distribute them to each volunteer student. Allow each student to perform for the rest of the class. Request that students share their feelings and experiences from the role play and create a summary of their findings. The goal of this role play is to prepare students for how they will demonstrate the value of prudence in their daily activities.

Review the lessons:

You could assess the students' work orally, perhaps with a quiz, for this lesson. These assessment questions will help you determine how well the lesson objectives have been met.

- Which learning style did the students prefer? Were they mainly reading, writing or oral activities?

- Can you say why this was? How confident were the students in completing the activities?
- How well did the students work together, on role play? Were there any points in the lessons where the students became bored and uninterested?

Furthermore:

- Ask learners to recall about prudence, Ask learners to remember the importance of prudence. Observe role play scenarios and record students' performance., Evaluate how each student try to address role play scenarios and provide feedback

Lesson 2.8: Civic virtues

Competencies of the lesson:

★ **Explain the qualities and principles of virtue ethics.**

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

★ **Explain what civic virtue is;**

★ **Describe the different manifestations of civic virtue;**

★ **Practice different civic virtues in the class.**

Issues	*Activities*
Teaching aids	• Black board, chalk, Chart paper or whiteboard, Student text book, Pen,Pencils, Writing paper.
Teaching strategies	• Asking brainstorming questions, and group discussion, Debate;
Reference material	• Books, articles and journals on virtue ethics and civic virtues • Russell, Daniel C., ed. 2013. The Cambridge Companion to Virtue Ethics. Cambridge: Cambridge University Press.

Lesson Orientation

This lesson emphasizes the civic virtue component of virtue ethics once more. Remind your class of the previous lesson's concept of the principles of prudence, the importance of prudence, and the ways in which learners demonstrate prudence in their daily lives. Then, write the lesson title on the blackboard and instruct the students to write it in their exercise book.

Key brainstorming questions.

1. *What do you understand about civic virtue?*
2. *What are the manifestations of civic virtue?*
3. *What do you consider to be a fair tax?*

- Encourage students to discuss the brainstorming questions listed above. You can increase the general knowledge of the entire class by writing their answers to questions like these on the board.

- A civic virtue is a well-reasoned devotion or commitment that all citizens of a particular state are expected to discharge or fulfill.

- After that, go over their reflection as follows: A fair tax is one that is progressive in nature and is based on the taxpayer's ability to pay. It imposes a greater burden on those with lower incomes than on those with higher incomes.

Learning Activities: Group discussion and debates

1. Divide your class into manageable groups once more. The goal is for students to discuss in groups the benefits of paying fair tax and the consequences of not paying tax. Allow some time for them to share their ideas with one another. Encourage students who are having difficulty sharing their opinions with the rest of the group. Finally, you can summarize a group's reflection on the black board as follows.

- The advantages of paying a fair tax are as follows:
    - Requires those with the greatest amount of resources to fund greater portions of services. Such as: road maintenances and public safety.
    - Reduce the tax burden on the people who can least afford

Dear Professor! You must create a debatable issue that is relevant to your students. Choose some students (eight to ten), divide them into two groups, and hold debates between these groups. The purpose of this exercise is to help students internalize and appreciate what they have learned. After the debate, encourage them to go over their arguments again.

Review the lessons:

You could assess the students' work orally, perhaps with a class work, for this lesson, as you would for others. These assessment questions will help you determine how well the lesson objectives have been met.

- Which learning style did the students prefer? Were they mainly reading, writing or oral activities?
- Can you say why this was? How confident were the students in completing the activities?
- How well did the students work together, on group discussion and debates? Were there any points in the lessons where the students became bored and uninterested?

Furthermore:

- Ask learners to recall about civic virtues. Ask learners to remember the manifestations of civic virtue. Observe group discussion, debates and record students' performance. Evaluate how each student try to address group discussion and debates provide feedback

Lesson 3: The importance of virtue Ethics

Competencies of the lesson:

★ **Know the importance of utilizing virtue ethics.**

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

- ★ **Identify the importance of virtue Ethics;**
- ★ **Analyze the importance virtue ethics;**
- ★ **Appreciate the importance of virtue ethics to individuals' life and society's well beings.**

Issues	*Activities*
Teaching aids	• Black board, chalk, Chart paper or whiteboard, Student text book, Pencils, Writing paper.
Teaching strategies	• Asking brainstorming questions, and group discussion Debate..
Reference material	• Books, articles and journals on virtue ethics • Curren, Randall, 2015, "Virtue Ethics and Moral Education", in Besser-Jones and Slote (2015), pp. 459–470.

Lesson Orientation

This lesson emphasizes the significance of virtue ethics once more. Remind your class of the previous lesson's concept of civic virtue and the manifestation of civic virtue. Then, write the lesson title on the blackboard and instruct the students to write it in their exercise book.

Key brainstorming questions.

1. *What do you think is the importance of virtue Ethics?*

Encourage students to discuss the brainstorming questions listed above. You can increase the general knowledge of the entire class by writing their answers to questions like these on the board. Virtue ethics is critical for both individuals and societies. It instills life's ideals and virtues.

Learning Activities: Group discussion

1. Dear Professor! Divide your class into groups that are manageable. The goal is for students to discuss the importance of virtues in groups. As an example, consider the previous lessons on the principles and qualities of virtue ethics. For example, explain the value of honesty, courage, compassion, and generosity, to name a few. Allow some time for them to share their ideas with one another. Encourage students who are having difficulty sharing their opinions with the rest of the group. Finally, you can conduct a blackboard review of a group's representative reflection.

- Invite Guest speaker

Review the lessons:

You could assess the students' work orally, perhaps with homework, for this lesson. These assessment questions will help you determine how well the lesson objectives have been met.

- Which learning style did the students prefer? Were they mainly reading, writing or oral activities in relation to specific lesson?
- Can you say why this was? How confident were the students in completing the activities?

- Can you say why this was? How confident were the students in completing the activities?
- How well did the students work together, on group discussion? Were there any points in the lessons where the students became bored and uninterested?

Furthermore:

- Ask learners to recall about the importance of virtue ethics. Observe group discussion, debates and record students' performance. Evaluate how each student try to address group discussion and debates provide feedback.

Lesson 4: Virtue Ethics in daily life

Competencies of the lesson:

★ **Demonstrate virtue ethics in their social life effectively.**

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

★ **Apply virtue ethic in daily life.;**

Issues	*Activities*
Teaching aids	• Black board, chalk, Chart paper or whiteboard, Student text book, Pencils, Writing paper.
Teaching strategies	• Asking brainstorming questions, Case study and Role play
Reference material	• Books, articles and journals on virtue ethics. • 2015, "Applying Virtue to Ethics", Journal of Applied Philosophy, 32 (1): 1–14.

Lesson Orientation

This lesson focuses on the virtue ethics in everyday life once more. It is a crucial lesson in this unit that aims to help students demonstrate various virtues in their daily and social lives. Before starting the lesson, remind your students of the previous lesson's concept about the importance of virtue ethics.

Key brainstorming questions.

1. *What do you think the role of virtue ethics is in everyday life?*

Encourage students to discuss the brainstorming questions listed above. Because this lesson is highly related to previous lessons, learners may already have a lot of knowledge, and you can write answers to questions on the black board to increase the overall knowledge of the class.

Learning Activities: Case study and role play

1. On the student textbook, there is a case study about Abebech Gobena, dubbed "Africa's Mother Teresa." Request that students read this case study aloud to the class. Inquire about the lessons they took away from the case study. Make a list of their responses and go over their reflections.

2. Again, have your students work in groups to role-play situations in which they can demonstrate virtues like compassion, generosity, and self-discipline in clubs, at home, and in the community. This is a lesson in which you must connect previous lessons to real-life situations. As a result, you may want to:

- Visit those needy and vulnerable groups of the community members;
- Practice the above scenarios in citizenship club;
- Make home connection with their parents.
- The purpose of this role play is to teach students how to effectively demonstrate virtue ethics in their social lives.

Review the lessons:

You could assess the students' work orally, perhaps with quiz, for this lesson. These assessment questions will help you determine how well the lesson objectives have been met.

- Which learning style did the students prefer? Were they mainly reading, writing or oral activities?

- Can you say why this was? How confident were the students in completing the activities?
- How well did the students work together, on case study and role play? Were there any points in the lessons where the students became bored and uninterested?

Furthermore:

- Ask learners how they will demonstrate in their social life. Observe case studies and role play and record students' performance. Evaluate how each student try to address case study and role play and provide feedback.

Supplementary Exercise or Assignment questions

- How important is trust in your relationships with friends and family? How would these relationships be affected if you found out someone was lying to you?
- Write about someone you consider being a courageous person.
- What does treating people fairly mean?
- Does fairness mean everyone gets the same amount, like an equal piece of a thing? Does fairness mean enforcing the rules for everyone, even if it means losing a game?

Answer key for review questions

True/False	1	False	2	True	3	True	4	False	5	True
Multiple choices	1	C	2	B	3	B	4	B	5	C
Matching Items	1	B	2	D	3	A	4	C		
Fill in the blank Items	1	Civic virtue			2	Generosity				

UNIT 2

STATE AND GOVERNMENT

Unit description

In this unit, students will study about state and government. This will help them to understand about state structure, systems of government, and the relationship and difference between state and government. Furthermore, students are going to deal with the relation between state and government. Moreover, students will learn forms of governments, and their strengths and limitations in Ethiopia.

Key words and concepts:

- **federal, government, president, prime minister, state, unitary**

Learning Outcomes:	*Lessons:*
At the end of this unit, learners will be able to: ★ Identify the different structures of state; ★ Describe the different system of government; ★ Realize the relationship and difference between state and government; ★ Evaluate the forms of government in Ethiopia; ★ Discuss strengths and limitationsof different forms of government in Ethiopia.	2.1 State structures; 2.2 System of government; 2.3 The relationship and difference between state and government; 2.4 Forms of government in Ethiopia; 2.5 Strengths and limitations of different forms of government in Ethiopia.

Allotted period -16 periods

Lesson 1 : State Structures

Competencies of the lesson:

★ **Explain state structure.**

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

- ★ **Define State Structure;**
- ★ **Create their own classroom rules and regulation;**
- ★ **Explain what constitutionalism is;**
- ★ **Analyzes the relation and difference between constitution and constitutionalism.**

Issues	*Activities*
Teaching aids	• Black board, Chalk, Student text book, Pencils, Pictures, and Chart paper.
Teaching strategies	• Brainstorming questions, introduction and explanation, individual works, group discussion and presentation.
Reference material	• Book, articles and journals on State structure • Max Weber's Theory of the Modern State: Origins, Structure and Significance 2014, Andrew Hywood, 2002, Politics, 2nd edition.

Lesson Orientation

The lesson begins in defining about state structure. At this level, students are expected know the vey meaning of the phrase. Write the title of the lesson on the backboard and order students to write it on their exercise book. Be sure that students must be clear that state structure deals with the distribution of power among the constituent parts of a state are referred to as its structure. It is the state's organizational form, or the distribution of power among agencies.

Key brainstorming questions.

1. What does state structure mean

Answer for questions in textbook

1. What is state structure?

State structure refers to the distribution of power among the constituent parts of a state is referred to as its structure. It is the state's organizational form, or the distribution of power among agencies.

2. Please identify different state structures in the world

There are three types of state structures in the world: unitary, federal, and Confederal. The Federal and Unitary systems are more common throughout the world, whereas the Confederal system is not. In all cases, no structure is inherently democratic or undemocratic. Being federal is not a guarantee of being democratic, and being unitary does not automatically place a country under an undemocratic system. There are unitary states that have more democracy than federal states, and vice versa. Democratization is dependent on incumbent governments' commitment and readiness in their respective countries.

Learning activities

Divide your class into convenient groups once more. This will enable students to discuss the meaning of state structure. Allow some time for them to share their ideas with one another. Support students who are having difficulty sharing their opinions with the rest of the group. Finally, you can summarize a group's reflection on the black board.

Review of the lesson

Making a summary of the lesson, providing follow up activities and questions orally, perhaps with a quiz is an important part of this phase.These assessment questions will assist you to assess the extent to which the lesson objectives have been achieved.Making a summary of the lesson, providing follow up activities and questions orally, perhaps with a quiz is an important part of this phase.

These assessment questions will assist you to assess the extent to which the lesson objectives have been achieved.

Lesson 2: Unitary state structure

Competencies of the lesson:

- ★ **Explain unitary state structure .**

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

- ★ **Define unitary State Structure;**
- ★ **Features of unitary state structures;**
- ★ **Appreciate advantages and disadvantages of unitary state structure**

Issues	*Activities*
Teaching aids	• Student text book, pen, Pencils, Pictures, Black board Chalk and Chart paper.
Teaching strategies	• Brainstorming questions, introduction and explanation, individual works, group discussion and presentation
Reference material	• Book, articles and journals on unitary State structure https://www.shivajicollege.ac.in, Andrew Hywood, 2002, Politics, 2nd edition, Andrew Hywood, 2002, Politics, 2nd edition.

Lesson Orientation

The lesson begins with defining unitary state structure. At this level, students are expected know the features, advantages and disadvantages of unitary system. Hence, write the title of the lesson on the blackboard and ask students to write it on their exercise book. Make it clear that the unitary state is a type of state structure characterized by power centralization. It is a type of state structure in which a single power, known as the central government, controls all aspects of government. However, being unitary structure does not means necessarily undemocratic.

Key brainstorming questions.

1. *What is unitary structure means? How does it differ from the other?*

Answer the Activity

Let students copy of the table from the textbook. Encourage them to form a group to discuss and fill in the blanks in the table with what they have learned. Leaders of groups should present their ideas to the class for discussion.

	Features of unitary system	*advantages of unitary system*	*disadvantages of unitary system*
1	Sovereignty lies within the central government	The uniformity of administration	Effective administration may be difficult
2	Legislative bodies of sub-units are subordinate to the legislative body of the center	Provides uniformity of administration	Concentration of Power
3	Territorial sub-units are subordinated to the center and cannot work autonomously.	Equal access to public service	Miss use of power
4	The centre is legally supreme over regional or local territories and with unrestricted power	Avoids the conflict of authority that might happen due to the division of power between the center and its territorial units.	None recognition of local diversities

Learning activities

Divide your class into groups or use the desk arrangement if it works for you. The goal is for students to features, advantages and disadvantages of the unitary state structure. Direct the students to list out some of unitary states. Allow them to reflect on their responses to the class after they have had some time for discussion. Then, on the blackboard, make a summary of their reflection by writing features, advantages and disadvantages of the unitary state structure.

Review of the lesson

Making a summary of the lesson, providing follow up activities and questions orally, perhaps with a quiz is an important part of this phase. In addition, check the students' understanding of the lesson by giving them an exercise to do independently. These assessment questions will assist you to assess the extent to which the lesson objectives have been achieved.

Lesson 3: Federal state structure

Competencies of the lesson:

- ★ **Explaining state structure .**

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

- ★ **Define federal state structure**
- ★ **Differentiate features federal state structure**
- ★ **appreciate advantages and disadvantages federal state structure.**

Issues	*Activities*
Teaching aids	• Chart paper, Black board, Student text book, Pencils, Pictures, and Chalk.
Teaching strategies	• Brainstorming questions, introduction and explanation, individual works, group discussion and presentation. Invite a local administrator to class and let he/she share ideas on federalism.
Reference material	• Book, articles and journals on federal State structure https://www.eolss.net, Andrew Hywood, 2002, Politics, 2nd edition.

Lesson Orientation

The lesson begins in defining federalism. Write the title of the lesson on the blackboard and ask students to write it on their exercise book. They have to distinguish features, advantages and disadvantages of federal system. Federalism refers to the state structure having at least two levels of governments; the central level and the lower level that includes territorial entities into which the country is divided.

Key brainstorming questions.

1. *What does federal structure mean?*

Answer the Group discussion

Refer the constitution of FDRE article 51 and 52. What does it explain? What are powers of regional governments? What is the role federal government has in powers and functions of states listed under article 52?

While article 51 describes about Powers and Functions of the Federal Government article 52 discusses about Powers and Functions of States. According to the later, all powers not given expressly to the Federal Government alone, or concurrently to the Federal Government and the States are reserved to the States.

For example, the constitution of FDRE article 51 lists powers and functions of the federal government. Most of the powers such as related to currency, International Relations, citizenship, national defense, administration and utilization trans-boundary infrastructures and resources are owned by the federal government. On the other hand, article 52 discusses about powers and functions of regional governments. It says that 'all powers not given expressly to the Federal Government alone, or concurrently to the Federal Government and the States are reserved to the States'. Accordingly, states are empowered to advances self-government, a democratic order, the rule of law and to protect and defend the Federal Constitution. Furthermore, regional states can enact and execute the state constitution and other laws and administer a state police force, and to maintain public order and peace within the State.

Answer for Activity 1

Associate the given powers and functions against administrative units (regional governments or federal government).

		Powers and functions	*Administrative units*	
1	B	It shall formulate and implement foreign policy; it shall negotiate and ratify international agreements.	A	Regional Government
2	A	To establish and administer a state police force, and to maintain public order and peace within the State.		
3	B	It shall formulate and execute the country's financial, monetary and foreign investment policies and strategies.		
4	A	To enact and execute the state constitution and other laws.		
5	B	It shall formulate and implement the country's policies, strategies and plans in respect of overall economic, social and development matters	B	Federal government
6	A	To formulate and execute economic, social and development policies, strategies and plans of the State		
7	B	It shall enact laws for the utilization and conservation of land and other natural resources, historical sites and objects		
8	B	It shall establish and administer national defense and public security forces as well as a federal police force.		
9	B	It shall determine matters relating to nationality		

Answer for Activity 2

Copy this table. Form group to discuss and fill in what you understand in the table. Group leaders should present their ideas to the class for discussion

	Features of federal system	*Advantages of federal system*	*Disadvantages of federal system*
1	Sharing of power	Growing complexity	Expenses and dalliance
2	of sub-units bodies are subordinate to the legislative body of the center	To match increased population and territorial size	unfit for a state without geographic continuity
3	The centre is legally supreme over regions	To accommodate diversity	Confusion and conflict of laws

Answer for the case study

1. Is there anything that goes against the fundamental principle of federal state structure?

Among the fundamental principles of the federal system is division of power which is constitutionally granted. There are exclusive powers and functions of the federal and regional governments side by side to concurrent power of the both. In the case of the above examples, federal government unwarrantedly intervened in regional system.

2. Why did the provincial leaders defy the order and keep their cabinets in place?

In federal state structure, regions have the power to form their executive, legislative and judiciary bodies. Regions form their cabinets to ensure self-administrations of their respective regions.

Learning activities

Organize students into groups encourage them to refer to constitution the Federal Democratic Republic of Ethiopia. The goal is for students to features, advantages and disadvantages of the federal state structure. Allow them to reflect on their responses to the class after they have had some time for discussion. Then, on the blackboard, make a summary of their reflection by writing features, advantages and disadvantages of the federal state structure.

Review of their lesson

Ask them to recall the lesson. Making a summary of the lesson, providing follow up activities and questions orally, perhaps with a quiz and independent exercises which are important part of this phase.These assessment questions will assist you to assess the extent to which the lesson objectives have been achieved.

Lesson 4: Confederation (Confederal arrangement)

Competencies of the lesson:

★ **Understand confederal state structure .**

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

★ **Define Confederal State Structure;**

★ **Differentiate features of Confederal state structures.**

Issues	*Activities*
Teaching aids	• Chart paper, Black board, Student text book, Pencils, Pictures, and Chalk.
Teaching strategies	• Brain storming questions, introduction and explanation, individual works, group discussion and presentation.
Reference material	• Book, articles and journals on Confederal State structure Andrew Heywood, 2002, Politics, 2nd edition; • https://www.eolss.net; • https://www.eolss.net; • https://www.researchgate.net › ... › Federalism.

Lesson Orientation

The lesson begins in creating understand about the confederal arrangement. Write the title of the lesson on the blackboard and ask students to write it on their exercise book. Explain to students that confederalism is the structure where the center is weak and the peripheries are strong. It has been attributed by state structure like America before adoption of federalism. In the contemporary period, it exists only in regional, continental and international organizations.

Key brainstorming questions.

1. What is confederalism? Is there any such state in the world?

Answer for the Group discussion

1. Is the confederation form of state structure, or is a form of association of the commonwealth, without state elements?

Confederation is a fairly rare form of state structure. Percentage of confederations is quite low in today's world and in the historical context. Confederation is created on a contractual basis for the integration of independent states for a specific purpose. Switzerland's canton system and the Confederate States of America (1861-1865) were the best examples of confederal state.

In the modern world, integration is becoming stable patterns of development of interstate relations passing to a new level, which requires its theoretical understanding. When a group of people or nations form an alliance, it is called a confederation. It allows each member to govern it but voluntarily agreeing to work together for common causes The good example of this type is functioning of the European Union (EU).

Therefore in the present day world, confederation exists as a form of association of the commonwealth without state elements and it exited as a form of government structure. The main objectives of a confederation usually include common defense, common postal services and communication links, common commercial practices and measures to promote cultural unity.

Learning activities

Divide students in to groups encourage students exchange their knowledge about confederations. Let they mention some Confederal structures by referring regional and global organizations. Then making a summary of the lesson, providing follow up activities and questions orally, perhaps with a quiz is an important part of this phase.

Lesson 5 : Systems of Government

Competencies of the lesson:

- ★ **Describe the system ofgovernment .**

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

- ★ **Define systems of government;**
- ★ **Differentiate systems of governments.**

Issues	*Activities*
Teaching aids	• Chart paper, Black board, Student text book, Pencils, Pictures, and Chalk.
Teaching strategies	• Brain storming questions, introduction and explanation, individual works, group discussion and presentation. Invite the speaker of Woreda council or Kebele council to discuss about systems of government.
Reference material	• Book, articles and journals on systems of government, Andrew Hywood, 2002, Politics, 2nd edition

Lesson Orientation

In this lesson, students should define system of government. The system of government refers to the relation between the executive and legislative organs of government. Based on this governments may be presidential when the executive and legislative are separately elected the people and parliamentary when the executive is identified from the parliament. Accordingly, parliamentarian, presidential and Hybrid are the systems of government. Hence, students must be clear of why USA government is lead by president while Ethiopia`s by prime minister

Key brainstorming questions.

1. *What is system of government? How do you differentiate it from forms of governments?*

Learning Activities

Write the title (Confederal system) on the blackboard and asking students to write it on their exercise book making discussions and clarifications of it. Encourage them to present in the class and share their experiences to others. The instructor expected support students in creating clear understanding about confederacies.

Review of the lesson

Making a summary of the lesson, providing follow up activities and questions orally, perhaps with a quiz is an important part of this phase. Check the students' understanding of the lesson by giving them an exercise to do independently by giving exercises

Lesson 6: Parliamentary system of government

Competencies of the lesson:

★ **Understand parliamentary form of government.**

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

- ★ **Define the parliamentarian systems of government.**
- ★ **Identify features of parliamentarian system government;**
- ★ **Realize advantages and disadvantages of parliamentarian systems of government.**

Issues	*Activities*
Teaching aids	• Student text book, Pencils, Pictures, Black board Chalk and Chart paper.
Teaching strategies	• Brainstorming questions, introduction and explanation, individual works, group discussion and presentation.
Reference material	• Book, articles and journals on parliamentarian system of government, Andrew Heywood, 2002, Politics, 2nd edition.

Lesson orientation

In this lesson, students must define parliamentarian systems of government. Parliamentary system of government is the one where the executive bodies are identified from and accountable to the legislative body of government. In this system, both the executive is accountable to legislative which in turn accountable to the electorate. It is characterized by nominal head of state which is either president or king/queen while crucial power remains in the hand of the head of government which is the prime minister.

Brainstorming questions

1. What is a parliamentary form of government? What does it mean when we say Ethiopia is a parliamentarian state?

Answer for Home work

In order to understand the level of power possessed by the head of state (the President) and the head of government (the Prime minister) in Ethiopia, please refer to the constitution of FDRE article 71 and 74. Which one of them possesses real/crucial and which one is nominal executive power?

Article 71 Powers and Functions of the President. Accordingly, it is almost the ceremonial power of the president such as the commencement of annual sessions, proclaims laws and international agreements in the NegaritGazeta approved by the House of Peoples' Representatives, appoints ambassadors and other envoys to represent the country abroad, receives the credentials of foreign ambassadors and special envoys, awards medals, prizes and gifts, grants high military titles and pardon based on established by law.

Article 74 discusses Powers and Functions of the Prime Minister who is the possessor of crucial power in the country. According to the article, the Prime Minister is the Chief Executive, the Chairman of the Council of Ministers, and the Commander-in-Chief of the national armed forces. He/she nominees for ministerial posts follow up and ensure the implementation of laws, policies, directives and other decisions adopted by the House of Peoples' Representatives.

Learning Activities

Write the title on the blackboard and asking students to write it on their exercise book making discussions and clarifications of it. Then let they share their independent work with the student near to him/her and let you support to create some understanding. Encourage them to present in the class and share their experiences to others.

Review of the lesson

Making a summary of the lesson, providing follow up activities and questions orally, perhaps with a quiz is an important part of this phase. Check the students' understanding of the lesson by giving them an exercise to do independently by giving exercises.

Lesson 7: Presidential systems of government

Competencies of the lesson:

★ **Explain the presidential system of government .**

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

- ★ **Define the presidential system of government;**
- ★ **Identify features of the presidential system of government.**

Issues	*Activities*
Teaching aids	• Student text book, Pencils, Pictures, Black board Chalk and Chart paper.
Teaching strategies	• Brainstorming questions, introduction and explanation, individual works, group discussion and presentation
Reference material	• Book, articles and journals on presidential system of government, Andrew Heywood, 2002, Politics, 2nd edition.

Lesson Orientation

In this lesson, students shall explain presidential system of government. Presidential system is a system of government where the president is the head of state and government. The president and legislative are directly elected from people and accountable to the people. It is a system where the president is both the head of state and government.

Brainstorming questions

1. What does a presidential system mean? Why do we emphasize on President in America while on prime minister in Ethiopia? How this happens?

Learning Activities

As usually you do, write the title on the blackboard and asking students to write it on their exercise book about presidential system of government. Ask students why USA`s core executive issues are referred with president while UK and Ethiopia are referring to prime minister. How that has come. At this time the Instructor expected to clarify that it is because of the system of government.

Review of the lesson

Making a summary of the lesson, providing follow up activities and questions orally, perhaps with a quiz is an important part of this phase. Check the students' understanding of the lesson by giving them an exercise to do independently by giving exercises.

Lesson 8: The Relationship and Difference between State and Government

Competencies of the lesson:

- **Relationship between State and Government .**

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

- ★ **Mention the Relationship between State and Government;**
- ★ **State the difference between State and Government.**

Issues	*Activities*
Teaching aids	• Student text book, Pencils, Pictures, Black board Chalk and Chart paper.
Teaching strategies	• Brainstorming questions, introduction and explanation, individual works, group discussion and presentation
Reference material	• Book, articles and journals on relation and difference between State and government, Bahiru Zewde, Modern Ethiopian History.

Lesson Orientations

In this lesson, students should identify the relation between state and government. State is the wider concept which includes government within it. However, government is exclusionary idea that includes only executive, legislative and judicial bodies. In the absence of government, state cannot exist.

Brainstorming question

1. *Are state and government the same? If not what are the differences?*

Answer for Activities in the textbook

Let students copy this table from their textbook. Then compare state and government and write down your ideas in the spaces given in the table.

	State	*Government*
1	Relatively permanent	Changing
2	Extrinsic	Intrinsic
2	Broader	Narrower
3	Abstract	Concrete

Learning Strategies

There is miss interpretation about state and government as if they are one and the same. To clarify this confusion, first encourage each student to write down the difference and similarities between state and government. Then support them to discuss in two then four and the group of four students encouraged to present to the class. This technique is known as pyramiding. In the class one common understanding expected to be created.

Review of the lesson

At the end of the lesson, make sure that your students have understood the essential concepts of the lesson by asking questions. Check the students' understanding of the lesson by giving them an exercise to do independently by giving exercises.

Lesson 9: Forms of government in Ethiopia

Competencies of the lesson:

- ★ Identify forms of governments in Ethiopia .

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

- ★ List forms of governments in Ethiopia;
- ★ Compare different forms of government in Ethiopia.

Issues	*Activities*
Teaching aids	• Student text book, Pencils, Pictures, Black board Chalk and Chart paper.
Teaching strategies	• Brainstorming questions, introduction and explanation, individual works, group discussion and presentation.
Reference material	• Book, articles and journals on forms of governments in Ethiopia. Bahiru Zewde, Modern Ethiopian History.

Lesson Orientation

This lesson starts in identifying different forms of governments in Ethiopia. Ethiopia as a country experienced the monarchical form of government for long period of time. It has existed from classical Ethiopia until 1974. The military dictatorship took the leadership for the next 17 years i.e 1991. The military form of government succeeded by the republican form since 1991.

Brainstorming question

1. *What have you heard about form of governments in Ethiopia? Have are forms of governments in Ethiopia?*

Answer for the Activity

Discuss about the imperial, derg and EPRDF government in Ethiopia and share your ideas with your classmate near to you.

The imperial form of government was Monarchical where Power was transferred for descendents of the emperor. The 1931 constitution vested the sovereign power in the hands of the Emperor. The emperor was the law enforcer, law maker and partly adjudicator.

The long persistent feudal system in Ethiopia was ended with coming of the derg regime which was military and dictatorial in its form of government in Ethiopia. Socialism and presidential systems of government established in the country. The derg regime also ended ancestral power succession and ensures secularism. However, the working class became the sovereign power possessor.

In post 1991 period, Ethiopia adopted a republican form of government. Republic is a form of government in which a state is ruled by representatives of the citizen body. The main instrument to practice republicanism is holding free, fair and periodic elections. To this end, series of elections were taken in the country since the formulation of the 1995 constitution regardless of their limitations.

Learning activities

The simplest way of introducing a topic is by raising relevant questions. To create knowledge about forms of governments in Ethiopia, write the title on the blackboard and asking students to write it on their exercise book what they have heard about the imperial, derg and the post 1991 regime from their families.

Review of the lesson

Making a summary of the lesson, providing follow up activities and questions orally, perhaps with a quiz is an important part of this phase.These assessment questions will assist you to assess the extent to which the lesson objectives have been achieved.

Lesson 10: Strengths and limitations of different forms of government in Ethiopia

Competencies of the lesson:

- ★ **Understand the strengths and limitations of governments in Ethiopia .**

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

- ★ **Mention strengths of different form of governments in Ethiopia;**
- ★ **Discover limitations of different form governments in Ethiopia.**

Issues	*Activities*
Teaching aids	• Student text book, Pencils, Pictures, Black board Chalk and Chart paper.
Teaching strategies	• Brainstorming questions, introduction and explanation, individual works, group discussion and presentation.
Reference material	• Book, articles and journals on strengths and limitations of different forms of governments in Ethiopia. • Bahiru Zewde, Modern Ethiopian History

Lesson Orientation

In this lesson students will evaluate strengths and limitations of those different forms of governments in Ethiopia. The imperial form was contributed in state formation though failed to recognize diversity. The military form of government contributed in land redistribution and avoidance of illiteracy though accused of gross human right violations. The post 1991 republican government emerged with due recognition to diversity while faced challenges in the management of such diversities.

Brainstorming questions

1. Do you think that the imperial form of government had strengths? Does the military government has successes in this country?

Answer for the Activity in the textbook

Before we go the discussion, try to list strengths and limitations of the imperial regimes (Haile Selassie I), the derge regime and the EPRDF. The present it to your class members

	Strengths	*Weakness*
Imperial system	* Sovereignty * Diplomacy * Foundation of constitutional system * State formation	* Homogenization * Ancestral transfer of power * State religion * No party system
Derg	* Sovereignty * Land redistribution to tillers * Literacy campaign * National unity * Equality of cultures * Secularism	* Human right violations * Disregard of Ethiopian diversity * Civil wars and inter-state wars * Monoparty
EPRDF	* Sovereignty * Diplomacy * Self determination * Infrastructural developments * Attempts of multiparty system * Unity in diversity * The right to use own language in schools, work places and courts * Secularism	* Limitation on the right of movement * Ethnocentrism * Fragmentation

Learning Activities

It is better for an instructor to give homework about strengthens and limitations of governments in Ethiopia. Let students ask about it either their families or another resource person in the community. Then, students have to share their finding to the class in presentations. Then the instructor expected to complement the ideas of presentations in creating clear understandings about strengthens and limitations of governments in Ethiopia.

Review the Lesson

Making a summary of the lesson, providing follow up activities and questions orally, perhaps with a quiz is an important part of this phase.These assessment questions will assist you to assess the extent to which the lesson objectives have been achieved. At the end of the lesson, make sure that your students have understood the essential concepts of the lesson by asking questions. Check the students' understanding of the lesson by giving them an exercise to do independently by giving exercises

Answers for Unite Review Questions

	True/False		*Multiple choices*		*Maching*
1	True	1	C	1	C
2	False	2	D	2	B
3	True	3	E	3	A
		4	B		

Part IV: Short answer

1. What is the parliamentarian system of government mean?

Parliamentary system of government is the one where the executive bodies are identified from and accountable to the legislative body of government. Executive functions are exercised by members of the parliament appointed by the prime minister to the cabinet. It is a system in which the legislature and the executive are combined and the latter is held accountable to the former. Thus, the parliamentary is a system in which the real executive, the prime minister or the head of government is immediately and legally responsible to the legislature. Hence, all ministers should belong to this party.

2. What is the confederal structure mean?

When a group of people or nations form an alliance, it is called a confederation. It allows each member to govern it but voluntarily agreeing to work together for common causes. It is so loose arrangement that the component states retain their sovereignty. Confederation is created on a contractual basis for the integration of independent states for a specific purpose. Switzerland's canton system and the Confederate States of America (1861-1865) were the best examples of confederal state.

UNIT 3

DEMOCRACY

Unit description

In this unit, students will learn about democracy which became familiar word in the society. This will help them to understand about the concept of democracy, its fundamental principles and values and the importance of indigenous democratic values and institutions. Moreover, it discusses the challenges and opportunities of democracy in Ethiopia. Therefore, it is important to learn democracy comprehensively and to avoid wrong interpretation.

Key words and concepts:

- **Sovereignty, constitution, freedom, people, election, values, rule of law, principles, indigenous institutions**

Learning Outcomes:	*Lessons:*
At the end of this unit, learners will be able to: ★ Explain the concept of democracy; ★ Understand the fundamental principles and values of democracy; ★ Value the indigenous democratic values in theircommunity; ★ Identify the challenges and opportunities of democracy in Ethiopia.	3.1 the concept of democracy; 3.2 the fundamental principles and values of democracy; 3.3 indigenous democratic values and institutions in Ethiopia; 3.4 challenges and opportunities of democracy in Ethiopia;

Allotted period -16periods

Lesson 1: The concept of democracy

Competencies of the lesson:

★ **Explain the concept democracy .**

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

- ★ **Define the concept of democracy;**
- ★ **Appreciate democratic way of life.**

Issues	*Activities*
Teaching aids	• Student text book, Pencils, Pictures, Black board Chalk and Chart paper.
Teaching strategies	• Brainstorming questions, introduction and explanation, individual works, group discussion and presentation.
Reference material	• Book, articles and journals on democracy; • Andrew Heywood, 2002, Politics, 2nd edition.

Lesson Orientation

In this lesson students will learn the concept democracy. It has varied definitions, however, all are revolving around that power sources from the public. Abraham Lincoln said it that 'it is the government by people, for people and of people'. The principles of democracy are also defining elements of democracy. Democracy has its values which enriches democratic engagements.

Brainstorming questions

1. ***What is democracy? How do you understand it? Do you think that doing something arbitrarily is a democracy?***

Answer for the Activity

1. Is school 'Z' democratic in it governance? And why?

The school is not seems democratic. The director personalizes power and not approaches students and staffs smoothly. Absence of tolerance by some students towards others language, religion and identity is undemocratic character. Some students are behaving in line to their family economic background and thus also supported by some teachers. Such actions are undemocratic and all students regardless of their economic background should be treated equally. Moreover, lawlessness such as leaving the class in the middle of discussion, browsing internet and facebook are wrong behaviors. Democracy is based on the principle of rule of law and thus any arbitrary action has its own consequence.

Learning Activities

The simplest way of introducing a topic is by raising relevant questions creating knowledge about democracy, write the title on the blackboard and asking students to write it on their exercise book making discussions and clarifications of it. At this point you have duty to create clear understanding about democracy. This is to mean that most people assume it as lawlessness, arbitrariness or anarchy. Hence, you are important to tell them that it is rather lawfulness in the framework of do`s and do not`s. For this case, use classroom environments to explain it.

Lesson Review

Making a summary of the lesson, providing follow up activities and questions orally, perhaps with a quiz is an important part of this phase.These assessment questions will assist you to assess the extent to which the lesson objectives have been achieved.

Lesson 2: Fundamental Principles of democracy

Competencies of the lesson:

- ★ **Identify fundamental principles of democracy.**

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

- ★ **List down fundamental principles of democracy**
- ★ **Practice each of the fundamental principles of democracy;**

Issues	*Activities*
Teaching aids	• Student text book, Pencils, Pictures, Black board Chalk and Chart paper.
Teaching strategies	• Brainstorming questions, introduction and explanation, individual works, group discussion and presentation.
Reference material	• Book,Book, articles and journals on principles of democracyAndrew Heywood, 2002, Politics, 2nd edition

Lesson Orientation

In this lesson students will learn principles of democracy. These principles are defining elements of democracy. They are popular sovereignty, supremacy of constitution, Citizen Participation, Separation of power, the principle of secularism, the principle of accountability and transparency, Free, Fair and Regular Elections, Respect for Human Rights, Multi-Party System and The Rule of Law. In this lesson you will cover only popular sovereignty, supremacy of constitution, Citizen Participation, Separation of power, the principle of secularism, the principle of accountability and transparency.

Brainstorming question

1. How do you understand the meaning of democracy? By what elements can you explain it?

Answer for the group work

Question- Identify the fundamental principles of democracy and present it in the class.

It is difficult to reach a consensus on the definition of democracy. However, it is usually explained through its very principles. These are popular sovereignty, supremacy of constitution, citizen participation, separation of power, the principle of secularism, the principle of accountability and transparency, free, fair and regular elections, the rule of law, multi-party system and respect for Human Rights

Answer for Group discussion

Question- The FDRE constitution article 9/1 states that `any law, customary practice or a decision of an organ of state or a public official which contravenes this Constitution shall be of no effect'. What does it mean?

Answer- A country may own different legal instruments such as civil law, criminal law, civil service law and the like. But, constitution is supreme of all other laws. The implication is that if there is any other law contradicting with the constitution of the country, it automatically becomes null and void. This is because constitution is the mother law and all other laws must complement them to the constitution which is the highest law of the country. Hence, in establishing democracy, every action must refer to constitutional supremacy.

Answer for the case study questions

1. What the public benefited from discussion?

Agreement reached to work together on community issues

2. What kinds of issues the public raised in the discussion?

- Addiction by the substance
- Road traffic and related accidents
- Environmental degradation
- Gender equality
- paying taxes
- harmful traditional practices against women

Learning Activities

The simplest way of introducing a topic is by raising relevant questions creating knowledge about principles of democracy. Then, write the title on the blackboard and asking students to write it on their exercise book making discussions and clarifications of it. Let they list out what makes a political sytem democratic and not.

Lesson Review

At the end of the lesson, make sure that your students have understood the essential concepts of the lesson by asking questions. Check the students' understanding of the lesson by giving them an exercise to do independently by giving exercises.

Lesson 3: Fundamental Principles of democracy

Competencies of the lesson:

★ **Identify fundamental principles of democracy.**

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

★ **List down fundamental principles of democracy.**

★ **Practice each of the fundamental principles of democracy;**

Issues	*Activities*
Teaching aids	• Student text book, Pencils, Pictures, Black board Chalk and Chart paper.
Teaching strategies	• Brainstorming questions, introduction and explanation, individual works, group discussion and presentation.
Reference material	• Book, articles and journals on principles of democracy • Andrew Heywood, 2002, Politics, 2nd edition

Lesson orientation

This lesson is the continuation of the former one. In this lesson students will learn principles of democracy. These principles are defining elements of democracy. They are popular sovereignty, supremacy of constitution, Citizen Participation, Separation of power, the principle of secularism, the principle of accountability and transparency, Free, Fair and Regular Elections, Respect for Human Rights, Multi-Party System and The Rule of Law. In this lesson you will cover only Free, Fair and Regular Elections, Respect for Human Rights, Multi-Party System and The Rule of Law.

Brainstorming questions

1. How do you see the position of Human Rights in your village? How do you treat your classmates, neighbors and colleagues in your relation with them? Do you think you have a democratic relation with them?

Possible answer for homework

- Addicted by the substance
- Road traffic and related accidents
- Environmental degradation
- Gender equality
- paying taxes
- harmful traditional practices against women

Answer for the case study

When we see country 'X' against the democratic principles, there are basic violations.

1. ***No free and fair election***--- kingship succeeded in ancestral line
2. ***No citizens participation in decision making***---Monarch and he is the final decision maker
3. ***No transparency and accountability***---The actions and decisions of the government are hidden from the public and aswerablity
4. ***No secularism***-----The separation between state and religion is unthinkable and based on sheria law
5. ***No equality***---Women are not getting due attention

Learning activities

Try to give additional exercises to students to more entertain about principles of democracy. The simplest way of introducing a topic is by raising relevant questions creating knowledge about principles of democracy. For this end write the title on the blackboard and asking students to write it on their exercise book making discussions and clarifications of it.

Review of the lesson

Give students a written test to check whether they have understood principles of democracy or not. You may take the result into your record or not. But, it will give you clear idea about it. Based on the gap found, give summary to the students of class.

Lesson 4: Values of Democracy

Competencies of the lesson:

- ★ Explain values of democracy.

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

- ★ Identify values of democracy ;
- ★ Appreciate values of democracy.

Issues	*Activities*
Teaching aids	• Student text book, Pencils, Pictures, Black board Chalk and Chart paper.
Teaching strategies	• Brainstorming questions, introduction and explanation, individual works, group discussion and presentation.
Reference material	• Book, articles and journals on values of democracy • Andrew Heywood, 2002, Politics, 2nd edition

Lesson Orientation

In this lesson students are going to learn values of democracy. Democracy is a way of life and its development is based on the values of a specific society. Tolerance, cooperation, and compromise are values that democratic societies uphold. Let us consider some democratic values such as tolerance, justice, liberty, equality, and inclusiveness. The magnitude it exists in a society determines the extent of democracy and democratization in a society.

Brainstorming question

1. What are the values of democracy in your community?

Answer for the Activity

What kind of democratic values do you see in this passage?

- Tolerance
- Liberty
- Justice
- Equality
- Inclusiveness

Answer for the Activity

From justice point of view, discuss the passage? Does a government have obligation to support disadvantaged regions?

Governments have the duty to assure fair distribution of resources in the country. Some disadvantaged regions such as Afar should get special support from the central government. This important to implement distributive justice

Learning Activities

The simplest way of introducing a topic is by raising relevant questions creating knowledge about values of democracy. Hence,, write the title on the blackboard and asking students to write it on their exercise book making discussions and clarifications of it. Encourage students to identify values of democracy in their society. At this point beyond the simple discussions about democratic values, help students to inculcate those values and to make them their ways of live.

Lesson Review

Making a summary of the lesson, providing follow up activities and questions orally, perhaps with a quiz is an important part of this phase.These assessment questions will assist you to assess the extent to which the lesson objectives have been achieved.At the end of the lesson, make sure that your students have understood the essential concepts of the lesson by asking questions. Check the students' understanding of the lesson by giving them an exercise to do independently by giving exercises.

Lesson 5: The importance Indigenous Democratic Values and Institutions

Competencies of the lesson:

- ★ **Indentifying the importance Indigenous Democratic Values and Institutions.**

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

- ★ **Identifying the indigenous democratic values in theircommunity;**
- ★ **Appreciate the indigenous democratic values in their community;**

Issues	*Activities*
Teaching aids	• Student text book, Pencils, Pictures, Black board Chalk and Chart paper.
Teaching strategies	• Brainstorming questions, introduction and explanation, individual works, group discussion and presentation.
Reference material	• Book, articles and journals on indigenous democratic institutions persson-torstein-democratic-values-and-institutions.pdf

Lesson Orientation

In this lesson, students will learn about indigenous knowledge. It gives rise to indigenous values and institutions. Indigenous knowledge is a system for creating, retaining, adapting, and expanding knowledge as a legacy for future generations. It is the ability to create, accumulate, and transmit knowledge for basic survival as well as for people's well-being. Hence, indigenous democratic institutions are important in conflict management, empowering women, peaceful power transition and the like.

Brainstorming questions

What does indigenous democratic value mean to you? What kinds of Indigenous values are there in your community?

Some hints for Activities

1. Can you mention some of indigenous democratic institutions that practice at your local community?

Let students go into their communities in together and ask the practice that exists. Ethiopia is a country of different democratic institutions.

2. What are the role/ importance of those indigenous democratic institutions?

Democratic institutions are important in conflict settlement, promoting gender equality, peaceful power transfer and in development of social values which are important for the broader society.

3. What are the differences between democratic values and of indigenous democratic values

Indigenous values and institutions are the product of indigenous knowledge. But, democratic values are intangible guiding principles if the society while institutions have structures to carry out its intended goal.

Answer for Activity:

	Some Ethiopian Societies	*The indigenous institution and values.*
1	Oromo	Gada
2	Wolaita	Awassiya
3	Wejerat people	Awassiya Kanchi

To create knowledge about indigenous democratic institutions, write the title on the blackboard and asking students to write it on their exercise book making discussions and clarifications of it. In addition to that urge students to go to their community and to come up with their respective indigenous values and institutions which contribute to the community to settle conflicts and to practice democracy in general. Moreover, local elders better be invited to classrooms if possible and discuss the importance of indigenous democratic values and institutions. In addition to these, encourage students to show in drama and role plays about their respective indigenous democratic values and institutions.

Review of the Lesson

Making a summary of the lesson, providing follow up activities and questions orally, perhaps with a quiz is an important part of this phase.These assessment questions will assist you to assess the extent to which the lesson objectives have been achieved. At the end of the lesson, make sure that your students have understood the essential concepts of the lesson by asking questions. Check the students' understanding of the lesson by giving them an exercise to do independently by giving exercises.

Lesson 6: The challenges and opportunities of democratization in Ethiopia

Competencies of the lesson:

- ★ **Identify the challenges and opportunities of democracy in Ethiopia.**

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

- ★ **State the challenges and opportunities of democracy in Ethiopia.**
- ★ **Recognize the opportunities of democracy in Ethiopia.**

Issues	*Activities*
Teaching aids	• Student text book, Pencils, Pictures, Black board Chalk and Chart paper.
Teaching strategies	• Brainstorming questions, introduction and explanation, individual works, group discussion and presentation.
Reference material	• Book, articles and journals on challenges and opportunitiesof democracy in Ethiopia.

Lesson Orientation

Ethiopia is a country aspiring for democracy and democratization. In order to achieve democratization, opportunities are there such as hope that reforms of democratic institutions rapid expansion of education, investments in infrastructure, tourism and agriculture. However, it intentions are not free from challenges. Some of the challenges are ethnicity, weak institutions, absence of viable alternative political parties, lack informed society, unprofessional media and fragile political culture.

Brainstorming questions

1. Do you think that democracy and democratization face challenges in Ethiopian? If so what kinds of challenges are there?

Copy this form and fill the table with the appropriate word or phrase of opportunities and challenges of democratization

Opportunities	*Challenges*
Huge optimism on reforms	Extreme Ethnicity
Rapid expansion of education	Absence strong institutions
Massive investment in infrastructure	Absence of viable alternative political parties
Private and public investment in tourism	Poverty

Learning Activities

To deliver this part effectively, encourage students to remember and write down the completion observed in the 2013 E.C National Election. What strengthens and limitations they have been observed. Let they ask their parents about the issue and share their findings in the classroom. In the mean time you have to tell your students that for democratization process, extreme ethnicity, weak institutions, absence of viable alternative institutions and poverty are among obstacles.

Review of the Lesson

These assessment questions will assist you to assess the extent to which the lesson objectives have been achieved.At the end of the lesson, make sure that your students have understood the essential concepts of the lesson by asking questions. Check the students' understanding of the lesson by giving them an exercise to do independently by giving exercises.

Answer for Unit Review Questions

	True/False		*Multiple choices*		*Maching*
1	True	1	D	1	E
2	True	2	C	2	D
3	True	3	C	3	C
		4	D	4	B
				5	A

Part IV: Short answer

1. What is constitutional supremacy?

Constitutional supremacy implies that a constitution of a country is supreme over all other decrees, proclamations and other specific laws of a country. If any other act contradicts with constitution, it becomes null and void.

2 How tolerance as the value of democracy enabling mutual coexistence.

Differences in interest and goal incompatibilities are natural. When, it happens so, we have to tolerate and settle the difference peacefully than rushing into violent actions. Hence, understanding the other side genuinely, cooperating to narrow differences respecting other idea and interests becomes the most important issue.

3. Medias are important for democratization of a country.

Media are important in strengthening government performance and in disclosing wrong doings in official and individual capacity. They are instruments to raise social cohesion, to counter act against corruption and to build common psychological makeup.

UNIT 4

CONSTITUTIONALISM

Unit description

This unit of citizenship education expands on the learning areas covered in chapter four of your grade seven citizenship education. As a result, in this unit, you will be introduced to the concepts of constitution and constitutionalism, as well as their differences, the purposes of a constitution, the importance of constitutionalism, classifications of constitutions, and the need for constitutionalism in sustaining peace and stability.

Key words and concepts:

- **Constitution, Constitutionalism, Constitution of a state**

Learning Outcomes:	*Lessons:*
At the end of this unit, learners will be able to: ★ Explain the concept of constitution and constitutionalism; ★ Describe the purposes of the constitution; ★ Analyze the importance of constitutionalism; ★ Identify the different Classifications of the constitution; ★ Value the need of constitutionalism in maintaining peace and stability.	4.1. Meaning of constitution and constitutionalism 4.2. The purposes of the constitution 4.3. The importance of constitutionalism 4.4. The Classifications of the constitution 4.5. The need for constitutionalism in sustaining peace and stability

Allotted period -16 periods

Lesson 1. The concept of constitution and constitutionalism

Competencies of the lesson:

★ **Understand the meaning of constitution and constitutionalism.**

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

- ★ **Define constitution;**
- ★ **Create their own classroom rules and regulation;**
- ★ **Explain what constitutionalism is;**
- ★ **Analyzes the relation and difference between constitution and constitutionalism.**

Issues	*Activities*
Teaching aids	• Black board, chalk, Chart paper or whiteboard, Student text book, Pencils. • Writing paper, FDRE constitution and Regional constitution.
Teaching strategies	• Asking brainstorming questions and Group discussion.
Reference material	• Books, articles and journals on constitution and constitutionalism. • Balkin, J.M. ―The Constitution of Status‖, Y.L.J. Vol. 106 (1997).

Lesson Orientation

This lesson begins with the meaning and concept of constitution and constitutionalism. Write the title of the lesson on the blackboard and ask the students to write it on their exercise book. Remind your class of the relation between state, government and constitution.

Key brainstorming questions.

1. What do you understand about constitution?

2. What is Constitutionalism? Can you guess based on your understanding of what constitution is in the above discussion?

They might have a kind of experiences already and you can write their reflection to questions like these on the board to increase the general knowledge of the whole class. The constitution thus sets out:

- The structures and functions of the principal organs of the government
- Declares the principles by which these principal organs must operate.
- It also sets out the rights and responsibilities of the citizens
- The way citizens interact with the government.

On the other hand, Constitutionalism refers to the doctrine that governments should be faithful to their constitutions because the rules and laws provided in the constitution are all that can protect citizens' rights from the government's arbitrary actions and decisions.

Learning Activities: Group discussion

1. Divide your class into groups or use the desk arrangement if it fits. The objective is to have students create their own working classroom constitutions and discuss the major component of their classroom constitution through their classroom representative. Guide the students who have difficulty in dealing with the activity. After giving them some time for discussion allow them to reflect their answers to the class.

Up on finishing group discussion, invite classroom representative to present what they have agreed. Have each group share their stated classroom Standards with the class. Then make a summary of their reflection through pointing out the major component of their class room rules and regulation. You will need to make sure that students need understand and observe those rules and regulations.

2. Divide your class into manageable groups. The objective is to have students discuss on who is going to be responsible and enforces the class room rules and regulation. With this enable learners try to link this activity with the day's lesson. Guide the students who have difficulty in dealing with the activity. After giving them some time for discussion allow them to reflect their answers to the class. Have each group share their views with their partner. Then make a summary of their reflection through linking it to the daily lesson.

- Constitutionalism is more about a society's political culture than it is about having a written constitution. Constitutions must be followed and enforced by both the government and the citizens.

3. Furthermore, have the learner's discuss the relation and difference between constitution and constitutionalism. Follow similar procedure stated above. Constitution and constitutionalism are overlapping concepts, although the first refer to a written body of laws and legislation and the second is a complex principle and system of governance.

Review the lessons

For this lesson, as for others, you could assess the students work orally, perhaps with a home work. These assessment questions will assist you to assess the extent to which the lesson objectives have been achieved.

- Which learning style did the students prefer? Were they mainly reading, writing or oral activities?
- Can you say why this was? How confident were the students in completing the activities?
- How well did the students work together, individually or as a group? Were there any points in the lessons where the students became bored and uninterested?

Furthermore:

- Ask learners to recall about constitution and constitutionalism. Observe class discussions and activities and record students' performance. Evaluate how each student try to address group discussion and provide feedback.

Lesson 2. The purpose of constitution

Competencies of the lesson:

★ **Recognize the purposes of Constitution and constitutionalism.**

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

- ★ **Identify the different purpose of constitution;**
- ★ **Evaluate the importance of constitution.**

Issues	*Activities*
Teaching aids	• Black board, chalk, Chart paper or whiteboard, Student text book, Pencils • Writing paper, FDRE constitution and Regional constitution
Teaching strategies	• Asking brainstorming questions and Group discussion.
Reference material	• Books, articles and journals on constitution and constitutionalism. • Fasil Nahom, Constitution for a Nation of Nations (1997).

Lesson Orientation

This lesson begins with the purpose of constitution. Write the title of the lesson on the blackboard and ask the students to write it on their exercise book. Remind your class of the previous lesson about the concept of constitution and constitutionalism. Then, write the title of this lesson on the blackboard and ask your students to write them down.

Key brainstorming questions.

1. What do you think about the purposes and functions of constitution?

Learning Activities: Individual activity and group discussion.

1. You could now ask every student what would happen if government act beyond its constitutional power. Assist those students having difficulty in creating their own concept and encourage them to share it with their partners. Allow them some time think over and to reflect their answers to the class. Then make a summary of their reflection through writing on the black board.

2. Again, divide your class into groups or use the desk arrangement if it fits. The objective is to have students identify between constitution and other laws Guide the students who have difficulty in dealing with the activity. After giving them some time for discussion allow them to reflect their answers to the class. Then make a summary of their reflection through pointing out the difference between constitution and other laws.

3. There is also group activity on creating a preamble of their classroom constitution. Write sample preamble of the classroom constitution on the blackboard. Ask representative of the group to fill the missing part of the classroom constitution. Through learners reflection make a review of the activity like this in the blackboard.

- *"We the students of 8A class, in Order to form a more perfect Union and relationship, establish classroom rules and regulation, to insure class room discipline, provide for the whole classroom student, promote smooth relationship, and secure high score and good result, do ordain and establish this Constitution for our classroom."*

Review the lessons:

For this lesson, as for others, you could assess the students work orally, perhaps with a home work. These assessment questions will assist you to assess the extent to which the lesson objectives have been achieved.

- Which learning style did the students prefer? Were they mainly reading, writing or oral activities?
- Can you say why this was? How confident were the students in completing the activities?
- How well did the students work together, individually or as a group? Were there any points in the lessons where the students became bored and uninterested?

Furthermore:

- Ask learners to recall about the purpose of constitution. Observe class discussions and activities and record students' performance. Evaluate how each student try to address activities, group discussion and provide feedback.

Lesson 3. The importance of constitutionalism

Competencies of the lesson:

★ **Recognize the purposes of Constitution and constitutionalism.**

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

★ **Describe the importance of constitutionalism;**

★ **Appreciate the importance of a constitutionalism.**

Issues	*Activities*
Teaching aids	• Black board, chalk, Chart paper or whiteboard, Student text book, Pencils. • Writing paper, FDRE constitution and Regional constitution.
Teaching strategies	• Asking brainstorming questions and Group discussion.
Reference material	• Book, articles and journals on constitution and constitutionalism. • D. V. Wyk and et. al. (eds.), Rights and Constitutionalism: The New south African Legal Order, (1995).

Key brainstorming questions.

1. Can you mention the importance of constitutionalism?

They might have a kind of experiences already and you can write their reflection to questions like these on the board to increase the general knowledge of the whole class.

Learning Activities: Individual activity, Think pair and group discussion

1. Divide your class in to manageable groups. The objective is to have student's think on how constitutionalism enhances democratic system. Guide the students who have difficulty in dealing with the activity. After providing some time for discussion allow them to reflect their answers to the class. Then make a review of their reflection through writing the major points on the black board.

2. You could now ask every student what would happen if government act beyond its constitutional power. Assist those students having difficulty in creating their own concept and encourage them to share it with their partners. Allow them some time think over and to reflect their answers to the class. Then make a summary of their reflection through writing on the black board.

3. Additionally, divide your class into groups or use the desk arrangement if it fits. The objective is to have students identify between constitution and other laws Guide the students who have difficulty in dealing with the activity. After giving them some time for discussion allow them to reflect their answers to the class. Then make a summary of their reflection through pointing out the difference between constitution and other

4. Again, allow your class to sit in pairs and think over the relation and difference between rule of law and constitutionalism. After giving them some time for discussion, allow them to reflect their answers to the class. Then make a summary of their reflection through writing the main points on the black board.

5. There is also individual activity on the benefits of making government accountable. Provide them to think over it. Ask learners to reflect their answers and through learner's reflection make a review of the activity like this in the blackboard.

6. Finally, there is a group discussion activity. The major objective is enable learners to identify human right provided in the FDRE constitution and regional constitution. Allow group representative to read human right chapter three of the FDRE constitution and regional constitution. After giving them some time for discussion, allow them to reflect their answers to the class.

Review the lessons

For this lesson, as for others, you could assess the students work orally, perhaps with quiz. These assessment questions will assist you to assess the extent to which the lesson objectives have been achieved.

- Which learning style did the students prefer? Were they mainly reading, writing or oral activities?
- Can you say why this was? How confident were the students in completing the activities?
- How well did the students work together, individually, in pairs or as a group? Were there any points in the lessons where the students became bored and uninterested?

Furthermore:

- Ask learners to recall about the importance of constitutionalism. Observe class discussions and activities and record students' performance. Evaluate how each student try to address activities, group discussion and provide feedback.

Lesson 4. The Classification of constitutions.

Competencies of the lesson:

- ★ **Compare the different classifications of constitutions.**

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

- ★ **Distinguish the different types of constitution;**
- ★ **Appreciate the various classifications of constitutions;**
- ★ **Evaluate the difference between written and un -written constitution;**
- ★ **Identify Flexible and Rigid Constitutions;**
- ★ **Examine the procedures for constitutional amendment.**

Lesson Orientation

This lesson begins with the classification of constitution. Write the title of the lesson on the blackboard and ask the students to write it on their exercise book. Remind your class of the previous lesson about the importance of constitutionalism.

Key brainstorming questions.

1. *What do you understand about written constitution?*
2. *What do you think is unwritten constitution?*
3. *What do you understand of flexible and rigid constitutions? Think over it for some minutes.*

Dear teacher! You could write their reflection to questions like these on the board to increase the general knowledge of the whole class.

Learning Activities: group discussion

1. Divide your class in to manageable groups. The objective is to have student's understand the procedures of constitutional amendment of the regional constitution. Refer them the provision for constitutional amendment in the constitution. Allow group representative to read the provision loudly to the class. Guide the students who have difficulty in dealing with the activity. After giving them some time for discussion allow them to reflect their answers to the class.

Review the lessons

For this lesson, as for others, you could assess the students work orally, perhaps with homework. These assessment questions will assist you to assess the extent to which the lesson objectives have been achieved.

For this lesson, as for others, you could assess the students work orally, perhaps with homework. These assessment questions will assist you to assess the extent to which the lesson objectives have been achieved.

- Which learning style did the students prefer? Were they mainly reading, writing or oral activities?
- Can you say why this was? How confident were the students in completing the activities?
- How well did the students work together, individually or as a group? Were there any points in the lessons where the students became bored and uninterested?

Furthermore:

- Ask learners to recall about written, unwritten, rigid and flexible constitution. Observe class discussions and activities and record students' performance. Evaluate how each student try to address activities, group discussion and provide feedback.

Lesson 5. The classification of constitutions.

Competencies of the lesson:

★ **Compare the different classifications of constitutions.**

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

★ **Compare the different classifications of constitutions.;**

★ **Identify federal and unitary constitution.**

Issues	*Activities*
Teaching aids	• Black board, chalk, Chart paper or whiteboard, Student text book, Pencils. • Writing paper, FDRE constitution and Regional constitution.
Teaching strategies	• Asking brainstorming questions and Group discussion.
Reference material	• Book, articles and journals on the forms of constitution.

Lesson Orientation

This lesson is the extension of the previous lesson about the classification of constitution. Write the title of the lesson on the blackboard and ask the students to write it on their exercise book. Remind your class of the previous lesson about the written, unwritten, flexible and rigid constitution.

Key brainstorming questions.

1. *What do you understand Effective and Nominal constitution?*
2. *What do you think the federal and unitary constitutions are based on your prior knowledge?*

Dear teacher! You could write their reflection to questions like these on the board to increase the general knowledge of the whole class.

Learning Activities: Group discussion

1. Divide your class in to manageable groups. The objective is to have student's identify the basic features of effective, nominal, federal, and unitary constitutions. Refer them the provision for constitutional amendment of the constitution. Guide the students who have difficulty in dealing with the activity. After giving them some time for discussion allow them to reflect their answers to the class. Then make a review of their reflection through writing the major points on the black board.

Review the lessons

For this lesson, as for others, you could assess the students work orally, perhaps with homework. These assessment questions will assist you to assess the extent to which the lesson objectives have been achieved.

- Which learning style did the students prefer? Were they mainly reading, writing or oral activities?

- Can you say why this was? How confident were the students in completing the activities?
- How well did the students work together, as a group? Were there any points in the lessons where the students became bored and uninterested?

Furthermore:

- Ask learners to recall about the effective, nominal, federal, and unitary constitutions. Observe class discussions and activities and record students' performance. Evaluate how each student try to address activities, group discussion and provide feedback.

Lesson 6. The need for constitutionalism in sustaining peace and stability.

Competencies of the lesson:

★ **Value the need for Constitutionalism in maintaining peace and stability.**

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

★ **Examine the role of constitutionalism in sustaining peace and instability;**

★ **Appreciate the role constitutionalism in sustaining peace and instability.**

Issues	*Activities*
Teaching aids	• Black board, chalk, Chart paper or whiteboard, Student text book, Pencils. • Writing paper, FDRE constitution and Regional constitution.
Teaching strategies	• Asking brainstorming questions and Group discussion.
Reference material	• Book, articles and journals on constitution and constitutionalism. • D. V. Wyk and et. al. (eds.), Rights and Constitutionalism: The New south African Legal Order, (1995).

Lesson Orientation

This lesson begins with the importance of constitutionalism. Write the title of the lesson on the blackboard and ask the students to write it on their exercise book. Remind your class of the previous lesson about the effective, nominal, federal, and unitary constitutions.

Key brainstorming questions.

1. *What do you think is the relation between constitutionalism and peace and stability?*

Dear teacher! You could write their reflection to questions like these on the board to increase the general knowledge of the whole class.

Learning activities: Group discussion.

1. Divide your class in to manageable groups, if possible desk arrangement. The objective is to have student think over what would happen if learners violate the class room constitution in the class, at school, and in their community. They might raise various views. Guide the students who have difficulty in dealing with the activity. After giving them some time for discussion allow them to reflect their answers to the class. Then make a review of their reflection through writing the major points on the black board.

Review the lessons:

For this lesson, as for others, you could assess the students work orally, perhaps with assignment. These assessment questions will assist you to assess the extent to which the lesson objectives have been achieved.

- Which learning style did the students prefer? Were they mainly reading, writing or oral activities?
- Can you say why this was? How confident were the students in completing the activities?
- How well did the students work together, as a group? Were there any points in the lessons where the students became bored and uninterested?

Furthermore:

- Ask learners to recall about the role of constitutionalism in sustaining peace and stability. Observe class discussions and activities and record students' performance. Evaluate how each student try to address activities, group discussion and provide feedback.

Answer key for review questions

True/False	1	True	2	False	3	True	4	False	5	True
Multiple choices	1	A	2	C	3	C	4	D	5	D
Fill in the blank	1	Constitutionalism			2	Arbitrary rule				

UNIT 5

HUMAN RIGHTS

Unit description

In this unit, students will study about Human Rights. This will enable students to describe the classification of human rights, to explain the right to equality, to evaluate human rights under regionalconstitutions of Ethiopia and to identify the challenges related to human rights inEthiopia. These will help students to know human rights clearly and to appreciate them.

Key words and concepts:

- **Universal Declaration of Human Rights, Civil Rights, Economic Rights, the Right to Life, the Right to Equality, Harmful Practices**

Learning Outcomes:	*Lessons:*
At the end of this unit, learners will be able to: ★ Describe the classification of human rights; ★ Explain the right to equality; ★ Evaluate human rights under regional constitutions; ★ Identify the challenges related to human rights in Ethiopia.	5.1 Classification of human rights; 5.2 The right to equality; 5.3 .Human rights under regional constitutions; 5.4 Challenges related to human rights in Ethiopia.

Allotted period -16periods

Lesson 1: Classification of Human Rights

Competencies of the lesson:

★ **Understand classifications of Human Rights .**

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

- ★ **Differentiate different categories of human rights ;**
- ★ **Compare each category of human right.**

Issues	*Activities*
Teaching aids	• Student text book, Pencils, Pictures, Black board Chalk and Chart paper
Teaching strategies	• Brainstorming questions, introduction and explanation, Individual works, group discussion and presentation
Reference material	• Book, articles and journals classifications of Human Rights. • Universal Declaration of Human Rights, 1948. • International Journal of Engineering and Management Research, Volume-5, Issue-6, November-December 2015, Page Number: 756-758.

Lesson Orientation

In this lesson, students will learn about classifications of human rights. It has the three major classifications as Civil and Political Rights which are the liberty or the first generation right, Economic and Social Rights which are the economic or the second generation rights and Solidarity rights which are fraternity rights or the third generation rights.

Brainstorming questions

1. *What is Human Right? Do you think that it is given for some more and for others less? Are all Human Rights the same?*

Copy this table and fill it with an appropriate word or phrase to rights related to each category of human rights

	Civil and Political Rights	*Economic, Social and Cultural Rights*	*Solidarity Rights*
1	The Right to life	The Right to Work	The Right to peace
2	Right to Security	the Right to Social Security	The rights to Power
3	Protection against Slavery	The Right to Protection against Unemployment	The Right to Just Distribution of wealth
4	Right to Privacy	The Right to Good Living .	The Right to Economic and Social De-velopment

Learning Activities

Divide your class in to manageable groups, if possible desk arrangement. The objective is to have student think over what would happen if learners violate the class room constitution in the class, at school, and in their community.

They might raise various views. Guide the students who have difficulty in dealing with the activity. After giving them some time for discussion allow them to reflect their answers to the class. Then make a review of their reflection through writing the major points on the black board.

The simplest way of introducing a topic is by raising relevant questions and creating knowledge about classifications of Human Rights. For this end write the title on the blackboard and asking students to write it on their exercise book making discussions and clarifications of it.

Review of the Lesson

Making a summary of the lesson, providing follow up activities and questions orally, perhaps with a quiz is an important part of this phase.These assessment questions will assist you to assess the extent to which the lesson objectives have been achieved.At the end of the lesson, make sure that your students have understood the essential concepts of the lesson by asking questions. Check the students' understanding of the lesson by giving them an exercise to do independently by giving exercises.

Lesson 2: The Right to Equality

Competencies of the lesson:

- **Explain the concept Right to Equality .**

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

- ★ **Define the right to equality;**
- ★ **Appreciate the right to equality.**

Issues	*Activities*
Teaching aids	• Student text book, Pencils, Pictures, Black board Chalk and Chart paper
Teaching strategies	• Brainstorming questions, introduction and explanation, individual works, group discussion and presentation.
Reference material	• Book, articles and journals on the right to equality. • Universal Declaration of Human Rights, 1948. • International Journal of Engineering and Management Research, Volume-5, Issue-6, November-December 2015, Page Number: 756-758.

Lesson Orientation

In this lesson students will learn the right to equality is the right to live in a society with equal opportunities. It simply treats everyone the same, and no one can be given a special advantage that would dishonor any individual or group. It is to refer that all persons are equal before the law and are entitled to equal protection under the law without discrimination.

Brainstorming question

1. What is the Right to Equality?

Answer for activity

The constitution of FDRE has 106 articles. Go through it and find the relevant article which goes with the Right to Equality, and share your findings to class colleagues. According to article 25 of FDRE, all persons are equal before the law and are entitled without any discrimination to the equal protection of the law. In this respect, the law shall guarantee to all persons equal and effective protection without discrimination. Here are the main points of attentions of human equality in the mentioned article.

- Equality regardless of gender
- Equality regardless of skin color
- Equality regardless of creed or belief
- Equality regardless of social status
- Equality regardless of parentage
- Equality regardless of nationality
- Equality regardless of race
- Equality regardless of language
- Equality regardless of religion and etc

Learning Activities

Form a group to evaluate the practice of the above mentioned rights of equality in your community. Which one are practiced and which one are not? Then how can you improve the limitations in practice? Dear teacher, form groups of students and assign them in to their community to investigate the implementation of the above mentioned rights of equality. Then, let the group present their findings to the class. The teacher expected to explain and discuss more on it.

Tell them that no one is superior and inferior to other. The economic and colour difference would not make superior or inferior. The simplest way to do is raising relevant questions creating knowledge about the right to equality. To achieve the goal, write the title on the blackboard and asking students to write it on their exercise book making discussions and clarifications of it.

Review of the Lesson

These assessment questions will assist you to assess the extent to which the lesson objectives have been achieved. At the end of the lesson, make sure that your students have understood the essential concepts of the lesson by asking questions. Check the students' understanding of the lesson by giving them an exercise to do independently by giving exercises.

Lesson 3: Human Rights under Regional Constitutions of Ethiopia

Competencies of the lesson:

★ **Identify Human Rights under Regional Constitutions .**

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

★ **List the human rights under regional constitutions;**

★ **Evaluate how human rights provisions in regional constitution.**

Issues	*Activities*
Teaching aids	• Student text book, Pencils, Pictures, Black board Chalk and Chart paper
Teaching strategies	• Brainstorming questions, introduction and explanation, individual works, group discussion and presentation.
Reference material	• Book, articles and journals on human rights under regional constitutions. • Constitutions of the regions of the Federal Democratic Republic of Ethiopia.

Lesson orientation

In this lesson students will learn about human rights under regional constitutions of Ethiopia. Article 52/2b of the FDRE constitution empowers regional states to enact and enforce state constitutions and other laws. As a result, regional constitutions for Oromia, Tigray, SNNPRS, Somalia, Harar, and Amhara were adopted in 1995. The Benishangul-Gumuz and Gambella regional states adopted their regional constitutions a year later, in 1996, while the Afar region adopted its constitution in 1998. Following its emergence as a new region in the federation, the Sidama state constitution was adopted in 2020. These regional constitutions provide regions in order to entertain human rights in their constitutions.

Brainstorming question

1. *Do regions have articles on Human Rights in their constitution? Is there any difference between articles of Human Rights of FDRE Constitution and Regional constitutions?*

Group discussion

The FDRE constitution article 52/2b authorizes regional states to enact and execute the state constitution and other laws. Hence, the Oromia, Tigray, SNNPRS, Somali, Harar and Amhara regional constitutions were adopted in 1995.

One year later, in 1996, the Benishangul-Gumuz and Gambella regional states adopted their regional constitution while the Afar region adopted its constitution in 1998. The Sidama state constitution was adopted in 2020 following its emergence as new region in the federation.

Then a teacher of the class expected to urge students to refer to your regional constitution in Ethiopia and come up with the detail lists of human rights

Activity: Which constitutional principles of the regional state are violated by the policemen and court against Ato Tona? Why you say that they are violations?

The very principle of police force is to serve the public equally with no difference. Maintaining peace and order is the primary duty of police force. However, where the countries democracy not well entrenched, the police force also emerges to be violators. In this regard the court may also fail to hit its expected roles.

Therefore, some constitutional principles are violated such as

- arrested for long time without bringing before the court
- harassed and beat him in night time where no one can see it
- the court decided to see the case in closed session
- families and legal councilor were denied visiting him
- extended arrest without getting decision

Learning Activity

Organize students in group of four students. Encourage them to propose the means how to protect from possible human right violation. Let students ask their families about child rights individually and present it the class.

Review of the Lesson

Making a summary of the lesson, providing follow up activities and questions orally, perhaps with a quiz is an important part of this phase.These assessment questions will assist you to assess the extent to which the lesson objectives have been achieved. At the end of the lesson, make sure that your students have understood the essential concepts of the lesson by asking questions. Check the students' understanding of the lesson by giving them an exercise to do independently by giving exercises.

Lesson 4: Challenges of in protection human rights in Ethiopia

Competencies of the lesson:

- ★ **Explain traditional harmful practices in Ethiopia .**

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

- ★ **Defining traditional harmful practices in Ethiopia;**
- ★ **Identifying traditional harmful practices against Women in Ethiopia.**

Issues	*Activities*
Teaching aids	• Student text book, Pencils, Pictures, Black board Chalk and Chart paper.
Teaching strategies	• Inviting community leaders, Brainstorming questions, introduction and explanation, individual works, group discussion and presentation.
Reference material	• Book, articles and journals on Harmful Traditional Practices against women, The 1995 Constitution of the Federal Democratic Republic of Ethiopia.

Lesson Orientation

In this lesson, students will learn about harmful traditional practices. Every social group in the world has its own set of traditional cultural practices and beliefs, some of which benefit all members while others harm a specific group, such as women. Despite their harmful nature and violation of international human rights laws, such practices continue because they are not challenged and take on a moral halo in the eyes of those who engage in them. Let us look at some of the most harmful traditional practices. Women are among the victims in these practices.

Brainstorming questions

1. What makes a practice harmful? How can we use our traditions for helpful practices?

Traditional harmful practices

Hints on the Activity

Dear students' traditional harmful practices negatively affecting lives of different sections of society. Then identify such practices that affect their human rights in your society. Let students take this question individually to their family and community and then present it to the class one by one.

Role play- abduction

Take different roles in woman abduction and display it in a manner it can give good lesson for students of the class. Assume some of you are abducting a girl by some youngsters. Then elders intervene and try to legitimize the practice. However, eventually it should get court decision.

The teacher is responsible in directing the formation of the group to be in line that abduction is harmful and peoples should not use such violation in the intention for marriage.

Activity

Please arrange students in group to visit the community and to identify harmful traditional practices

1.Mention if other harmful traditional practices are there in your society beyond the above listed.

Which harmful traditional practice is practiced in your society from the above mentioned? Discuss in group on the effects of the practice and present points of group discussion for the class.

Learning Activities

You have to give them individual homework to ask them what kind of harmful traditional practices are common in their community and possible solutions to such problem. And let they share their finding to students of the class.

Review of the Lesson

Making a summary of the lesson, providing follow up activities and questions orally, perhaps with a quiz is an important part of this phase.These assessment questions will assist you to assess the extent to which the lesson objectives have been achieved.At the end of the lesson, make sure that your students have understood the essential concepts of the lesson by asking questions. Check the students' understanding of the lesson by giving them an exercise to do independently by giving exercises.

Lesson 5: Challenges in protection human rights in Ethiopia

Competencies of the lesson:

- ★ **Identify challenges in protection human rights in Ethiopia .**

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

- ★ **Notify Poverty and inequality as challenge for human rightsEthiopia;**
- ★ **Report child labor, weak institutions and deficit of democracy as challenge for human rights Ethiopia;**
- ★ **Describe conflict and displacement as challenge for human rightsEthiopia.**

Issues	*Activities*
Teaching aids	• Student text book, Pencils, Pictures, Black board Chalk and Chart paper.
Teaching strategies	• Inviting community leaders, Brainstorming questions, introduction and explanation, individual works, group discussion and presentation
Reference material	• Reference material Book, articles and journals on challenges in protecting Human Rights. • The 1995 Constitution of the Federal Democratic Republic of Ethiopia.

Lesson Orientation

In this lesson also, you will learn about challenges in protection of human rights. This is the continuation of the former part on challenges in protection of human rights.

Some of these are child labor, weak institutions, and deficit of democracy, Poverty and inequality.

Brainstorming questions:

1. *What are the challenges in protection of human rights in your community? How can they be solved?*

Group work

To create knowledge about Harmful Traditional Practices against women, write the title on the blackboard and asking students to write it on their exercise book making discussions and clarifications of it. Then give group assignment to students to go to kebele or Woreda Women and Children Affairs department and to identify the challenges to protect human rights of such sections of society. Then let they present their findings to the students of the class.

Discuss in group the relation between Poverty and inequality with Human Rights of citizens.

The sustained poverty of a country puts challenge in achieving human rights of citizens. Hunger by itself is the violation of Human Rights and also hungry man cannot respect rights of others. Side by side, inequalities discourage the possibility of full mobilization of the people for the development of the country. For example, women wrongly have given inferior position which hinders the development and democratization of the country thereby endangering the rights of the women.

Child labor

Child labor results in extreme bodily and mental harm, and even death. It can lead to slavery and sexual or economic exploitation. And in nearly every case, it cuts children off from schooling and health care, restricting their fundamental rights and threatening their futures.

	Exercise Match variables of challenges of Human Rights under column 'A' against their attributes under column 'B'.			
1	A		B	
1	***B***	Offspring are subject to exploitative practices	A	Practices against Women
2	***C***	Fleeing from homes or places of habitual residence	B	Child labor
3	***A***	Early marriage and abduction	C	Displacement

Learning Activities

Creating knowledge about protecting Human Rights is important. For this purpose, write the title on the blackboard and asking students to write it on their exercise book making discussions and clarifications of it. Encourage students to refer to the 1989 United Nations Convention on the Rights of the Child (UNCRC). Encourage them to present the details in the class.

Review of the Lesson

Making a summary of the lesson, providing follow up activities and questions orally, perhaps with a quiz is an important part of this phase.These assessment questions will assist you to assess the extent to which the lesson objectives have been achieved.At the end of the lesson, make sure that your students have understood the essential concepts of the lesson by asking questions. Check the students' understanding of the lesson by giving them an exercise to do independently by giving exercises.

Answer for Unit Review Questions

	True/False		*Multiple choices*			*Maching*	
1	True	1	A	4	C	1	C
2	False	2	C	5	E	2	B
3	True	3	A			3	A

Part IV: Short answer

1. What is the Right to Equality means?

The right to equality is the right to live in a society with equal opportunities. It simply treats everyone the same, and no one can be given a special advantage that would dishonor any individual or group.

2.

3. What are the different categories of Human Rights?

A. Civil and Political Rights
B. Economic, Social and Cultural Rights
C. Solidarity Rights

4. How Harmful traditional practices affect the implementation of Human Rights?

Harmful traditional practices affect the physical and psychological aspects of human beings. It affects children not to go to schools, women not to consume milk and the like, challenges the life of women at maternity.

UNIT 6

CONFLICT RESOLUTION AND PEACE BUILDING

Unit description

This unit builds on moral education learning areas that you learned in various grades. It attempts to introduce you with the understanding of the concept of conflict and peace, analysis of the causes of conflict and mechanisms for conflict resolution, the importance of peace building and indigenous social institutions for resolving conflict in the community. As a result, it will equip students with the ability to resolve conflict and apply it in their daily lives.

Key words and concepts:

- **Conflict, Peace, Conflict resolution, Peace building, Indigenous conflict resolution institutions.**

Learning Outcomes:	*Lessons:*
At the end of this unit, learners will be able to: ★ Explain the concept of peace and conflict; ★ Explain the need for peace building; ★ Describe the causes of conflict; ★ Identify the different mechanism for conflict resolutions; ★ Demonstrate how to apply the skills of conflict resolution mechanism; ★ Evaluate important role of indigenous conflict resolution institutions.	6.1. The concept of peace and conflict 6.2. Causes of conflict 6.2.1 Conflict resolution 6.2.2 Mechanisms for resolving conflicts 6.3. Peace building 6.3.1. The importance of peace building 6.4. Indigenous social institutions for resolving conflict in the community

Allotted period -19 periods

Lesson 1: The concept of Conflict and Peace

Competencies of the lesson:

★ **Know the concept of conflict and peace**

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

- ★ **Define what conflict is;**
- ★ **Explain the concept of peace;**
- ★ **Analyze the relation and difference between peace and conflict.**

Issues	*Activities*
Teaching aids	• Black board, chalk, Chart paper or whiteboard, Student text book, Pen, Pencils, Writing paper.
Teaching strategies	• Asking brainstorming questions, individual activities Group discussion, Case study
Reference material	• Book, articles and journals on conflict and peace. • Best, S.G. (2005). Introduction to peace and conflict studies in West Africa – A reader (Ed.). Ibadan: Spectrum Books Ltd

Lesson Orientation

This lesson begins with the concept of Conflict and Peace, Write the title of the lesson on the blackboard and ask the students to write it on their exercise book.

Key brainstorming questions.

1. *What do you think about conflict?*
2. *Is conflict good or bad? What do you think?*
3. *What comes to your mind when you hear the term Peace?*

They might have a kind of experiences already and you can write their reflection to questions like these on the board to increase the general knowledge of the whole class.

The word conflict is derived from the Latin word confligere meaning to "strike together". Thus, it means contradiction arising from differences in interests, ideas, ideologies, orientations, beliefs, perceptions and tendencies.

Indeed, Scholars on peace now seem satisfied to split the concept of peace in two, stating that the meaning of peace can be captured by the idea of a negative peace and the idea of a positive peace. Negative peace refers to the absence of war or physical/direct violence, while positive peace refers to the presence of just and non-exploitative relationships, as well as human and ecological well-being, such that the root causes of conflict are diminished.

Learning activities: Individual activity, Group discussion and Case study.

1. There is a case study on the student textbook that deals with 'Nemera' and 'Bayu'. Read this case study for the whole class. Allow them to work in pairs for a while and reflect to the class. Then ask them what lessons do they learnt from the case study? Then make a review of their reflection through Bayu and Nemeras action is one of a conflicting situation that will happen

2. After a while, you could now ask every student to list any disagreements they have had in the last few months, what they were about, and who they disagreed with? The objective of this activity is to enable students internalize the daily lesson. Assist those students having difficulty in creating their own definition and encourage them to share it with their partners. Allow them some time think over and to reflect their answers to the class. Then make a summary of their reflection through pointing the most important point on the black board.

3. Again, Divide your class into groups or use the desk arrangement if it fits. The aim is to have students relate the activity with their dally lesson. There is a proverb on the students textbook and write it on the black board for discussion. Guide the students who have difficulty in sharing their views with others. After giving them some time for discussion allow them to reflect their answers to the class. Then make a summary of their reflection through writing the concept on the black board.

Review the lessons

For this lesson, as for others, you could assess the students work orally, perhaps with a home work. These assessment questions will assist you to assess the extent to which the lesson objectives have been achieved.

- Which learning style did the students prefer? Were they mainly reading, writing or oral activities? Can you say why this was? How confident were the students in completing the activities? How well did the students work together, individually, in pairs or as a group? Were there any points in the lessons where the students became bored and uninterested?

Furthermore:

- Ask learners to recall about the concept of peace and conflict, Observe class discussions and activities and record students' performance, Evaluate how each student try to address individual activity, case study and provide feedback.

Lesson 2: The Causes of conflict.

Competencies of the lesson:

- ★ **Describe the different causes of conflict**

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

- ★ **Identify the different causes of conflict;**
- ★ **Evaluate causes of conflict at home, with their peers and at school;**
- ★ **Show a good citizenship towards their parents, siblings and friends.**

Issues	*Activities*
Teaching aids	• Black board, chalk, Chart paper or whiteboard, Student text book, Pen, Pencils,Writing paper.
Teaching strategies	• Asking brainstorming questions, individual activities Group discussion, Case study
Reference material	• Books, articles and journals on the causes of conflict. • Barash, D. and Webel, C. (2002) Peace and Conflict Studies, Thousand Oaks, CA: Sage.

Lesson Orientation

This lesson begins with the cause of Conflict. Remind your class of the concept of the previous lesson about the concept of conflict and peace.

Key brainstorming questions.

1. *Have you ever observed conflicts? If you had observed,what were the causes for those conflicts?*
2. *What are the causes of conflict at home?*
3. *What are the causes of conflict among siblings?*
4. *What are the causes of conflict at school?*
5. *What are some of the contributing factors to bullying?*

Learning Activities: Individual activity, Group discussion and Case study and role play.

1. Divide your class into groups or use the desk arrangement if it fits. The aim is to have students identify causes of conflict among individuals. Guide the students who have difficulty in sharing their views with others. After giving them some time for discussion allow them to reflect their answers to the class. Then make a summary of their reflection through writing the causes of conflict among individuals on the black board.

2 You could also now ask every student to address the case of Ojulu and his mother. The objective of this activity is to enable learners to show a good citizenship towards their parents. Assist those students having difficulty in dealing with their partners. Allow them a time to think over and to reflect their answers to the class. Then make a summary of their reflection through writing the most important point on the black board.

3. There is also a case study on the student textbook that deals with a father and son story. Invite one student to read this case study aloud to the class. Then, request that volunteers play the roles of actors. Assign roles to a father, a son, and the father's manager. Allow them to work in pairs for a while and reflect to the class. Then, ask the class to identify the root cause of the father-son conflict. Finally, ask them what lessons do they learnt from the case study and role play? Then make a review of their reflection through writing the most important point on the black board.

Review the lessons:

For this lesson, as for others, you could assess the students work orally, perhaps with a home work. These assessment questions will assist you to assess the extent to which the lesson objectives have been achieved.

- Which learning style did the students prefer? Were they mainly reading, writing or oral activities? Can you say why this was? How confident were the students in completing the activities? How well did the students work together, individually, individually, in pairs or as a group? Were there any points in the lessons where the students became bored and uninterested?

Furthermore:

- Ask learners to recall about the causes of conflict, Observe class discussions and activities and record students' performance, Evaluate how each student try to address individual activity, group discussion case study, role play and provide feedback.

Lesson 3: Conflict resolution

3.1 Mechanisms of conflict Resolutions

Competencies of the lesson:

- ★ **Explain mechanisms for resolving conflict;**
- ★ **Demonstrate the skills of conflict resolution mechanisms**

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

- ★ **Explain what conflict resolution is;**
- ★ **Differentiate different mechanism for resolving conflict;**
- ★ **Identify traits for a good negotiation;**
- ★ **State skills for a good mediator;**
- ★ **Analyze the role of litigation in resolving conflict;**
- ★ **Apply conflicts resolution skills in their daily life.**

Issues	*Activities*
Teaching aids	• Black board, chalk, Chart paper or whiteboard, Student text book,Pen, Pencils, Writing paper.
Teaching strategies	• Asking brainstorming questions, individual activities, Think pair, Case study
Reference material	• Books, articles and journals on various mechanism for resolving conflict • Galtung, J. (1996) Peace by Peaceful Means, London: Sage.

Lesson Orientation

This lesson begins with conflict resolution and various mechanisms for resolving conflict. Remind your class of the previous lesson about the concept of causes of conflict. Write the title of the lesson on the blackboard and ask the students to write it on their exercise book.

Key brainstorming questions.

1. *What do you understand about conflict resolution?*
2. *What are the specific methods of peaceful means of resolv ing conflicts?*
3. *How are conflicts resolved in your locality?*
4. *What is negotiation and how it is used in conflict resolution?*
5. *What is mediation and how it is used in conflict resolution?*
6. *Name the skills or values of an effective mediator have?*

They might have a kind of exposure already and you can write their reflection to questions like these on the board to increase the general knowledge of the whole class.

Learning Activities: Individual activity, Think pair and Case study and Role play.

1. You could now ask every student to address the case of Tsion and Mohammed. The objective of this activity is to enable learners to identify strategies and skills of a good negotiation. Assist those students having difficulty in dealing with their partners. Allow them a time to think over and to reflect their answers to the class. Then make a summary of their reflection through writing the most important point on the black board.

2. There is a case study on the student textbook that allow students take out conflicting situations among students and Role play how the mediator interacts with the students involved in the conflict.Then give feedback on their performance of role play through writing the most important point on the black board.

3. Again there is also a case study on the student textbook where two of their friends are fighting over a misplaced textbook. Ask the whole class to determine the steps to be taken for arbitration in pairs and to reflect to the whole class. Then make a summary of their reflection through writing the most important point on the black board.

4. Divide your class into groups or use the desk arrangement if it fits. The aim is to have learners compare and contrast the formal and informal ways of conflict resolution in terms of time, money and commitment. Ask the learners to copy a table in the student textbook. Guide the students who have difficulty in sharing their views with others. After giving them some time for discussion allow them to reflect their answers to the class. Then make a summary of their reflection through writing the most important points on the black board.

Review the lessons

For this lesson, as for others, you could assess the students work orally, perhaps with a Quiz. These assessment questions will assist you to assess the extent to which the lesson objectives have been achieved.

- Which learning style did the students prefer? Were they mainly reading, writing or oral activities? Can you say why this was? How confident were the students in completing the activities? How well did the students work together, individually, in pairs or as a group? Were there any points in the lessons where the students became bored and uninterested?

Furthermore:

- Ask learners to recall about the conflict resolution and strategies for a good negotiation, Observe class discussions and activities and record students' performance. Evaluate how each student try to address individual activity, Think pair, case study, Role play and provide feedback.

Lesson 4. Peace building

Competencies of the lesson:

- ★ **Value the importance of peace building.**

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

- ★ **Explain the concept of peace building;**
- ★ **Develop the values required for peace building;**
- ★ **Analyze the importance of peace building.**

Issues	*Activities*
Teaching aids	• Black board, chalk, Chart paper or whiteboard, Student text book, Pencils, Writing paper
Teaching strategies	• Asking brainstorming questions, individual activities Group discussion, Case study
Reference material	• Books, articles and journals on peace building. • Webel C .Galtung j. 2007. A hand book of peace and conflict studies

Lesson Orientation

This lesson begins with mechanisms for peace building. Remind your class of the previous lesson about the different mechanisms for conflict resolution and negotiation. Write the title of the lesson on the blackboard and ask the students to write it on their exercise book.

Key brainstorming questions.

1. *What comes to your mind when you hear about peace building?*

They might have a kind of experiences already and you can write their reflection to questions like these on the board to increase the general knowledge of the whole class.

Learning Activities: Group discussion and Individual activity

1. Divide your class into groups of manageable. The aim is to have learners think of those situations that disturb the peaceful coexistence of their community and the roles they have in ensuring peace in their community. Guide the students who have difficulty in sharing their views with others. After giving them some time for discussion allow them to reflect their answers to the class. Then make a summary of their reflection through writing the most important points on the black board.

2 Again, you could now ask every student to work on pieces of paper to identify their strength and weakness in dealing with conflict. Assist those students having difficulty in creating their own definition and encourage them to share it with their partners. Allow them some time think over and to reflect their answers to the class. Then make a summary of their reflection through writing the most important point on the black board.

Review the lessons:

For this lesson, as for others, you could assess the students work orally, perhaps with homework. These assessment questions will assist you to assess the extent to which the lesson objectives have been achieved.

- Which learning style did the students prefer? Were they mainly reading, writing or oral activities?

- Can you say why this was? How confident were the students in completing the activities?, How well did the students work together, in pairs or as a group?, Were there any points in the lessons where the students became bored and uninterested?

Furthermore:

- Ask learners to recall about the concept of peace building and its importance., Observe class discussions and activities and record students' performance., Evaluate how each student try to address individual activity, group discussion and provide feedback

Lesson 5: Indigenous social institutions for resolving conflict in the community

Competencies of the lesson:

- ★ **Evaluate the role of indigenous social institutions in conflict resolution.**

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

- ★ **Identify indigenous conflict resolution institution;**
- ★ **Analyze the role of indigenous conflict resolution institution in maintain peace;**
- ★ **Appreciate the role of indigenous conflict resolution institution.**

Issues	*Activities*
Teaching aids	• Black board, chalk, Chart paper or whiteboard, Student text book, Pen, Pencils, Writing paper , Guest speaker.
Teaching strategies	• Asking brainstorming questions, individual activities Group discussion, Case .
Reference material	• Books, articles and journals on indigenous conflict resolution mechanism. • Bahta, G.T. (2014). Popular dispute resolution mechanisms in Ethiopia: trends, opportunities, challenges and prospects. African Journal on Conflict Resolution, 14(1), 99-123.

Lesson Orientation

This lesson begins with indigenous conflict resolution mechanisms in Ethiopian. Remind your class of the previous lesson about the concept of peace building and its importance. Write the title of the lesson on the blackboard and ask the students to write it on their exercise book.

Key brainstorming questions.

1. *List some of Indigenous social institutions that resolves conflict in your community?*

They might have a kind of experiences already and you can write their reflection to questions like these on the board to increase the general knowledge of the whole class.

Learning Activities: Field work and presentation

1. In the student textbook there is an activity that enable learners to ask their parents, relatives or community elders the name of the conflict resolving institutions, how they resolve conflicts that arose in their community and present and report to their class. Hence, you may want to learners:

- Visit community elders, Invite respected community elder in the class and tell how conflict is resolved in their community, Make home connection with their parents.

Review the lessons:

For this lesson, as for others, you could assess the students work orally, perhaps with test. These assessment questions will assist you to assess the extent to which the lesson objectives have been achieved.

- Which learning style did the students prefer? Were they mainly reading, writing or oral activities?Can you say why this was? How confident were the students in completing the activities?, How well did the students work together, individually or as a group?, Were there any points in the lessons where the students became bored and uninterested?

Furthermore:

- Ask learners to recall about the concept of the various indigenous conflict resolution mechanism, Observe individual activities and record students' performance., Evaluate how each student try to address individual activity, presentation and provide feedback.

Answer key for review questions

True/False	1	True	2	False	3	False	4	False				
Multiple choices	1	C	2	D	3	A	4	A	5	C	6	C
Fill in the blank	1	Prejudice					2	Neutrally				

UNIT 7

CRITICAL THINKING AND PROBLEM SOLVING SKILLS

Unit description

Critical thinking is defined in grade 7 as the process of using reasoning to determine what is true and what is false. It is critical to believe and act on the basis of reasons and evidence. Following that, in this unit, students will learn about the meaning of problem solving, problem solving steps, critical thinking steps in decision making processes, critical thinking skills and habits, critical thinking strategies for students, and the importance of critical thinking skills in problem solving.

Key words and concepts:

- **Critical Thinking, Problem Solving, Decision Making, Arguments**

Learning Outcomes:	*Lessons:*
At the end of this unit, learners will be able to: ★ Explain the concept of problem solving; ★ Describe steps for critical thinking and problem solving; ★ Evaluate the importance of critical thinking in problem solving; ★ Demonstrate how to apply critical thinking skills and problem solving skills.	5.1 the concept problem solving; 5.2 steps for critical thinking and problem solving; 5.3 applying critical thinking skills and problem solving skills; 5.4 the importance of critical thinking in problem solving.

Allotted period -16periods

Lesson 1: The meanings and steps of problem solving

Competencies of the lesson:

★ **Identify the meanings and steps of problem solving .**

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

- ★ **Define the concept of problem solving;**
- ★ **Discuss the concept problem solving.**

Issues	*Activities*
Teaching aids	• Student text book, Pencils, Pictures, Black board Chalk and Chart paper
Teaching strategies	• Inviting community leaders, Brainstorming questions, introduction and explanation, individual works, group discussion and presentation.
Reference material	• Book, articles and journals on meaning of problem solving. • John Butterworth and Geoff Thwaites, 2013, Critical Thinking and Problem Solving Second edition;

Lesson Orientation

In this lesson students will learn about meaning of problem solving. Problem-solving is defined as the means by which an individual uses previously acquired knowledge, skills, and understanding to satisfy the demands of an unfamiliar situation. No one wants to remain with problem and hence it must be solved in all means.

Brainstorming questions

1. *Have you ever encounter problem? If so, how did you overcome it?*

Answer for the Activity

What are the primary purposes of problem solving? What does it add to problem-solving?

Dear teacher, you have to inform to your students that human life is partly accompanied by successes and partly by problems. Problems, however, must be resolved for the betterment of the society. No problem is without solution. Hence, students my attempt all possible means to overcome problems with most descent ways of settling.

Answers for Activities

1. What were the issues in Hotesa and Zeberga's community?

- grazing lands' grasses were depleted
- water shortages for animals and humans became chronic
- Trees are also being deforested
- Climate also deteriorated for both animals and humans.

2. What were the proposed and implemented solutions to community problems?

- community-wide campaign to plant trees which grew and changed the weather
- planting new variant grasses

Learning activities

Pose brainstorming question to students on how they solve problems they encounter. Encourage them to share their ideas one by one. The simplest way of introducing a topic is by raising relevant questions. Creating knowledge about meaning of problem solving is important. To achieve this goal, write the title on the blackboard and asking students to write it on their exercise book making discussions and clarifications of it.

Review of Lesson

Making a summary of the lesson, providing follow up activities and questions orally, perhaps with a quiz is an important part of this phase.These assessment questions will assist you to assess the extent to which the lesson objectives have been achieved. At the end of the lesson, make sure that your students have understood the essential concepts of the lesson by asking questions. Check the students' understanding of the lesson by giving them an exercise to do independently by giving exercises.

Lesson 2: Problem-solving steps

Competencies of the lesson:

★ **Identify problem solving steps .**

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

★ **List down problem solving steps;**

★ **Define each step of problem solving.**

Issues	*Activities*
Teaching aids	• Student text book, Pencils, Pictures, Black board Chalk and Chart paper
Teaching strategies	• Inviting community leaders, Brainstorming questions, introduction and explanation, individual works, group discussion and presentation.
Reference material	• Book, articles and journals on Problem solving • http://www.free-management-ebooks.com/news/six-step-problem-solving-model.

Lesson Orientation

Form a group of six students to identify steps in problem solving. In this lesson, students will learn about steps in problem solving. It requires step by step actions to reach to final solution.

The six steps in problem solving are define the problem, determining the Root Cause(s) of the Problem, developing alternative solutions, select a solution, and implement the solution and evaluating the Outcome.

Brainstorming questions

1. Do you think that problem solving can take instantly? What steps are expected to be followed?



What steps did Hotesa's and Zebergaw's communities take to reach a final solution to the problem?

Answer for the activity – important steps to reach to final solution in the problem are defining the Problem, Determine the Root Cause(s) of the Problem, Develop Alternative Solutions, Select a Solution, Implement the Solution and Evaluate the Outcome.

Step One- Define the Problem

Answer for the case

- Depletion of grazing lands' grasses were
- shortages of water for animals and humans
- deforestation of trees
- deteriorated climate for animals and humans

Activity

Hotesa and Zeberga become aware of their community's problem in their life challenges they encounter. Moreover, by enhancing communal discussions, they have enriched their understanding on community issues.

Activity

- community-wide campaign to plant trees which grew and changed the weather
- planting new variant grasses

They came to propose solutions through discussions. As you see from the passage, when peoples gather together and discuss on problems, different possible alternative ideas emerge. Hence, discussion is the solution for every problem.

Solutions for the problem are implemented through mass engagement in plating trees on common land and planting new variant drought resistant grasses.

- When the impact of the proposed alternative is weighted, the weather condition get recovered, new variant grasses covered the depleted land and trees were covered in which water security for human as well as animals get restored.

Learning activities

Encourage students to do activities individually and then at group level. Write the title on the blackboard and asking students to write it on their exercise book making discussions and clarifications of it. This is important in creating knowledge about problem solving.

Review of the Lesson

These assessment questions will assist you to assess the extent to which the lesson objectives have been achieved.Making a summary of the lesson, providing follow up activities and questions orally, perhaps with a quiz is an important part of this phase.At the end of the lesson, make sure that your students have understood the essential concepts of the lesson by asking questions. Check the students' understanding of the lesson by giving them an exercise to do independently by giving exercises.

Lesson 4: Steps for Critical thinking in decision making processes

Competencies of the lesson:

- ★ **Identify steps for Critical thinking in decision making processes .**

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

- ★ **Enumerate steps for critical thinking in decision making process;**
- ★ **Clarify each step for critical thinking in decision making.**

Issues	*Activities*
Teaching aids	• Student text book, Pencils, Pictures, Black board Chalk and Chart paper
Teaching strategies	• Inviting community leaders, Brainstorming questions, introduction and explanation, individual works, group discussion and presentation
Reference material	• Book, articles and journals on steps in critical thinking in decision making.

Lesson Orientation

In this lesson, students will learn about critical thinking in decision making. Decision-making is referred to as mental processing that leads to some action consciously or unconsciously. Critical thinking contributes for conscious decision making. No decision shall be done arbitrarily and emotionally. It has steps in how to come to strong decision in our society. These steps are identifying the decision, gathering relevant information, identifying the alternatives, weighing the evidence, choosing among alternatives, taking action and reviewing your decision & its consequences

Brainstorming questions

1. What does mean critical thinking in decision making?

Activity

What do you understand from the preceding passage about critical thinking in decision making?

The school director was not rushing to take actions Fotoal and Gasara. Even if he was informed about the behavior of the both students, he went to exhaust all necessary information and all necessary steps before taking decision. He cross checked the information from the students themselves and from other students and school communities. But, all of them said the same word. It was polluting the academic environment. Hence, on bases of the rule of the school, both students were fired from the school.

Hence, making a reasonable and rational decision, as stated previously in the preceding case/story, necessitates critical thinking. The steps for employing critical thinking in decision-making processes are as follows.

Activity

In the preceding story, what was the school administration's decision on violent students?

- dismissal from the school to contain the school from miss behaving

What kind of information did the school director gather about the afore-mentioned story?

The school directors gather the history of the students like frequently quarrelling in the school and outside the school, harassing female students, warned to stop such behaviors and but not ready to learn from their mistakes.

What are the school's alternatives to the above-mentioned story's violent students?

Dismissing from the school is not best solution for miss behaving students. But, if such students continue in that way necessary actions such as dismissing from the school should be implemented.

In the above-mentioned story, how did the school director weigh the evidence on violent students?

The school director weighted retaining the students in the school against dismissing them. Since, the behaviors of the students were worst, it became mandatory to take the final resolution that is dismissal. Therefore, once all of the evidence has been weighed, it is simple to select the alternative that appears to be the best one from the alternatives that have been prioritized.

Activity

What are the ramifications of the school administration's decision in the above-mentioned story for the school community?

The miss behavior of the students had negative effect in the whole school community. Hence, the measure taken against Fotola and Gasara influenced behaviors of other students to withdraw from such actions and to come to healthy behavior.

Learning activities

Write the title on the blackboard and asking students to write it on their exercise book making discussions and clarifications of it. Creating knowledge about steps in critical thinking in decision making is important. The simplest way of introducing a topic is by raising relevant questions

Review of the Lesson

At the end of the lesson, make sure that your students have understood the essential concepts of the lesson by asking questions. Making a summary of the lesson, providing follow up activities and questions orally, perhaps with a quiz is an important part of this phase.These assessment questions will assist you to assess the extent to which the lesson objectives have been achieved.

Lesson 5: Skills and habits of critical thinking and problem solving

Competencies of the lesson:

★ **Identifying skills of critical thinking and problem solving.**

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

★ **Discover skills of critical thinking and problem solving;**

★ **Appreciate skills of critical thinking and problem solving.**

Issues	*Activities*
Teaching aids	• Student text book, Pencils, Pictures, Black board Chalk and Chart paper
Teaching strategies	• Inviting community leaders, Brainstorming questions, introduction and explanation, individual works, group discussion and presentation
Reference material	• Book, articles and journals skills of critical thinking in problem solving. • John Butterworth and Geoff Thwaites, 2013, Critical Thinking and Problem Solving Second edition.

Lesson Orientation

In this lesson, students will learn about critical thinking skills. Skills are practices human beings are doing in every day. When we talk of thinking as a skill we are referring to higher-order activities, such as analyzing, evaluating and explaining; and to challenges such as problem solving and evaluating complex arguments. Skills refer to a range of cognitive sets that can be developed, refined and used to achieve an outcome. Some of the skills of critical thinking in problem solving are skill to comprehend and express the meaning, skill of identifying the intended and actual inferential relationships,skill of assessing the credibility of statements, skill to identify and secure elements needed to draw reasonable conclusions, skill to state the results of one's reasoning and processes of self-consciously monitoring one's cognitive activities.

Brainstorming questions

1. *What are critical thinking and problem-solving abilities?*
2. *What role does each skill play in critical thinking and problem solving?*

Answer for both question

Critical thinking and problem solving abilities and their roles are comprehending and expressing - the ability to understand; identifying the relationships- it is the ability to recognize the intended and actual inferential relationships; assessing the credibility - it is the ability to judge the veracity of statements;

drawing reasonable conclusions - it is the ability to identify and secure the elements required to reach reasonable conclusions; explanation- the ability to state the outcomes of one's reasoning and self-regulation- it is the process of consciously monitoring one's cognitive activities.

Activities

What critical thinking and problem-solving skills did Marshet and Mohammed employ to solve their school problem?

- The rooms were dusty
- the tables and dusks had been broken
- The blackboard was scruffy
- The classroom walls were shattered
- Almost everything that happened outside the classroom was visible to the students inside.

How did they assess and interpret the issue at their school?

- Communicated with school director
- invited other students from the school to participate in the discussion
- task groups or committees were formed

Learning activities

Write the title on the blackboard and asking students to write it on their exercise book making discussions and clarifications of it. Making a summary of the lesson, providing follow up activities and questions orally, perhaps with a quiz is an important part of this phase.

These assessment questions will assist you to assess the extent to which the lesson objectives have been achieved.

Review of the Lesson

At the end of the lesson, make sure that your students have understood the essential concepts of the lesson by asking questions. Check the students' understanding of the lesson by giving them an exercise to do independently by giving exercises.

Lesson 6: Habits of critical thinking and problem solving

Competencies of the lesson:

- ★ **Identifying habits of critical thinking and problem solving.**

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

- ★ **Identify habits of critical thinking and problem solving;**
- ★ **Differentiate habits of critical thinking and problem solving each other ;**

Issues	*Activities*
Teaching aids	• Student text book, Pencils, Pictures, Black board Chalk and Chart paper
Teaching strategies	• Inviting community leaders, Brainstorming questions, introduction and explanation, individual works, group discussion and presentation
Reference material	• Book, articles and journals on habits of critical thinking in problem solving • http://www.freeinquiry.com/critical-thinking.html

Lesson Orientation

In this lesson, students will learn about habits of critical thinking in problem solving. Critical thinking and problem solving is partly character/habit and partly skill. A habit is a routine of behavior that is repeated regularly and tends to occur subconsciously. It involves habits such as uses evidence skillfully and impartially, organizes thoughts and articulates them concisely and coherently and acknowledges what they don't know regard problems and controversial issues as exciting challenges.

Brainstorming questions

1. *Can you mention some of the habits of critical thinking and problem solving?*

Activity

Please encourage students to be honest with them and assess with habits listed in the textbook. Assess yourself against the above-mentioned details first, and then work in pairs or groups to share which habits you commonly have.

How do you see the Obong habit in critical thinking? Is he capable of critical thinking?

- He is uncritical thinker attributed
- acts as if he knows more than he does
- believes his opinions are error-free
- considers problems threats to his personality
- Impatient with complexity.
- Evaluations of others are primarily based on first impressions.
- preoccupied with himself and his own opinions
- unwilling to listen to other people's opinions
- usually ignores the need for balance
- gives preference to views that support his established views
- tends to follow his feelings and act impulsively

Learning activities

Creating knowledge about habits of critical thinking in problem solving is paramount. Hence, write the title on the blackboard and asking students to write it on their exercise book making discussions and clarifications of it. It is simplest way of introducing a topic is by raising relevant questions.

Review of the Lesson

At the end of the lesson, make sure that your students have understood the essential concepts of the lesson by asking questions. These assessment questions will assist you to assess the extent to which the lesson objectives have been achieved.Check the students' understanding of the lesson by giving them an exercise to do independently by giving exercises

Lesson 7: Strategies for Improving Critical Thinking in Students

Competencies of the lesson:

- ★ **Explain strategies for improving Critical Thinking in Students.**

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

- ★ **Name strategies for improving critical thinking in students;**
- ★ **Define strategies for improving critical thinking in students.**

Issues	*Activities*
Teaching aids	• Student text book, Pencils, Pictures, Black board Chalk and Chart paper
Teaching strategies	• Inviting community leaders, Brainstorming questions, introduction and explanation, individual works, group discussion and presentation
Reference material	• Book, articles and journals on strategies on improving critical thinking in students. • http://www.freeinquiry.com/critical-thinking.html

Lesson Orientation

In this lesson, students will learn about strategies of improving critical thinking in students. These strategies are such as Guesstimate, being a continuous learner, describing any difficulty, creating visual images, working backward, looking for a pattern, using manipulative, considering unusual opinions, avoiding analysis paralysis, identifying various solutions and monitoring with great care the steps undertaken as part of a solution. Children are not born with the ability to think critically, nor do they naturally develop this ability beyond survival-level thinking. Critical thinking is a skill that must be taught. The majority of people never learn it. Here are some strategies for improving students' critical thinking.

Brainstorming question

1. Can you mention any strategy you have used for improving critical thinking in students?

Activity

Form a group of six students to brainstorm strategies for improving critical thinking skills. Present your findings through the representatives of your group. Some of the strategies trial-and-error methods, being a lifelong learner, understanding the barriers, creating mental images, seeking a pattern, manipulative, considering unusual viewpoints, avoiding the trap of too much information, identifying multiple solutions, monitoring a solution.

Learning activities

The simplest way of introducing a topic is by raising relevant questions. Creating knowledge about strategies on improving critical thinking in students. Write the title on the blackboard and asking students to write it on their exercise book making discussions and clarifications of it.

Review of the lesson

These assessment questions will assist you to assess the extent to which the lesson objectives have been achieved.At the end of the lesson, make sure that your students have understood the essential concepts of the lesson by asking questions. Check the students' understanding of the lesson by giving them an exercise to do independently by giving exercises.

Lesson 8: The importance of critical thinking skills in problem solving

Competencies of the lesson:

★ **Identifying the importance of critical thinking skills in problem solving.**

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

★ **Mention the importance of critical thinking skill in good decision-making process;**

★ **Appreciate the importance of critical thinking skill in good decision-making process;**

Issues	*Activities*
Teaching aids	• Student text book, Pencils, Pictures, Black board Chalk and Chart paper
Teaching strategies	• Inviting community leaders, Brainstorming questions, introduction and explanation, individual works, group discussion and presentation
Reference material	• Book, articles and journals on strategies on improving critical thinking in students. • http://www.freeinquiry.com/critical-thinking.html

Lesson Orientation

In this lesson, students are going to learn about the importance of critical thinking skill in problem solving. Being critical thinker is important to take wise personal as well as public issues. It ensures the use of mind and to be governed by reason. Emotion becomes subordinate to reason. Critical thinkers cannot be manipulated by mere information. Superstition and myth cannot govern him/her since they lacks objective evidence. A critical thinker cannot switch positions arbitrarily but can do it if and only if strong reason comes.

Brainstorming question

1. Please tell us one of the importances of critical thinking skill in problem solving you have used so far

Learning activities

The simplest way of introducing a topic is by raising relevant questions. For this end, creating knowledge about ofcritical thinking skill in good decision-making process is important. Hence, write the title on the blackboard and asking students to write it on their exercise book making discussions and clarifications of it.

Answer for unit review questions

	True/False		*Multiple choices*			*Maching*			
1	True	1	D	4	E	1	E	4	B
2	True	2	A	5	A	2	C	5	A
3	True	3	B			3	D		

Part IV: Short answer

1. What exactly is critical thinking?

Critical thinking as a logical reasoning and questioning to check the validity of the statement. It is a critical evaluation of arguments. It refers to the ability to analyze information objectively and make a reasoned judgment.

2. How does critical thinking help with decision making?

Before we take some action or decision, we have to think thoroughly and critically. We have to subordinate and overcome our feelings and interests in favor of reason and evidence based actions. Hence, every action has to be based on critical thinking.

How important is critical thinking in an individual's personal and public life?

We have not to decide our personal issues arbitrarily. We have to weigh the cost-benefit and to come to some kind of decision. If so it will positively impact personal life of an individual. It is also true to take public responsibilities with due attention to critical thinking.

Appendix 1. Sample lesson plan

Planning lessons within a unit: Work out how many lessons each unit needs and then plan individual lessons.

You can use a table like the one indicated as a sample lesson planning format:

*School*_____			*Date*_____
Week	***Lesson Unit***	***Class***	***Lengthof Lesson***
Topic			
Lesson activities	Objective of the lesson		Skills to practise
Introduction and whole class preparation:	Time in minutes		
Content:			
Whole class work to revise and evaluate			
Materials			
Skills to be gained			