

USAID | Basic Education Program

TEACHER'S ACTIVITY GUIDE FOR CIVIC AND ETHICAL EDUCATION USING STUDENT-CENTERED ACTIVE LEARNING METHODS

GRADE 5 to 6
(Revised)

SUPPLEMENTARY MATERIALS



USAID
FROM THE AMERICAN PEOPLE

BEST AVAILABLE

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PART 1

INTRODUCTION

Civic Education is based on the role of the citizen. In a democracy, the citizen is expected to be a decision maker and an actor. A citizen must be prepared to think about issues and to play an active part in civic life.

Democracy at one level is about personal freedom.

At another level, democracy is about equality and social justice.

Beliefs central to democracy include:

- Citizens should have a voice in decision making
- All citizens should be treated equal
- All citizens have fundamental rights and freedoms
- Citizens should have a sense of what is socially just
- Citizens should be responsible to other people in the community

The Role of School in Teaching Civic Education

In order for students to understand the democratic process, the teacher should model the process of democracy in classroom instruction and in planning learning activities.

Teachers, in managing instruction, should encourage students to:

- Engage in discussions
- Ask questions
- Express their opinions
- Learn to organize their thoughts
- Respect different points of view
- Weigh evidence
- Formulate judgments
- Make decisions
- Act based on their decisions

Teachers, in planning learning activities, should encourage students to:

- Participate in activities to decide ordinary questions such as how to celebrate a holiday
- Develop their own classroom rules and elect the class monitor who has the duty to hold them responsible for these rules
- Organize clubs around their interests, select their activities and make their decisions
- Organize a student council in the school, whereby elected representatives from each class meet regularly with the student body and take students concerns to the school administration to discuss issues and problems that concern students

Principles of the Democratic Process

1. The Rights of the Individual

In a democracy, it is important for students to understand that everyone including children have rights.

Boys and girls below the age of 18 years are children.

The Rights of Children include:

- The right to have a name and an identity
- Equal rights in the law of the land, with no discrimination based on race, religion, color, sex, disability, language, ethnic group or social status whether rich or poor,
- The right to have care and protection by parents and family
- The right to health
- Protection from drugs
- The right to get an education
- The right to freedom of expression
- Protection from child labour
- Refugee and handicapped children have a right to be protected and helped
- The right to be protected from dangers of war
- The right to be protected from harmful social practices
- The right to be protected from harmful cultural practices
- The right to be protected from sexual exploitation
- The right to be protected from child abuse and torture

2. National Identity

In a democracy, it is important for students to understand that within a nation there might be diverse groups of different races, ethnic groups, religions, and languages. Nations are united under national symbols that identify them.

3. Individual Responsibilities

In a democracy, it is important for students to understand that everyone including children have responsibilities towards themselves, their parents, and their family.

Responsibilities towards oneself, one's parents, one's family includes the ability to:

- Be literate and knowledgeable
- Use critical thinking to solve problems
- Assess different options and make decisions based on independent thinking
- Communicate to express yourself
- Develop self-esteem
- Respect family values
- Develop personal values
- Be self-reliant
- Plan and set goals for oneself
- Be persistent and diligent in working towards achieving one's goals
- Develop a positive attitude towards work
- Be cooperative in an interdependent society
- Show respect for the rights of others

4. Community Responsibilities

In a democracy, it is important for students to understand that everyone including children have responsibilities towards their community.

Responsibilities towards one's community include the ability to:

- Respect school rules and work diligently and persistently
- Respect cultural tradition
- Respect public property
- Respect and appreciate the cultures of others
- Develop skills of resolving conflicts
- Develop skills of negotiating conflicts
- Develop skills of diffusing conflicts
- Engage in productive work
- Respect rule of law

5. Social Responsibilities

In a democracy, it is important for students to understand that everyone, including children, have responsibilities towards others in their society.

6. Government

In a democracy, it is important for citizens to understand how government functions, how leaders are chosen, how policies are made and how citizens can influence their local and national government.

PART 2

GRADE 5

Unit 1: The Rights of the Individual

Session 1: The Right of Children to have Care and Protection by Parents and Family.

Objectives:

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

- Describe their families
- Explain the role of each family member
- Describe the responsibilities of parents towards their children
- Describe how parents can help their children
- Describe how teachers can help their students

Background Information:

Parents should care for their children. They should protect them against danger. Some children do not have parents. They should also be cared for and protected.

It is the duty of parents to care and protect their children. They should help them to behave well. Parents should help children in a positive manner.

At school, teachers have the duty of helping children to learn. They should also help children to behave well.

Parents and teachers should not harm or injure children when they are trying to teach them how to behave well.

Activity:

Read the following story to the students and ask them to discuss the questions:

Abebe is a student in grade 5. He has been absent from school for 3 days. His teacher goes to visit him at home. Abebe has a wound on his forehead. His father has whipped him because

he is always playing football, ignoring his homework, and not helping his father with his work.

1. What would you do if you were Abebe's father?
2. What are the responsibilities of parents towards their children?
3. What are the rights of children in their families?
4. What are Abebe's responsibilities to his family?
5. How should parents and teachers discipline children?

Evaluation:

At the end of this session students will be able to:

- Describe the responsibilities of parents towards their children
- Identify the rights of children in their families
- Identify the children's responsibilities towards their family
- Describe the role of teachers in helping children to learn and to behave well

Session 2: The Right of Children to Freedom of Expression

Objectives:

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

- Identify children's rights to express themselves
- Describe the role of parents in helping children express themselves
- Describe the role of teachers in helping children express themselves
- Describe the role of community in respecting children's right of expression

Background Information:

Children have the right to think and express themselves. Parents and teachers should help children to think and express themselves as children.

It is children's right to mix with other children at school and in the community. By mixing, playing, listening, and talking, children learn to respect others. Children also become respected.

Activity:

Read the following story to the students and ask them to discuss the questions:

The head teacher asked students to think of class rules. The students gave their suggestions to the teacher. The head teacher listed all the rules that the students suggested. The list was long, so the teacher asked the students to select 6 of the rules from the list. The students discussed the rules and voted to select the final rules. The students pledged to accept and abide by the rules they selected.

- How did the teacher provide an opportunity for the students to express their opinions?
- Discuss how the teacher shows respect for the opinions of the students.
- How can teachers encourage students to express themselves in class?
- How can parents encourage their children to express themselves at home?

Evaluation:

At the end of this session, students will be able to:

- Discuss the right of children to express themselves
- Identify the role of parents in helping children express themselves
- Discuss the role of teachers in helping children express themselves
- Explain the role of community in respecting children's rights to express themselves

Unit 2: National Identity

Session 1: Ethiopian National Flag

Objectives:

By the end of session, the students will be able to:

- Describe the location of Ethiopia
- Identify the countries that border Ethiopia
- Identify the National Flag of Ethiopia.
- Identify the colors of the Ethiopian flag
- Describe the meaning of the colors of the Ethiopian flag
- Describe the emblem and the significance of the emblem

Background information

Ethiopia is a sovereign state located in the horn of East Africa.

It is surrounded by different countries:

- Eritrea to the North
- Kenya to the South
- Sudan to the West and Northwest
- Djibouti and the Republic of Somali to the East

One of Ethiopia's national symbols is the flag.

The Ethiopian flag has three colors: green, yellow, and red with one star in the middle.

The flag of the Federal Democratic Republic of Ethiopia symbolizes the sovereignty of the Republic and the unity of its peoples founded on their common will.

The colors of the flag represent the following meanings:

- The green stands for labour, fertility and development
- The yellow stands for hope, justice, and equality
- The red stands for sacrifices and heroism towards the prevalence of freedom and equality
- The circular blue background of the emblem signifies peace

The emblem of the Ethiopian flag is a star located in the middle of the flag in the yellow stripe. The emblem represents the following meaning:

- The star formed by the straight and equal lines signifies the unity founded by the nations, nationalities, and peoples united under common will.
- The straight and equal lines signify the equality of nations, nationalities, and peoples as well as religions.
- The yellow rays signify the bright prospect in sight for the nations, nationalities, and peoples united of their common will.

Activity:

Display the Ethiopian flag and ask the following questions:

1. What country does this flag represent?
2. Where is Ethiopia located?
3. What countries border Ethiopia?
4. What is the symbol of Ethiopia?
5. Why is the flag a national symbol?
6. What are the colors of the flag?
7. What do the colors represent?
8. What is the emblem in the middle of the flag? What does it symbolize?

The teacher asks the students to draw the flag of their region and discuss its significance.

Evaluation:

At the end of this session, the students will be able to:

- Identify the location of Ethiopia
- Name the counties that border Ethiopia
- Draw the flag of Ethiopia
- Differentiate the colors of the flag
- Discuss the meaning of the colors of the flag
- Describe the emblem in the middle of the flag and explain its significance

Session 2: National Heroes

Objectives:

By the end of session, the students will be able to:

- Identify some national heroes of Ethiopia
- Explain why they are national heroes
- Discuss the role of Taytu and Menilik II in the history of Ethiopia

Background information:

Taytu Butul married King Menelik II and was crowned Queen of Sho'a in 1883. Taytu was born near Gonder of a princely family, partly of Oromo descent. It was Taytu who encouraged the King to move the capital from the storm swept heights of Entoto to the lower altitude and more pleasant climate around the hot springs of Finfine, the New City, known today as Addis Ababa, the New Flower.

Both Menilik II and Taytu were national heroes who resisted the Italian occupation of Ethiopia. They participated in the war of Adwa beginning in 1895.

In 1896, the Italians were defeated.

Activity:

Read the selection above to your students.

Ask your students to discuss the following questions.

- Who was Taytu Butul?
- What is Taytu Butul specially noted for?
- Why are Menilik II and Taytu considered national heroes?
- What happened in 1896 in Ethiopia? How did it end?

Evaluation:

At the end of session, the students will be able to:

- Identify some Ethiopian national heroes
- Explain how the capital Addis Ababa came into being
- Discussed the role of Taytu and Menilik II in the history of Ethiopia
- Explain the significance of the date of 1896

Unit 3: Individual Responsibilities

Session 1: Problem-Solving

Objectives:

At the end of session, the students will be able to:

- Identify the sources of knowledge
- Describe the role of critical thinking in solving problems
- Explain how to arrive at making decisions

Background Information:

We can get knowledge from different sources: for example, from our parents, school, community, books, magazines, newspapers and radio, etc.

In addition, every citizen should have access to information held by the government or any of its branches in so far as such information is required by citizens to make informed decisions.

Knowledge is power. We need to be literate and knowledgeable to solve problems. In order to solve problems and make decisions, we need to:

- Identify the problem
- Collect information about the problem
- Consider the various options
- Formulate judgment
- Make a decision
- Act on that decision

Activity:

You are a member of a student football team. The team collected some money to buy a football.

1. What information do you need to collect about footballs before you make a decision and buy one?

You might want to consider: size, make, cost, availability, etc

What size of football is suitable for the sport activity?
What size is best suited for the level and age of players?
What kinds of materials are used in the making of footballs?
What different kinds of footballs are available to buy?
What is the quality of the footballs that are available?
What is the cost of the different types?
Which type is within the budget of the team?

2. What options would you consider based on the information you collected?
3. What factors would you think about when considering which football to buy?
4. How did you reach your decision?
5. What did you do after you made your decision?

Evaluation:

At the end of this session, the students will be able to:

- Identify a problem
- Collect information about the problem that is identified
- Use critical thinking in solving the problem
- Explain strategies useful in making a decision. These may include studying the problem, collecting relevant information, considering option, judging alternative options, making a decision based on possible options, and acting on the decision.

Session 2: Non-Verbal Communication

Objectives:

By the end of session, the student will be able to:

- Discuss the importance of communication
- Identify ways of communicating to express oneself
- Describe non-verbal means of communication
- Explain how body language can communicate how someone is feeling

Background Information:

Communication is a two-way exchange of ideas.

There are two ways of communicating: verbal and non-verbal.

Non-verbal communication is communicated through body language such as body movements, postures, gestures, facial expressions, etc. Body language is a powerful means of communication.

Activity:

Charades

Assign an emotional state to a selected number of students and ask them to act it out without using any language.

Choose one of the following situations of human feelings:

Feeling angry

Feeling excited

Feeling exhausted

Feeling shy

Feeling afraid

Feeling sad

Ask the class to interpret the body language, the body movements, postures, gestures, or facial expressions; and guess what they are expressing.

Ask the students to discuss the power of non-verbal communication.

Evaluation:

At the end of this session the students will be able to:

- Discuss the importance of communication
- Identify ways of communicating to express oneself
- Describe non-verbal means of communication
- Explain how body language can communicate how someone is feeling.

Session 3: Listening Ability

Objectives:

By the end of session, the student will be able to:

- Discuss the importance of communication
- Identify ways of communicating to express oneself
- Describe verbal means of communication
- Explain how to communicate effectively to express oneself

Background Information:

Communication is a two-way exchange of ideas.

There are two ways of communicating: verbal, and non-verbal.

Verbal communication has to be clear to get the attention of the listener. Speakers who intend to convey their ideas must try to be as clear as possible in forming their messages, so that the listeners are able to pay attention and to respond in an appropriate manner.

Some people have difficulties articulating their thoughts and fail to convey their messages to others thus causing a break down in communication.

Activity:

The Ability to Communicate and Listen

Tell the students that communication is it a two-way of exchange of ideas.

A speaker must be as clear as possible with the message he/she is sending.

A listener must be attentive and respond in an appropriate manner.

When the listener fails to pay attention to the speaker communication breaks down.

Before the lesson

Write these responses on different pieces of paper before class begins:

- Give advice while the speaker is telling his/her story
- Talk to some one while the speaker is telling his/her story
- Look around the room while the speaker is telling his/her story
- Interrupt a speaker and prevent him/her from finishing the story
- Fall asleep during the story

During the lesson

1. Ask one student to tell a story.

Before the student starts to tell his or her story, hand out the pieces of paper to different students with the above response on them and ask them to behave in the way described on the paper.

After the story, ask the students to discuss the behaviors that indicate that certain individuals are not listening attentively to the speaker.

2. Ask another student to tell a story.

Select a number of students and ask them to think of behaviors that indicate they have been listening attentively to the speaker.

Responses to the speaker that indicate that the listeners have been attentive include:

- Asking for clarification
- Being able to summarize the story
- Being able to complete the story
- Being able to role-play the story
- Ask the students to discuss responses that indicate that listeners are attentive to the speaker

Evaluation:

At the end of this session the students will be able to:

- Discuss the importance of communication
- Identify ways of communicating to express oneself
- Describe verbal means of communication
- Explain how to communicate effectively to express oneself

Session 4: Self-Assertion

Objectives:

By the end of session, the student will be able to:

- Discuss the importance of communication
- Identify ways of communicating to express oneself
- Explain how to communicate effectively to express oneself
- Discuss communication as a means of self-assertion.

Background Information:

Communication is a two-way exchange of ideas.

There are two ways of communicating: verbal and non-verbal.

Non-verbal communication is communicated through body language such as body movements, postures, gestures, facial expressions, etc. Body language is a powerful means of communication.

Verbal communication has to be clear to get the attention of the listener. Speakers who intend to convey their ideas must try to be as clear as possible in forming their messages so that the listeners are able to pay attention and to respond in an appropriate manner.

Some people have difficulties articulating their thoughts and fail to convey their messages to others thus causing a break down in communication.

An important aspect of communication is self-assertion.

Activity:

The Ability to Express and Assert Oneself

Ask the students to rank themselves on the following statements to determine whether they are assertive in expressing themselves.

	most of the time	some of the time	almost never
I can express my feelings			
I can say no without feeling bad			
I can admit when I am angry			
I can express good feelings as well as bad			
I can respect the rights of others while I stand up for my own rights			
I can disagree with someone without using verbal abuse			

Ask the students to think of ways that help them become assertive in expressing themselves.

Evaluation:

At the end of this session the students will be able to:

- Discuss the importance of communication
- Identify ways of communicating to express oneself
- Explain how to communicate effectively to express oneself
- Discuss communication as a means of self-assertion

Unit 4: Community Responsibilities

Session 1: Tree Planting

Objective:

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

- Explain the importance of trees in the environment
- Discuss measures to preserve trees
- Discuss the role of citizens in protecting trees and preserving the environment
- Explain the strategy of compromise among community members in planning and implementing tree planting project

Background Information:

Trees are living things.

Trees are an important resource in our environment for they:

- Provide a source of food
- Some trees are sources of medicine
- Provide wood for building shelters and furniture
- Beautify our surrounding
- Protect soil from erosion
- Provide habitat for birds and other animals
- Purify the air. They absorb carbon dioxide and give out oxygen

People are destroying these natural resources. They cut trees to obtain wood, clear the land for farming, and create space for expansion of buildings.

To preserve this natural resource citizens should:

- Observe government policies designed to protect and to preserve the native flora and fauna
- Play a major role in restoring the flora and fauna of their regional areas
- Organize community and school activities to plant trees and restore forests

ity:

1. Read the story. Then ask the students to discuss the questions:

The advisor of the "Environmental Preservation Club" organized a project to plant trees on the school ground to celebrate "Tree Day". The club discussed their plan with the director of the school. The director gave permission, provided the students undertake this activity during the weekend. The students wanted to do the project during the school day. The advisor intervened and mediated a compromise between the director's wishes and the students' desire and arrived at a resolution that partially satisfied the need of everyone.

- Why is it desirable to plant trees in the school playground?
- What conflict arose in connection with planting trees on the school ground?
- How was the conflict resolved?
- What kind of compromise do you think was acceptable to everyone?

2. Organize an environmental club in your school and ask students to plan and implement a project to plant trees in their community.

Evaluation:

At the end of this session the students will be able to:

- Explain the importance of trees in the environment
- Discuss measures to preserve trees
- Discuss the role of citizens in protecting trees and preserving the environment
- Get involved in projects to plant trees
- Accept compromise when conflicts arise among people involved in projects of planting trees

Unit 5: Social Responsibilities

Session 1: Resolving Conflicts through Offering Choices

Objectives:

At the end of this session, the students will be able to:

- Explain how cultural tradition might conflict with personal values
- Discuss measures of resolving problems
- Explain the strategy of offering choices

Background Information:

Cultural traditions are customs and practices passed on from one generation to the next generation.

There are different cultural traditions in different societies. Some cultural traditions have been based on beliefs that served people in the past, but are not suited for the present time. Cultural traditions have been a source of conflict for they interfere with values that the young generation cherishes. This tension between the modern time requirements and old time tradition creates conflicts within families, communities, and schools. Therefore, it is required that young people learn skills to use strategies to resolve conflicts and arrive at resolutions that are acceptable to both generations.

Activity:

Read the following story. Then ask students to discuss the questions.

Almaz has been a ranked student in 11th grade in Harar Senior High School. At the end of grade 11th her father and mother wanted her to get married. But she wanted to continue her education.

She appealed to her teacher to intervene on her behalf and talk to her parents so she could continue her education. The teacher visited the parents to discuss the situation with them. The teacher suggested ideas and offered a number of alternative choices to the parents to resolve the conflict they had with Almaz.

Questions:

1. Why did a conflict arise between Almaz and her parents?
2. What did Almaz do to resolve the conflict or solve the problem?
3. If you were Almaz, what would you do?
4. What did Almaz's teacher do to help solve the problem?
5. What alternative choice would you offer Almaz's parents to convince them to let her continue her education?

Evaluation:

At the end of this session the students will be able to:

- Explain how conflicts arise between cultural traditions and personal values
- Identify conflicts that arise between generations in your community
- Discuss measures of resolving problems
- Explain the strategy of offering choices

Unit 6: Government

Session 1: The Kebele Election and Accountability

Objectives:

By the end of this session students will be able to:

- Discuss the structure of the Kebele administration
- Explain how the Kebele Council is elected, and how the different officers are selected
- Discuss how citizens can hold the Kebele Council accountable

Background Information:

The Kebele administration is grassroots administrative hierarchy in the region.

It is comprised of:

The Kebele Council

The Kebele Administrative Council

The Kebele Social Court

The Kebele Council is the highest authority of Kebele. Members of the Council are directly elected by the people and are accountable to the people who elected them.

The Kebele Council elects the Chief Administrator of the Kebele from among the Council members. Generally, the Chief Administrative of the Kebele is elected upon the recommendation of the political party or political parties that have greatest seats in the council.

The Chief Administrator submits nominee social judges and the Council approves their appointment.

The Kebele Council Speaker and Deputy Speaker are elected from among the members of the council.

The Kebele Chief Administrator is accountable to the Kebele Council.

The term of service of the Kebele Council is five years.

Activity:

Ask the students to discuss the following questions:

1. What is the structure of Kebele administration?
2. How are the members of the Kebele Council elected?
3. How is the Kebele Chief Administrator chosen?
4. What is the term of service of the Kebele Council?

Organize students of grade 5 to elect a monitor by doing the following:

1. Discuss the criteria of selecting a monitor. What kind of a person would make a good monitor?
2. Explain the procedures of the election so the process of the election is clearly understood by the students.
3. Ask the students to think about and then nominate 3 students to be class monitor.
4. Carry out voting by secret ballot. Have students write the name of the student they are voting for on a piece of paper so no one sees who they are voting for.
5. Count the votes in the class so students can see the process is fair.
6. Announce the winner who will become the class monitor of grade 5.
7. Ask the students to discuss how the democratic process played out in electing the class monitor.

Evaluation:

At the end of this session, the students will be able to:

- Discuss the structure of the Kebele administration
- Explain how the Kebele Council is elected, and how are the different officers selected
- Discuss how citizens can hold the Kebele Council accountable
- Describe how the democratic process played out in the election of the class monitor

Session 2: The Kebele, Functions and Responsibilities.

Objectives:

By the end of this session, the children will be able to:

- Explain the structure of the Kebele organization
- Describe the functions and responsibilities of the different bodies

Background Information

The Kebele administration is comprised of:

The Kebele Council

The Kebele Administrative Council

The Kebele Social Court

The functions and responsibilities of the **Kebele Council** include:

- Issuing directives on local matters in accordance with the laws, regulations and directives enacted by superior bodies like the Woreda.
- Issuing guidelines for implementation of the socio-economic and administrative programmes and plans handed down by its superior bodies, the Woreda.
- Create suitable conditions in which the residents of the Kebele can initiate development projects.
- Enforce measures to protect the natural resources.
- Ensure maintenance of peace, security and order, as well as observance of laws.
- Call and question the Chief Administrator and other officials and investigate the discharge of their responsibilities.
- Elect a speaker and a deputy speaker from among the members of the council, who call and preside over the meetings of the Kebele Council.
- Hold a session every month.
- Pass decisions made by the majority of members present at the meeting.

The **Kebele Administrative Council** comprises the Chief and Deputy Chief Administrators.

The functions of the **Administrative Council** are to:

- Enforce laws, regulations, and directives enacted by the council.
- Implement development plans and actions issued by the Kebele Council.

- Prepare plans of actions, follow-up and control the implementation of programs in the Kebele.
- Maintain peace and security in the Kebele.
- Implement social programs to provide access to public health and education, clean water, housing and social security.
- Promote education that is free from religious influence, political partisanship or cultural prejudices.
- Support cultures and traditions that are compatible with fundamental rights and human dignity in accordance with democratic rights provided in the constitution.
- Ensure the preservation and development of natural resources.

Activity:

Ask the students to discuss the following questions:

1. Which body of the Kebele Administration has legal responsibilities for making actions? Which body carries out or implements the plan?
2. Explain the functions of the Kebele Council. How does it differ from the functions of the Kebele Administrative Council?
3. What is the function of the Kebele Social Court?
4. What can citizens do in a democracy to make the Kebele Administration accountable for its actions?

Evaluation:

At the end of this session, students will be able to:

- Explain the structure of the Kebele
- Describe the functions and responsibilities of the different bodies
- Explain how the functions of the Kebele Administration legislative branch differ from the executive branch
- Explain the responsibilities of the Kebele Social Court
- Identify measures and describe actions that citizens can exercise in a democracy to make the Kebele Administration accountable

PART 3
GRADE 6

UNIT 1: The Rights of the Individual

Session 1: The Right of Children to Get an Education

Objectives:

By the end of this session, the children will be able to:

- Describe the importance of education
- Explain how children get education in their community
- Describe the responsibility of parents to provide education for their children
- Describe the duties of students in getting education
- Explain the role of government in providing education for its citizens

Background Information:

All children have a right to be educated. The best education for children takes place at school, at home, and in the community. They also learn when they play together with their friends and when they help their parents with some work at home.

The government must ensure that children given a chance to go to school.

Activity:

Read the story to the class and ask the students to discuss the questions:

Lemma's parents are not educated. He likes to learn but his parents don't send him to school. They think that school is a waste of time. Lemma wants to go to school, so he asks his uncle to help him. His uncle talks to Lemma's parents and asks them to send him to school. He tells him that education is important and Lemma has the right to be educated. Lemma's uncle convinces his parents to allow him to go to school.

1. Why was Lemma not in school?
2. How did Lemma get his parents to allow him to go to school?
3. Why does Lemma want to go to school?

4. What occupation might Lemma do in the future? And why?

Ask the students to identify a respected member in the community and explain how he/she achieved this position.

Identify a respected member in the community and invite him or her to talk to the students to explain the importance of education in achieving his or her life.

Evaluation:

At the end of the session the students will be able to:

- Describe the importance of education
- Explain how children get education in their community
- Describe the responsibility of parents to provide education for their children
- Describe the duties of students in getting education
- Explain the role of government in providing education for its citizens

Session 2: The Right of Children to Good Health

Objectives:

By the end of this session, the children will be able to:

- Explain why health is important
- Describe how parents can protect their children from diseases and keep them healthy
- Describe what children can do to care for their health

Background Information:

Every child should be healthy.

Children should be immunized, live in clean homes, eat good food, and drink clean water.

Children who are healthy learn better, are more active, enjoy play, and generally are happier with their friends.

Parents should take care of their children's health.

The Government should provide health services for all citizens.

Activity:

Read the story to the class and ask the students to discuss the questions:

Amora is sick. He has drunk water from the river. He has dysentery. He goes to the hospital for treatment. The doctor told him he should drink clean water.

1. Where do you get your drinking water?
2. How do we clean water for drinking?
3. How can parents protect their children from diseases?
4. How do we care for our health?
5. Invite a health worker and ask him or her to discuss how children can care for their health.

Evaluation:

At the end of the session, the students will be able to:

- Explain why health is important
- Describe how parents can protect their children from diseases and keep them healthy

- Describe how can we purify water and make it clean before drinking it
- Describe what children can do to care for their health

Unit 2: National Identity

Session 1: The Peoples of Ethiopia

Objectives:

By the end of session, the students will be able to:

- Name the different peoples of Ethiopia
- Identify the different cultures, religions, and languages
- Explain how the different groups in the country form the nation of Ethiopia

Background information:

Ethiopia is the county of diverse groups of peoples living together. There are different races in different regions of the country. People in different parts of the country have different skin tones.

In addition, Ethiopia has different ethnic groups. These ethnic groups include Afar, Amhara, Gurage, Harar, Oromo, Sidama, Somali, and Tigrinya.

Each ethnic group has its own language and culture.

Ethiopians also have different religions. Some regions are inhabited predominantly by Moslems, while the majority of people in other regions are Christians of different sects: Orthodox, Catholics, and Protestants.

The nation of Ethiopia is made up of all these diverse groups.

Activity:

Ask students to name their ethnic group and religious affiliation.

Count the number of the students in each category and write it on the board.

Ask the students to name the characteristics they have in common across the groups that form the class.

Tell the students that the same principles that bring them together as a class also bring the peoples of Ethiopia together as a nation.

Ask the students to discuss the following questions:

1. What are the different and diverse ethnic and religious groups that make up the peoples of Ethiopia?

2. What are some of the differences among them?

Give an example of two ethnic groups with two different languages.

3. How do ethnic groups differ in culture?

Explain the cultural differences in clothing, food, or dance between two ethnic groups.

4. What do all these ethnic groups share in common?

Explain how Ethiopia has become a nation.

Evaluation:

At the end of session, the students will be able to:

- Name the different peoples of Ethiopia
- Identify some ethnic groups that have different languages
- Explain the cultural differences between ethnic groups
- Explain how the different groups in the country form the nation of Ethiopia

Session 2: The National Anthem

Objectives:

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

- Explain what is a national anthem and why it is significant
- Discuss the historical evolution of the Ethiopian National Anthem
- Explain how the Ethiopian National Anthem reflected the ideology of the regimes that ruled Ethiopia
- Recite the Ethiopian National Anthem
- Write the Ethiopian National Anthem
- Discuss the meaning of the Ethiopian National Anthem

Background Information:

A national anthem is a song that celebrates a nation.

Most national anthems have been composed after a nation has won its independence, or after a revolution that brought about a change in government.

National anthems reflect the hopes and aspirations of the people living under the regime that rules the country.

Ethiopia has had three national anthems. Each reflects a different time in Ethiopia's modern history, from imperial rule, through a communist military rule, to the current democratic rule.

During the imperial rule of Haile Selassie, the national anthem emphasized the divine power of emperor as ordained by God and called subjects to be loyal to the emperor.

When the Derg came to power, the ideology of the government changed from imperial sacred rule to a socialist communist outlook. At that time the national anthem reflected the Derg's communist military rule by emphasizing equality, freedom, and Ethiopia first, etc.

The current national anthem reflects the unity of the peoples of Ethiopia who by common will are united under a democratic rule.

When the Ethiopian Peoples Revolutionary Democratic Front (E.P.R.D.F) came to power in 1983 E.C (1991 G.C), the national anthem was changed to reflect the rights and responsibilities of citizens, struggle for peace, love for people, unity of ethnic groups, respect for human rights, preservation of natural resources, and heroism towards preserving the national territory.

Activities:

Write the words (lyrics) of the Ethiopian national anthem on the board. Ask the students to:

1. Read the lyrics of the national anthem.
2. Discuss the meaning of the national anthem.
3. Write a short paragraph summarizing the main ideas presented in the national anthem.
4. Explain why the anthem is considered an important national symbol.
5. Explain the kind of occasions that call for the playing or singing of the national anthem.

Evaluation:

At the end of the session, the students will be able to:

- Explain what is a national anthem and why is it significant
- Discuss the historical evolution of the Ethiopian national anthem
- Explain how the Ethiopian national anthem reflected the ideology of the regimes that ruled the country
- Recite the Ethiopian national anthem
- Write the Ethiopian national anthem
- Explain the meaning of the national anthem

Unit 3: Individual Responsibilities

Session 1: Family Values

Objectives:

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

- Explain the meaning of values
- Identify values that parents think are important for their children
- Identify values and messages that students receive from their families
- Reflect upon values passed from the family and determine whether they are forced upon the children
- Determine to what extent the values they get from their family affect their behavior

Background Information:

Values are ideas or qualities that are deemed important, desirable, and prized.

Children learn their values from their families and other people as they grow up. The children as they grow older and have families of their own pass these values to next generation.

Sometimes families pass messages about values to their children indirectly. This means that they don't actually tell their children to value something, but they pass these messages by acting in a certain way or by saying certain things.

Some values that are passed from the family to their children may include believing in the importance of getting good grades in school, passing exams and being promoted, graduating from school, going into college, getting a job, earning money etc.

Activity:

Ask the students to discuss these questions:

1. What does your family tell you about such things as:
 - Grades in school
 - Graduating from high school
 - Getting a job
 - Making money

2. Can you think of other values that your parents deem desirable or important and have passed on to you?
3. Did your parents tell you what they value directly in words or did they pass these values indirectly through behavior and hints?
4. Do you believe in the values that your parents passed on to you? Or are they forced on you?
5. How do the values of your family affect your behavior?

Evaluation:

At the end of this session the students will be able to:

- Explain the meaning of values
- Identify values that their parents consider important for them
- Identify the values that they received from their families
- Identify the values that have been forced upon them
- Examine to what extent family values affect their behavior

Session 2: Personal Values

Objectives:

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

- Explain the meaning of values
- Explain how parents pass family values to their children
- Reflect upon values passed from the family and determine whether they have adopted them as their personal values
- Determine what personal values they think are important
- Determine how their personal values affect their behavior

Background Information:

Values are ideas or qualities that are deemed important, desirable, and prized.

Children learn their values from their families and other people as they grow up. The children as they grow older and have families of their own pass these values to next generation.

Sometimes families pass messages about values to their children indirectly. This means that they don't actually tell their children to value something, but they pass these messages by acting in a certain way or by saying certain things.

Some values that are passed from the family may be rejected by teens seeking independence from their families.

Peer pressure plays an important part in influencing values that teenagers think are desirable, and they adopt them as their personal values. Teenagers value what their friends or peers do and think and this can affect their behavior.

Activity:

Write the following words on the chalkboard.

Physical appearance
(how they look)

Good physical health

Family

Friends

Intelligence

Education

Successful careers

Money

Ask the students to read the words then make a list of what is most important to them by ranking the following values in order of importance. The first thing they list will be most important to them, followed by the second, and so on.

Then ask the students to list their personal values according to their desirability.

Ask the students to study their personal values and answer the following questions:

1. Which of these values do their parents share?
2. Which of these values do their friends share?
3. Do any of their personal values conflict with their family values? How do they resolve this conflict?
4. How do their personal values affect their behavior?

Evaluation:

At the end of this session the students will be able to:

- Explain the meaning of values
- Explain how parents pass family values to their children
- Reflect upon values passed from the family and determine whether they have adopted them as their personal values
- Determine what personal values do they believe are most important
- Determine how their personal values affect their behavior

Session 3: Cooperation in an Interdependent Society

Objectives:

By the end of the session, the students will be able to:

- Explain the importance of cooperation among interdependent communities
- Suggest ways of promoting cooperation among interdependent communities
- Identify how cooperation among interdependent groups can be cultivated to develop social services that promote the well being of communities

Background Information:

Interdependence involves depending on others and cooperating with them to provide different services needed by people living together.

In a society, citizens depend on each other to provide specialized services, such as food, clothing, shelter, and medical, educational, banking, and business services etc.

People living in communities have common needs. Communities can be organized to address these needs and to improve the quality of life of their members. Different services can be provided through mutual cooperation among members of the community, whereby members rely on each other's skills to perform functions that benefit the whole community. Services that can be rendered through community cooperation include: building schools, bridges, roads, sanitation, planting trees to protect the soil from erosion and to preserve the environment, care for the elderly and the disabled people, etc.

Cooperation among people, whether they are family members, friends, schoolmates, teachers, neighbors or other members of the community, promotes unity among people, fosters positive interpersonal relationships, and creates harmony.

Activity:

Read the story and ask the student to discuss the following questions.

Ato Guta is a chairperson of the Walonkomy Kebele in Western Showa. He presents a proposal to the members of the community to build an elementary school for the children in the Kebele.

The community members discussed the issue and agreed to undertake the project.

They selected a site.

Then they organized the settlements into groups, and divided the responsibilities among the different groups:

Group 1: collects wood.

Group 2: provides metal sheets.

Group 3: provides professionals to design and supervise the building of the school.

Group 4: provides the laborers to build the school.

The members made a schedule of work before they started on the project.

1. What is the common need of the Walonkomy Kebele?
2. How did they go about addressing this need?
3. What did the chairperson depend upon when he or she proposed the project?
4. How do you think the members of the community decided who would do what work?
5. How can the community involve people who are not participating in the building of the school?
6. Some of the members of the community do not have children that would benefit from the school. Should they be involved in the project? Explain and justify your answer.

Evaluation:

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

- Describe situations in their communities where people have cooperated with each other to undertake projects that benefited the community
- Discuss how cooperation among interdependent groups provides services for the well being of the whole community
- Discuss how cooperation among interdependent communities works in a traditional authority
- Suggest ways to promote cooperation among interdependent communities

Unit 4: Community Responsibilities

Session 1: Respect Public Property

Objectives:

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

- Explain what public property is
- Identify what is considered public property
- Discuss responsibilities of citizens concerning public property
- Explain why it is important to respect public property,
- Demonstrate how citizens can show respect for public property

Background Information:

Public properties are common facilities and things that benefit and serve the community.

Public property includes natural resources such as water sources, forests, natural reserves for birds and other animals.

Some public properties are man-made facilities and things such as schools, health centers, roads, public telephones, street light, etc.

It is the responsibility of citizens to respect and protect public property for the benefit of all.

Some strategies used in protecting public property include the following measures:

- Discussing the issue with students and encouraging them to express their opinions
- Listening and respecting students' opinions
- Stating the issues in terms of problems that need to be addressed for the benefit of all
- Brainstorming and asking students for suggestions that are satisfactory
- Selecting solutions that are acceptable to everybody
- Making a concrete plan to implement the suggested program

Activity:

Read the story and ask the students to discuss the questions:

Alemayehu, Kuma and Alemitu are three friends. One day they were playing football in the street. Kuma kicked the ball and broke the street light unintentionally. A policeman saw what happened and arrested the boys. He took them to police station. The policeman asked them how they were going to repair the damage and replace the broken street light.

1. Why the street light is considered public property?
2. Why should the students be responsible for the damage?
3. What did the policeman expect the students to do?
4. What do you think the boys should do to repair the damage?
5. What would you do if you were one of the boys?

Evaluation:

At the end of this session, students will be able to:

- Explain why streetlights are considered public property
- Identify public properties in their communities
- Discuss the responsibilities of citizens to respect public property
- Demonstrate how citizens can show respect for public property

Session 2: Air Pollution

Objectives:

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

- Explain what air pollution is
- List the causes of air pollution
- Describe the effects of air pollution
- Suggest measures to minimize or reduce air pollution

Background Information:

Smoke and dust pollute the air. Smoke is released from factories and industries.

Certain activities that communities engage in generate dust and smoke and pollute the air.

Dust is as bad as smoke. Dust pollutes the air and can affect your lungs and eyes. Dust particles carry germs and viruses and often spread coughs and colds.

Smoke contains dangerous substances, which pollute the air, and enter the body through the lungs. Air pollution often causes health hazards such as breathing problems in the case of asthma, lung problems as infections, pneumonia, and other related diseases.

There are certain measures that people can take to reduce and minimize air pollution.

These measures include smoke management methods as follows:

- If you use a stove, use one with an in-built chimney or a kerosene stove
- If you use charcoal, leave the “Midija” outside until it is lit
- If you use a “Midija”, ventilate the room before you bring it into the house
- If you use wood, make sure it is dry
- If you use a “Kuraz” lamp, the wick should be clean. Dirty wicks produce a lot of smoke
- If you burn rubbish, be careful that the bushes don’t catch on fire

Activity:

Read this short story and ask the students to discuss the questions.

Hussen and Fatuma have lived in Jijiga since 1964 G.C. Their home is near the main street. They each have a severe case of lung infection caused by dust particles and fumes that are produced by the vehicles traveling up and down the main street. What measures or actions must be taken by Hussen and Fatuma to overcome their health problem?

1. What is air pollution?
2. What causes air pollution?
3. Why should citizens take measures or actions to reduce air pollution?
4. If you were in the same situation as Hussen and Fatuma, what would you do to protect your health?

Evaluation:

At the end of this session students will be able to:

- Explain what air pollution is
- List the causes of air pollution
- Describe the effects of air pollution
- Suggest measures to minimize or reduce air pollution

Unit 5: Social Responsibilities

Session 1: Resolving Conflicts through Negotiation

Objectives:

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

- Explain what negotiation is
- Describe the possible causes of the conflict between two people or groups
- Describe about the strategy of negotiation between two people or groups
- Suggest ways to resolve conflict through negotiation

Background Information:

The strategy of negotiation is often used in resolving conflicts that arise between two people or groups. Negotiation occurs without a third party. The two parties attempt to work out their differences between themselves. But the resolution often depends on the power or perceived power of one of the parties, and leaves either party able to withdraw from negotiations.

Activity:

Read this short story and ask the students to discuss the questions.

The teacher of 6th grade does not have enough books for the students. Lemma and Tena had to share one book. Problems arise between the two students when both of them need the book at the same time. Lemma wanted the book in the evening and Tena could not use the book at night. The two students got together and negotiated with each other to resolve the problem.

Questions:

1. What is negotiation?
2. What is the main cause of the conflict between Lemma and Tena?
3. How did they resolve the problem?
4. If you were in the place of Lemma and Tena how would you resolve the problem that they faced?

Evaluation:

At the end of this session, students will be able to:

- Explain what negotiation is
- Describe the cause of the conflict between the two students
- Describe about the strategy of negotiation of the two students
- Suggest ways in resolving the conflict through negotiation

Session 2: Resolving Conflicts through Arbitration

Objectives:

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

- Explain what arbitration is
- State causes of the conflict between neighbors or groups of people
- Describe the strategy of arbitration in conflict resolution

Background Information:

The strategy of arbitration is used in resolving conflicts that arise between two people or groups. Arbitration is agreement between two people or groups to appoint an arbitrator, a third person who is not involved, to help them settle the conflict. The conflicting people or groups have to abide by the decision made by the arbitrator.

Activity:

Read this short story and ask the students to discuss the questions.

Two brothers inherited a piece of property from their father. The two brothers had a disagreement on their common property. They agreed to involve an arbitrator to solve the problem.

Questions:

1. What is arbitration?
2. What are the causes of the conflict between the two brothers?
3. What strategy did the two brothers agree to use in resolving their conflict?
4. Explain why arbitration can be a good strategy to use when two people or group disagree.

Evaluation:

At the end of this session students will be able to:

- Explain what arbitration is
- State the causes of conflict between neighbors or groups of people
- Describe the strategy of arbitration in resolving conflicts

Unit 6: Government

Session 1: The Woreda Election and Accountability

Objectives:

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

- Discuss the structure of the Woreda Administration
- Explain how the Woreda Council is elected, and how the different officers are selected
- Discuss how citizens can hold the Woreda Council accountable

Background Information:

The Woreda administration is next to zonal administration hierarchy. The Woreda administration is comprised of:

The Woreda Council

The Woreda Administrative Council

The Woreda Court

Members of the Woreda Council are directly elected by the people who reside in Kebeles within the Woreda.

The Woreda Council appoints the Woreda Chief Administrator from among members of the Woreda Council.

The Woreda Council appoints the judges of the Woreda Courts.

The Woreda Council is accountable to the people who elected them.

Citizens have the right to inform the anti-corruption commission or the police, if the elected person is not responsible or is corrupt.

The term of service for the Woreda Council is five years.

Activity:

Ask the students to discuss the following questions:

1. What is the structure of the Woreda Administration?
2. How is Woreda Council elected?
3. Who are the Woreda Council members accountable to?
4. What can citizens do to make sure the Woreda Council members are accountable to the people who elected them?
5. How long is the term of the Woreda Council?

Model the democratic process in the classroom by asking the students to participate in elections to decide how to celebrate "Parents Day".

Ask the students to:

- Brainstorm suggestions to celebrate "Parents Day"
- Discuss their different suggested activities
- Choose an appropriate activity
- Plan the activity
- Assign responsibilities
- Implement the program

Evaluation:

At the end of this session, the students will be able to:

- Discuss the structure of the Woreda Administration
- Explain how the Woreda Council is elected, and how are the different officers selected
- Discuss how citizens can hold the Woreda Council accountable
- Explain how well the democratic process worked in deciding how to celebrate "Parents Day"

Session 2: The Woreda Functions, and Responsibilities

Objectives:

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

- Explain the structure of the Woreda Administration
- List the responsibilities of the Woreda's Administrative bodies
- State the measures that citizens can take to hold the Woreda Administrative body accountable

Background Information:

Woreda is an administrative body, which is hierarchically found next to the Zonal Administration.

The Woreda is made up of three bodies:

The Woreda Council

The Woreda Administrative Council

The Woreda Court

The Woreda Council has the responsibilities to carry out these activities:

- Plan social services like family planning programs, prevention of HIV/AIDS and other diseases, gender issues, children's rights, facilitating education etc.
- Plan economic development activities throughout the Woreda.
- Mobilize the people for development activities.
- Ensure the collection of taxes.
- Lead the credit association for micro finance level.
- Protect and care for natural resources.
- Preserve the antiquities found in the Woreda.
- Implement laws, policies and directions that flow from the higher bodies like Zonal and Regional Administrative bodies.

The Woreda Council holds session every three months.

The responsibilities and functions of the Administrative Council are to:

- Implement its own regulations, policies, directives plans, and programs as well as those issued by the State and Federal Government.
- Direct and control police and security forces to enforce laws and maintain order, peace and security of the citizens of the Woreda.

The Woreda Court is the judicial body of the Woreda Administration.

Activity:

Read the story and ask the students to discuss the questions:

Hariso's and Massebo's families got into a serious conflict over property boarder. Their conflict resulted in huge property damage for the two opponent sides. They could not agree on their boarder. Finally the neighbors advised these families to appeal to the Kebele Administrative body. The Kebele court could not resolve the problem. So, they referred them to Woreda Administrative body.

1. Why did Hariso's and Massebo's family appeal to the Woreda Administration?
2. Where would the Woreda Administration refer the families? And why?
3. What power does the Woreda Administration have to resolve the conflict?
4. What would Hariso's family do if they have evidence that the Woreda Administration has been bribed to favor their opponents over them?

Evaluation:

At the end of this session, students will be able to:

- Explain the structure of the Woreda Administration
- List the responsibilities of the Woreda's Administrative bodies
- State measures that citizens can take to hold the Woreda Administrative body accountable
- Explain what Hariso's family can do if they have evidence that the Woreda Administration has been bribed to favor their opponents over them

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Appendix

Formative Evaluation Participants of Cycle 2 Supplementary Materials

Region	Name of School		Name of Teachers
Addis Ababa	Teshay Chora	1	Yebeyu Asmelash
		2	Fantahun Bekele
		3	Bahiru Alemayehu
		4	Zenebech Belachew
		5	Hiwot Abtew
		6	Tesfaye Tadesse
		7	Hiwot Haile Mariam -Director
		8	Teka Kassa
		9	Buzenesh Kebede
		10	Zewdenesh Tesgay
		11	Ermias Semie
Afar	Senbile	1	Mehammed Hussen
		2	Fekadu Mulugeta
		3	Beladu Wondimu
Amhara	Ayalew Mekonnen	1	Zelalem Desta
		2	Dinke Sewenet
		3	Alemtehun Mersha
		4	Banchyehu Tessema
		5	Yibre Ali Bushera
		6	Embet Sisay
		7	Aytenew Addisu
		8	Kinde Fente
		9	Ahmed Mohammed
		10	Wale Worku - Director
Benishangul-Gumuz	Selam Ber	1	Asnaketch Muluneh
		2	Dessalegn Ahmed
		3	Worku Tefera
		4	Diriba Bokisa
		5	Genet Belay
		6	Tekalegn Gutama
		7	Zerihum Gashu
		8	Getachew Zewede
		9	Setegn Molla
		10	Teshay Agaz

		11	Israel Jalata
		12	Yadeta Bekele
		13	Semahegn Abraha
		14	Wosene Abdisa
		15	Alemayehu Kebede
		16	Ayele G/Michael
		17	Amana Desissa
		18	Abebe Fufa
		19	Zelalem Gessesse
		20	Bekuma Wakene
		21	Seboka Abdissa - Director
Harari	Arbegnoch	1	Tefera Yehuelashet
		2	Haragua Tafessie
		3	Tesfaye Sisaye
		4	Ashagre Misgan
		5	Eshetu Gebere Tsadiq
		6	Sentayehu Tegene
		7	Mengistu Yosef
		8	Kassa Shiferaw
		9	Lemma Gulent
		10	Teshai Zeleke
Oromia	Tefki	1	Kebede Abdisa -Key teacher
		2	Tsegaye Getaneh
		3	Tesfaye Seboka
		4	Aweke W/Tsadik
		5	Bekabil Adula
		6	Tadesse Shifera -Director
		7	Getachew Abebe
SNNP	Alaba Guba	1	Abera Elias
		2	Yared Adise
		3	Mehammed Negash
		4	Hussien Umer
		5	Sara Negash
		6	Bezuyehu Abera -Director
		7	Feleke Tekle
Somali	Ahmed Gurey	1	Aden Khelif Abdi
		2	Ahmed Oumar Bahdoon
		3	Mahamed Daahir Aawale
		4	Abdi Husien Dii's

- 5 Ahmed Abib Hussein
- 6 Faysel Oumer Hassen
- 7 Mahamed Ousman Oumer
- 8 Liban Abdi Ibrahim
- 9 Ahmed Yusuf Nur -director

Tigray

Megab

- 1 Gidey Abraha -Diretor
- 2 Tesfalem G/Micheal -Key teacher
- 3 Alem Tsegay
- 4 Layzgi Abraha
- 5 G/Micheal G/Meskel
- 6 G/Medhin G/Micheal
- 7 Tewelde Asgedom
- 8 Tesfay Abraha
- 9 Assefa Berihu

Alem Printing Press