

# CIVICS AND ETHICAL EDUCATION

## Student Textbook Grade 5

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# UNIT 1

## Democratic System

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

- identify the concept of democracy and democratic system.
- understand human and democratic rights to be respected in democratic system.
- appreciate the meaning of diversity and how to accommodate differences within diversity.
- explain the meaning of Federal and Regional states.
- understand the meaning of Foreign Relations.

### 1.1 What is Democracy?



Picture 1.1. Electing class monitor



Picture 1.2. Meeting on school discipline guidelines

### Activity 1

1. What do you observe in picture 1.1? Guess, what is happening in that class?
2. What do you observe in picture 1.2? Guess, what is happening in that class?
3. You may have heard the term “democracy”, haven’t you? When you first time come across with the term, what ideas come to your mind?

### Electing Monitor

Ato Kolcha is the homeroom teacher of Grade five in Tabor Primary School. It is only a week since the school has been opened after a long summer vacation. Ato Kolcha informed the students that the selection of Dansite as the class monitor was carried out in the last year by the last year’s homeroom teacher. Following this, Kolcha also asked the students whether, Dansite, the last year monitor, has to continue or whether to elect new student for this year. Majority of students showed their interest to elect new, while a few of them requested the continuation of Dansite. At the end, the class reached consensus that Dansite can also be one of the candidates for the competition of the class monitor. Therefore, based on the interest of the majority, three candidates were proposed: Labena, Genet and Dansite. 15 students voted for Dansite, 12 for Labena and 40 students voted for Genet. On basis of cast vote, the winner became Genet. Therefore, Grade five students were very delighted on this event that they elected their monitor and representative of their class democratically expecting her to lead the class with a strong commitment. Genet thanked the class for they elected her democratically and promised to practice good leadership quality. The

## Democratic System

students overjoyed and expressed their feeling that they really practiced their right to elect their leader freely and they also asserted that this is a practice of a real democracy and that it is good to be led by the monitor they elected democratically. The class also reached agreement that if their new monitor does not keep her promise and commitment they can also replace her as they did today. Finally, peaceful transfer of class monitor power and responsibility was accomplished.

Now answer the following questions:

1. On basis of the above passage and pictures, give the definition of “democracy”.
2. You have attempted to discuss the meaning of democracy on page one. How do you relate it to the above question number 1?
3. What would happen if Kolcha, the new homeroom teacher, has made Dansite to continue as class monitor without asking the class? Discuss.

After reading the following definitions of democracy, compare it with your answers you gave in former sections.

### What is Democracy?

The word Democracy has originated from two Greek words—“Demo” and “Kratius”. “Demo” is to mean people while “Kratius” is to refer to authority or rule etc. Based on this, democracy is the rule or governance of people or a government by people. Based on picture 1.1, as students practiced their right to elect their monitor, likewise people also have sovereign authority to elect their leaders.

As you have observed in picture 1.2, students were debating on disciplinary regulation of their schools and likewise people can take active participation in the public meetings and decide on issues of their concern. In general, in democratic system, when people elect their leaders, they take part in the election process freely and equally. The one elected by majority becomes a leader. In a democratic system, people take free and active participation in their locality.

## Activity 2

1. In your class or school, in addition to the process of electing monitors and debating disciplinary issues, are there other ways that democracy is practiced? If yes, can you give examples? If your answer is no, what issues should be practiced democratically in your class and school as well?
2. Explain the significance of the existence of democratic practices in your school and class.

## 1.2 The Meaning of Human and Democratic Rights

### 1.2.1 The Meaning of Human Rights

- Try to write your own understanding of the meaning of human rights on your exercise book.
- Discuss and compare your definition of human rights with your deskmates.

After reading the following definition of human rights, compare it with the definition forwarded by you.

Human right is given for every human being by the virtue of humanity. For example, the right to life and security are human rights given by the virtue of humanity. Except for certain legally stated criminal action, no person has to lose the right to life. The right of security implies that, no one has to face physical damage.

### 1.2.2 The Meaning of Democratic Rights



Picture 1.3. Establishing school clubs



## Democratic System

- Picture 1.3 shows while students are practicing one of their democratic rights. After looking at the picture, let you mention what kind of democratic right is practiced in it.
- Based on this, define what democratic right is.

From picture 1.3, have you tried to understand the meaning of democracy? To check your level of understanding, read the following note seriously.

Democratic rights are rights given for individuals and peoples who are citizens of a given democratic system. And these rights are written in their constitution. There are enormous democratic rights which should be respected in democratic governments; the right to organize under an association is one example. Any person for whatever objective it may be has the right to organize an association.

In this regard, students can establish extra-curricular unions in their respective schools and can take part in those activities. While students are establishing such unions to practice their rights, they have to obey the school rules and regulation and they also have to respect the dignity of the member of the school community.

Right on other side of its coin has the responsibility. Rights and responsibilities are inseparable. When we mention right, it also encompasses of duties and obligations. Hence, when some one is practicing his/her right, he/she has to be conscious of not violating the other person's right too.

### Activity 3

1. Explain the meaning of Human Rights shortly by examples.
2. Explain the meaning of Democratic Rights shortly by examples.

## 1.3 Diversity

### 1.3.1 What is Diversity?



Picture 1.4. Diversification of Nation and Nationalities

1. Look at picture 1.4. How many differences can you identify?
2. Based on this, explain what diversity is and what you have understood about it.

### 1.3.2 Diversity among Students of a School and Classroom



Picture 1.5. Students at break time

- Look at picture 1.5. Be in pair with your classmate and mention observable differences among students in your school compound.
- Identify five areas of similarities and differences among yourselves too.

## Democratic System

- Based on this, explain how you understand the meaning of diversity.

After reading the following explanation of diversity, compare this with your answers for diversity.

Diversity refers to difference in colour of skin, age, sex, height, competence and it generally indicates that no person is totally similar to another. As there are many things that make us similar, there are also lots of things that make us different. But the basic thing to understand is that our similarities are dominant than our differences. The other important point is that diversity is natural and inevitable—we cannot avoid it. And our diversity is our beauty and this makes life interesting.

### 1.3.3 Unity in Diversity and Tolerance

- Recall the time you have failed to agree and quarrel over an issue with your friends, brothers or sisters.
- Share your experience and tell your deskmate in short the causes of the disagreement and what happened during the quarrel.

#### Keredin and Nuria

Keredin and Nuria are the two intimate friends. Keredin's family members are farmers while Nuria's are merchants. Keredin and Nuria often discuss on different issues at their break time. At times, they debate hotly. However, they never quarrel because of their different ideas. If possible, they understand and agree each other; and if not both respect their differences and usually end their debate peacefully.

Unusually, one day they faced something different. They raised an issue about the importance of a merchant and a peasant to the country's economy. The debate was very hot. Keredin stressed on the contribution of a peasant while Nuria on a merchant. Their debate was unusually emotional that they started shouting above their head and did not listen to each other.

After the long argument, however, suddenly both of them were surprised by their unusual practice and asked each other, "What has happened to us?"; "What is going on?" Later, both of them

recognized that they were biased because of their family background. They regretted and corrected their mistake for the fact that both peasants and merchants are important for a country's economy; moreover, they understood that a peasant cannot be successful without merchant and vice versa. In the meantime, the bell rang and giving a hug to each other they went to the class happily.

### Activity 4

Based on the above passage, answer the following questions:

1. Why does the two intimate friends shouted at each other instead of listening to each other during their debate?
2. What is the main purpose of accepting and accommodating differences of others and live in peaceful way?
3. What lessons do you draw from this story?

Tolerance and understanding are two important values to accommodate differences and live peacefully. To appreciate this aspect, read the following passage carefully and finally do the assignment in group.

We have learned that, naturally human beings have a number of differences. Based on those differences, they have their own understanding, opinion and belief, which implies that no one is dare to say his/her is correct and the others is incorrect. If some one rigidly starts to ignore other opinion and consider his/her idea as perfect, it is practically impossible to have a peaceful co-existence. The outcome can be conflict and violence. In this case, conflicts and disputes can become common phenomenon. Therefore, to avoid such conflicts and disputes and to have unity in diversity, tolerance and listening to one another is important. Tolerance is important to admit differences and to live peacefully though there is a difference in skin colour, belief, and competence etc., tolerance is important to appreciate and respect others' interest in order to promote peaceful co-existence.

What do you understand by accepting and accommodating differences for peaceful living? And what are the advantages?

## Democratic System

Though there is a difference in belief, understanding, colour, race among people etc., admitting and appreciating diversity is a matter of respecting one's dignity and securing one's right. Diversity is resource that we should appreciate. By doing so, it is significant to understand diversity of people's culture, race, and religion as it has its own positive contribution. Appreciating this, it is important to promote unity through diversity and live peaceful co-existence.

### Activity 5

Answer the following questions:

1. Ask your parents whether they had faced disputes or strong conflict due to lack of understanding of differences, and problem of practicing tolerance, and peaceful co-existence in the family or with their neighbours. Identify the root cause of the dispute or conflict. What solution was given for the conflict? Write in short all the important events in one paragraph.
2. Explain briefly also what lessons you get out of it.

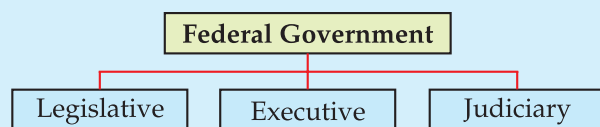
## 1.4 System of Government in Ethiopia

### 1.4.1 The Meaning and Necessity of Democratic System



Picture 1.6. People waiting to vote

- What are people doing in picture 1.6?



Picture 1.7. The structure of federal government

- What do you understand from picture 1.7?
- Have you ever heard the term government? Please, explain what ideas come to your mind when you first come across with the word government?

### The meaning of democratic government

Democratic government is a type of government where all peoples actively participate in the system. In the democratic leadership, people actively participate in the process of election—they can elect or be elected. Furthermore, the people actively participate in the issues of their concern, for example, in the community development activities. Therefore, democratic government is advantageous for the people.

### The necessity of democratic government

Since the whole people participate in the democratic system, it has a number of advantages. Some of these are the followings:

1. Ensures the rights and privileges of peoples.
2. Promotes good governance.
3. Enables for peaceful and stable working environment and ensures the development of the nation.

### Activity 6

Discuss on the following issues:

1. What is democratic government?
2. Explain the importance of democratic government.

### 1.4.2 The Meaning of Federal Government

- You have heard the term 'federal' frequently. Do you know its meaning? Please write on a paper the idea that comes to your mind when you heard the term federal for the first time.
- Discuss the idea you have stated on a paper with a student beside you, and see the extent of similarity and difference in your understanding.

## Democratic System

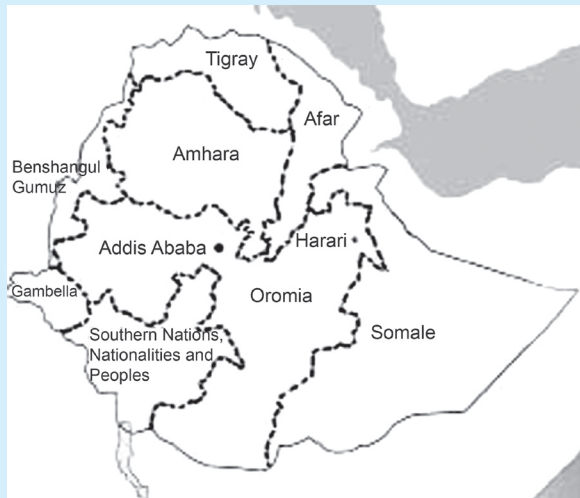
Federalism is about a system of government encompassing a number of self-governing states, but with single central government. In federal system, power is divided into centre and regions on basis of the constitution. For example, the Ethiopian Federal Government has nine regional states. The central government is called federal government and cannot intervene in powers and functions of regional states unless given by a law to do so. And also regional states cannot intervene in the power and functions of federal government unless given by a law.

### Activity 7

Answer the following questions:

1. Compare the definition of term federal with the meaning you forwarded already.
2. What do you understand by a federal system of government?

### 1.4.3 Regional States of Ethiopia



Picture 1.8. Map of Ethiopia

- How many regions are there in Ethiopia? Mention their names.
- What does regional state mean?

**Regional states** are the second highest structure of the nation next to federal government. Regions are organized on the basis of population settlement, language, identity and the consent of the people.

Accordingly, we have nine regional states. These are:

1. Tigray Regional State
2. Afar Regional State
3. Amhara Regional State
4. Oromia Regional State
5. Somale Regional State
6. Benshangul Gumuz Regional State
7. Southern Nations, Nationalities and Peoples Regional State
8. Gambella Peoples Regional State
9. Harari People Regional State

### Activity 8

1. Explain the meaning of regional state.
2. Mention your region and its neighbours.

### 1.4.4 The Meaning of City Administration



Dire Dawa city administration



Addis Ababa city administration

Picture 1.9. City administration of Dire Dawa and Addis Ababa

- Which cities does picture 1.9 represent?
- What does city administration mean?

## Democratic System

### The city administration

Like the regional states, cities of Addis Ababa (A.A.) and Dire Dawa (D.D.) are self-administrating cities and are accountable to the federal government. They are known as city administrations.

### Activity 9

1. Mention the two self-governing cities of Ethiopia.

## 1.5 Foreign Relation

### 1.5.1 The Meaning of Foreign Relations and its Policies



Picture 1.10. Ethiopia and neighbouring countries

- Look at the map. Which countries are the neighbouring countries of Ethiopia? Mention their names.
- Do you know what kind of relation Ethiopia has with neighbouring countries? Discuss this with a student beside you. Following this, explain what foreign relation means.

Foreign relation is the interaction and interconnection of countries on different issues (Economic, Political, etc.).

Foreign relation policies are the general guiding principles of countries in their relation to another. Based on this, Ethiopian foreign policy is based on the principles of peaceful co-existence with others, respecting one another and healthy neighbourhoodness.

### Activity 10

1. What is the meaning of foreign relation?
2. What are the guiding principles of the Ethiopian's foreign relation policy?

## Summary

Democracy is about government by people. In democratic government, people actively participate in the area of their own concern freely. Human rights are ensured for all human beings by the virtue of their being human beings. For example, the right to life is one of the human rights. Democratic rights, on the other hand, are given for individuals or groups of people who are citizens of that particular democratic system as endorsed by the constitution of that particular government. For example, the right to be associated is one of the democratic rights. Anyone to enjoy his/her rights has to keep his/her responsibilities too.

Diversity is a difference in skin colour, religion, age, competence and other cases and that is not being

same or similar with others. Diversity is inevitable and necessary. Based on these differences, peoples have their own way of thinking and believing. Therefore, it is important to admit differences among people for peaceful co-existence. Promoting tolerance is important in order to understand and respect each others interest and differences. This is to mean that though religion, colour and race differences are there, we have to appreciate one another.

Democratic government is a form of government in which people are taking active participation in it. It also guarantees rights and privileges of the people, promotes good governance and peace as well as stable working environment.

## Democratic System

Federalism is the system of government which contains the union of a number of self-governing state (regions). Regions are organized on the basis of population settlement, language, identity and the consent of the people. Based on this, currently, Ethiopia has nine regional states. These are Tigray, Afar, Amhara, Oromia, Somale, Benshangul Gumuz, SNNPR, Gambella and Harari peoples regional states. The two self-administrative cities, which are

accountable to the federal government, are Addis Ababa and Dire Dawa.

A foreign relation is the interaction of a given country with other country on different issues. Foreign relation policy is a general guiding principle of a given country of its relation with other countries. The Ethiopian foreign policy is based on the peaceful co-existence, respecting one another and healthy neighbourhood.

### Key Words

<i>Democracy:</i>	The rule/authority of people
<i>Authority:</i>	Possessing rights and legitimacy to perform something
<i>Right:</i>	It is a privilege that has to be enjoyed by human beings and which has legal protection
<i>Human right:</i>	Endowed for human beings by virtue of humanity
<i>Democratic rights:</i>	It is a freedom possessed by individuals and groups for their being in a democratic system
<i>Federalism:</i>	The system of government encompassing a number of self-governing states (regions)
<i>Government:</i>	It is an administrative wing of state representing the people
<i>Foreign relation:</i>	It is the close interaction and interconnection of a given country with another country
<i>Foreign relation policy:</i>	It is a general guiding principle of a country's foreign relation

### Unit Review Exercises

Do these review exercises in your exercise book.

#### I. Write "True" if the statement is correct and write "False" if the statement is incorrect

1. Democracy is the government by people.
2. In democratic system, people participate actively when issues are raised in areas of their own concern.
3. Democratic rights are possessed by people by the virtue of their being human beings.
4. Human rights are freedoms given for individuals or groups in the existence of democratic system.
5. Diversity refers to difference in colour of skin, age, sex, height, competence, etc., among human beings.

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## Democratic System

### II. Match words or phrases under column 'A' with correct items of column 'B'

- | A   | B                    |
|---|----------------------|
| 1. In difference, we have to respect others interest              | (A) Democracy        |
| 2. Governance in which people are taking part                     | (B) Foreign relation |
| 3. Interaction and connection of a country with another country   | (C) Federalism       |
| 4. The administrative body getting the representation from people | (D) Tolerance        |
|   | (E) Government       |

### III. Copy the following questions on your exercise book and fill the correct answer on the space provided

- \_\_\_\_\_ is important value for the existence of unity in diversity that helps to have a peaceful co-existence among people.
- A system of government consisting of a number of self-governing states is \_\_\_\_\_.
- The term that implies demanding of all privileges that has to be enjoyed by people and has to get legal protection is \_\_\_\_\_.

### IV. Choose the correct answer for the following questions

- Which one is a city-administration that is accountable to federal government?  
(a) Bahir dar                      (b) Dire Dawa                      (c) Mekele                      (d) Hawassa.
- Which one is the federal capital city, that has self-administration authority?  
(a) Addis Ababa                      (b) Dire Dawa                      (c) Mekele                      (d) Bahir dar.
- Which one of the following is the characteristic of democratic system?  
(a) Respecting human rights                      (b) Respecting democratic rights  
(c) Tolerance, understanding and respecting one another                      (d) All.
- Which one of the following is not the characteristic of democratic system?  
(a) Leaders are elected by people                      (b) Leaders come to power by force  
(c) People actively participate in the country issues  
(d) Leaders are accountable to the people.
- Which one of the following is important for peaceful co-existence among people?  
(a) Appreciating diversities as important resource  
(b) Admitting that all cultures, religions, races etc., do have their positive contribution  
(c) Accepting that some cultures, religions and races are superior to others  
(d) (a) and (b).

### V. Give short answers for the following questions

- Explain the meaning of democracy.
- Mention democratic rights to be respected in a democratic system.

# UNIT 2

## The Rule of Law

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

- understand the meaning and significance of constitution and other laws of the land.
- recognize the necessity of the rule of law.
- identify the necessity of school rules and regulations.

### 2.1 What is a Constitution?

- Have you ever heard the term constitution?
- What is the significance of a constitution?

Constitution is a basic document which states a country's economic, political and social principles. In other words, a constitution states basic rights and freedom of the people. It is the highest law of a country and the source of all other laws of the nation. All laws and procedures have to conform to a constitution of a country.

Ethiopia has its own constitution, which declares federal form of government. It also declares the

supreme authority of Nations, Nationalities and Peoples of Ethiopia.

### Activity 1

Discuss on the following question:

1. What is a constitution?

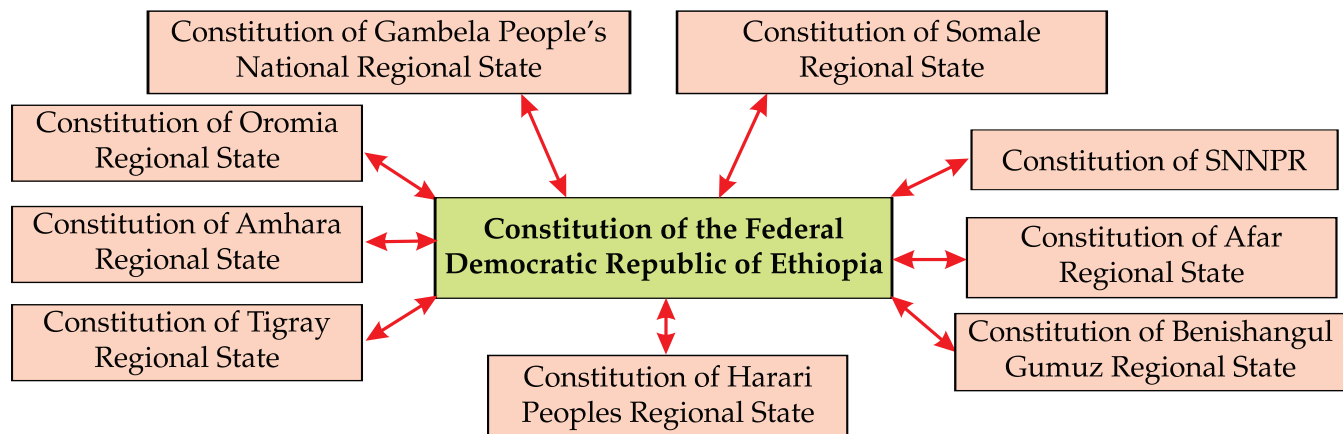
### 2.1.1 The Necessity of Constitution

- What is the importance of constitution?

Constitution enables citizens to enjoy their rights and discharge their responsibilities. It helps government to carry out its duties and responsibilities effectively. Democratic constitution enables the citizens to be administered by their own representatives.

### 2.1.2 Constitutions of Regional States

- What do you understand from the following tables?



Picture 2.1. Constitution of regional states



## The Rule of Law

We have stated that the federal constitution is the highest law of a country. In addition to it, regions have their own constitution to enhance their self-administration. Regional Constitutions are formulated on basis of federal constitution. However, each of the regional constitutions is addressing regional realities of the area.

### Activity 2

Debate on the following questions:

1. For what purpose is a constitution formulated?
2. What is a constitution?
3. What is the necessity of a constitution to any nation?
4. Do regional states have their own constitution?

### 2.1.3 Other Laws and Regulations

- Why is a law formulated?
- What kind of relations are there between a constitution and other laws?

There are a number of laws, rules and regulations other than a constitution. They are formulated on the basis of a constitution, which is the supreme law in the country.

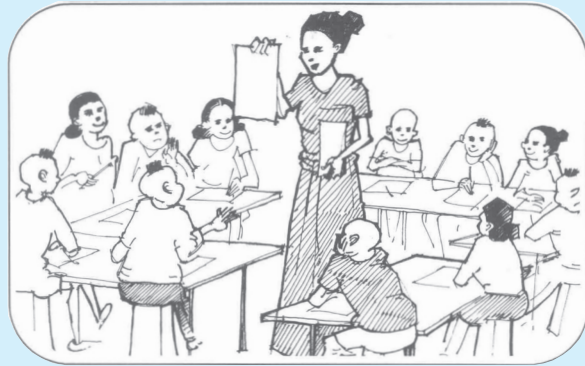
A law is an important instrument for people to live in together on basis of tolerance and mutual understanding.

The following are some of the basic objectives of a law:

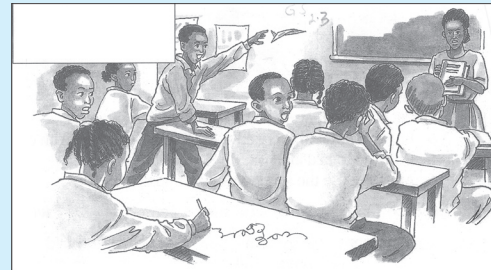
1. Enforcing the practice of basic human and democratic rights.
2. Promoting justice and equality.
3. Settling disputes or conflicts peacefully.
4. Ensuring the stability of peace and security.

### 2.1.4 School Regulations

Look at the following pictures carefully and answer the questions provided afterwards.



Picture 2.2. Disciplined classroom



Picture 2.3. Indisciplined classroom

- What do you understand from pictures “2.2” and “2.3”?
- In which of those classes is teaching-learning would be more effective?
- In which class do you prefer to learn? Why?

The following can be mentioned as some of the reasons for the necessity of rules and regulations in a school.

1. To have a well-disciplined teaching-learning process.
2. To promote equality among students.
3. To use time appropriately.
4. To control and manage disciplinary problems.
5. To establish a system of effective school leadership and management, etc.

Therefore, in the absence of school regulation and disciplinary rules, there is no respect for students’ rights; disciplinary problems cannot be managed; wastage of time and healthy teaching-learning process cannot be effective.

# The Rule of Law

## Activity 3

Discuss on the following questions:

1. What is the importance of rules and regulations in a school?
2. What would happen if there are no rules and regulations in a school?

## 2.2 Obeying to the Rule of Law

### 2.2.1 The Meaning of Obeying the Rule of Law

- What does obeying the rule of law mean?

Obeying the rule of law implies that no one is above the law and even political officials or government authorities are abided by the rule of law. This shows us that all human beings are equal before the law.

## Activity 4

Discuss the following questions in group and present a short report:

1. What does the rule of law mean?
2. What is the necessity of the rule of law?

### 2.2.2 Why are we Abiding by the Rule of Law?

The rule of law enables people to lead a happy and peaceful life and it also guarantees their right not to be violated. Promoting the rule of law in a school enables the school leaders, teachers and students to practice how to be abided by the rule of law. It protects the students' rights not to be violated as well.

If there is no rule of law and obedience to it then:

- the disabled, children, aged, the patients etc., would be victims of problems.
- there would be the occurrence of rape, violation of rights of children, looting, murder etc.

- creation of gangsters and hence the weak would be victims, anarchism would spread easily, no restoration of peace and security etc.

### Complaints of Ato Ojullu Uchalla

Agange Primary School is one of the school of Anyuaa zone in Gambella Region. The school was faced loss of student properties. It was difficult to find out a student who does not lose property. This phenomenon was continued for many times. Ato Ojullu has three children in that school. Unfortunately, his children were victim of this problem. All of his children lost their pen, pencil and exercise book at least once in a week. They came home and complain to their father to get another pen, pencil and exercise book. Ato Ojullu was irritated by those repeated action.

One day he decided to visit the school principal to talk about the situation. Then, he came at school and talked with the school principal about his children complaints at home. However, the school principal became reluctant to give attention about the issue that Ato Ojullu rose. The school principal said, "this is the usual action in this school." At this time Ato Ojullu became angry and forwarded his concern of school disciplinary issues by saying "I wonder, if you have a school regulation. If you have one, do you abide by it? You said that this is a usual action. Do you accept this bad action as profitable? You are a responsible person for this school. You have to discipline your students. Do you believe that this school is a place where you produce destructive students?"

In the end, because of Ojullu's concern, the school principal calls all students out of the class. He gave warning for them and explains why Ato Ojullu came at school. Because of his explanation, one of the students was identified himself with lots of students property in his bag. All students were surprised and believed that he was the one who committed the crime. They pushed him to explain why he made that action and his benefit.

He asked forgiveness and explained that he did that action for adventure and fun but he admit his mistake and promise not to do again. The school principal asked the students and Ato Ojullu that if

## The Rule of Law

they want to give excuse for him. They accept and warned that students to never do again. Finally, all students avoided their fear and Ato Ojullu also avoid his grievance about the school principal.

### Activity 5

On basis of the above passage, answer the following questions:

1. When you compare your school with the school mentioned in the passage, at what level is it in regard to respecting school disciplines?
2. When Ato Ojullu says, 'I wonder if you have school regulation', and 'if you have one, are you abided by it?' What does he mean by this?
3. How do you see the characteristics of the student who steal their property? Discuss.

### 2.2.3 The Meaning of Equality Before the Law

- What does the equality before the law imply?

Equality before the law implies that all peoples should get equal judicial treatment without discriminations and biases. Everyone is liable for his/her guilty. In order to live a peaceful and ensure a mutual co-existence, law is necessary. Everybody is equal before the eyes of law. Therefore, students and school communities have to know about the rule of law. To have proper respect and proper application, a law needs due support from the whole society. It also needs the support and close follow up of public officials.

### Activity 6

Discuss on the following questions:

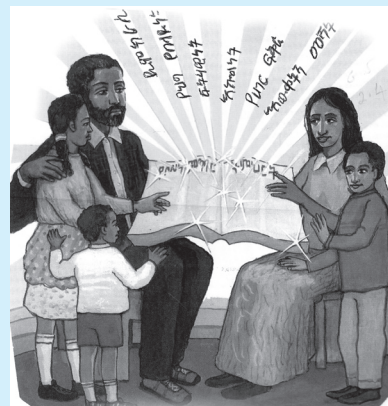
1. What does the rule of law mean?
2. Why is abiding by the rule of law important?
3. What does 'all people are equal before the eyes of law' mean?
4. What would happen if the rule of law is not practiced?

## 2.3 Ethics

### 2.3.1 What is Ethics?

- Have you ever encountered gratitude or criticism from your families?
- In what situations, have you gotten gratitude?

**Ethics** is about evaluating right and wrong behaviours. It is a way of expressing acceptable and unacceptable; good or bad; correct or wrong ideas or actions. If we perform acceptable actions then we are supposed to be ethical; if not acceptable action, then we are considered unethical.



Picture 2.4. Good family is the base of Ethics

What do you learn from the above picture?

There are a number of ethical attributes to be practiced at family level.

1. *Respecting your mother and father*
  - Listening to the ideas of your father and mother and putting their advice into practice.
  - Requesting your need on basis of the economic capacity of your family.
  - Welcoming your father and mother by hugging them to show your love.
  - Helping your family in house chores within your capacity.
2. *Respecting elders*
  - Show respect and love for the whole family members.
  - Give due respect for elderly people.

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- Respect and love your brother, sister and other family members.
3. *Fulfilling your responsibility*
- Keep your personal hygiene in order to prevent disease and look neat (wash your hand, leg, face, hair etc., everyday and take shower at least once in a week, cut off your finger nails, wash your clothes and do not sit on dirty places etc.).
  - Be serious and work hard about your studies (do your homework properly, study hard, respect your teachers, learn from your friends too etc.).

### Activity 7

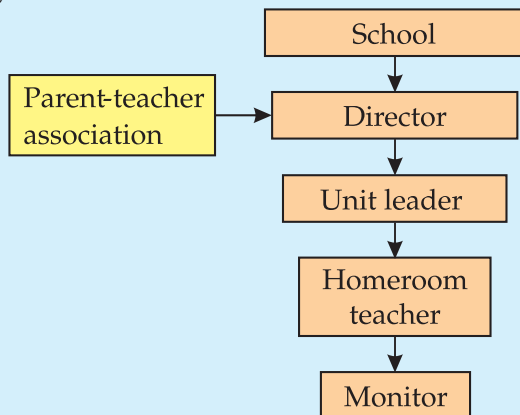
Answer the following questions:

1. What is Ethics?
2. In addition to the ideas mentioned above in this lesson, give to each statement at least three additional examples of good ethical values expected at family level.
  - About respecting one's parents.
  - Concern showing respect for elders regarding keeping personal neatness/hygiene.

## 2.4 Authority and Power

### 2.4.1 What is Authority and Power?

- Who has the highest authority and power in your school?



Picture 2.5. Authority and power of school

In any organization or school authority and power shows how different peoples at different positions can carry out their duties and responsibilities.

- What is the significance of limiting power?

Parents are supposed to have the authority to manage and discipline their children. Likewise, directors and teachers have the authority to administer their students. Class monitors have the authority to maintain class discipline and security of their classmates. However, these persons cannot abuse their power. There must be a fair balance between power and responsibility. The higher the power a person possesses, the more responsibility she/he shoulders. For example, a teacher and a director do not have the same power. The director has more power in order to secure the proper management of the school and perform her/his responsibility properly.

Any authority is supposed to practice his/her power properly. If the authority is not practiced this way, then we say power is abused and hence violation of the rule of law. This bad practice harms people and the authority will be responsible for the deed of power abuse.

### Activity 8

Discuss on the following questions:

1. What is power and authority?
2. What is the importance of limiting power?
3. What would happen if monitors are supposed to control the class with no restriction of power limit?
4. What would happen if a teacher punishes his/her students with no restriction of power limit too?

## 2.5 Secret

- Can you ever remember a secret someone told you?
- Have you ever transferred a secret told by somebody to another person?

## The Rule of Law

Secret is a thing to be held by someone or among friends or within family or even among individuals organized for common goal and that is not expected to be shared for others. If passing on the information to someone else may be harmful or dangerous for that person, then it is much better to keep it secret.

### 2.5.1 Private Secret

- What is private secret?

#### Non-confidentiality (a problem of not keeping secret)

Ato Chebeso, the husband of W/ro Batre, has interested to check whether his wife is good at keeping secret or not. After he made her a promise not to tell the secret to anybody else, he said, “You know what, today I have laid an egg” and showed her fresh egg. W/ro Batre was surprised by the event. But she was restless and failed to keep the secret and the next morning told the story to a close friend of her’s that she happened to know that last night her husband laid two eggs at a time. By her turn, the close friend told to her other friend that Batre’s husband had laid three eggs and promised her friend not to disclose the secret. The story goes like that and the villagers got the information and started pointing their fingers at him. Eventually the dissemination of the secret reached to Ato Chebeso himself and regretted on the fabrication of the story and felt sorry on what was happening to him.

Lastly, he reached his wife and asked why she failed to keep the secret. He also criticized her that it is only a hen that can lay an egg, and that it is unnatural to human beings. He also warned her that failing to keep secret may lead to problems, and a good example is the humiliation that happened to them among their community. As a result of this event, trust was lost between Ato Chebeso and W/ro Batre and there was no peace in their marriage. (Source: Ababa Tesfaye and his story-book one)

When secret is shared to someone else without being cautious about it, it has its own risk and danger.

### Activity 9

Based on the above story answer the following questions:

1. What happened to Ato Chebeso as he disclosed his private secret to his wife?
2. Should Chebeso have kept his secret to himself or not?

Secret is ethically acceptable value and the measurement for loyalty. Secret can be categorized as private secret, family secret, a secret between friends, public and national secret.

Private secret is an issue kept to oneself. If it disclosed, it may create a problem to oneself or to others. To avoid such problems, it is ethical to be secretive on serious matters.

Secret is the measurement of acceptable ethical values.

### Activity 10

Discuss on the following questions:

1. What is the effect of not keeping secret?
2. What do we mean by, “Secret is the measurement of acceptable ethical values”?

## 2.6 Corruption

### 2.6.1 What is Corruption?

- Do you expect that there can be a community not affected by corruption?
- What is the role of teachers and student to combat corruption?

Corruption is an action of getting an advantage or a privilege that one does not deserve it. This can

## The Rule of Law

be done by abusing power and authority. Corruption can occur anywhere and at any place even at schools. The following can be good examples of corruption practiced by the students:

1. Copying exams and homeworks from others.
2. Stealing other students' property.
3. Destroying or stealing school properties.
4. Late coming to and early leaving from school.

Corruptions practiced by teachers are:

1. Partisans to some students and unequal treatment.
2. Adding or reducing students' mark illegally.
3. Improper use of period allotment.
4. Wrong handling of school properties.
5. Being negligent to school rules and regulations.

### Activity 11

Answer the following questions:

1. Enumerate some examples of corruption.
2. Mention some of the types of corruption practices committed at school level.

### 2.6.2 Corruptions Practiced in the School and at your Community Level

- What kind of corrupt practices are there in your community? Can you mention some?

#### The scope of corruption

Teacher Bilal was much known for her punctuality and good preparation of her lessons in the class. Recently, however, she is not as hard working teacher as she was before. She started coming to the class late and leaves the class early. She is no more teaching in the class properly; her examination is not clear to her students and she never gives back the students' examination paper. She is also known

for giving above 80% grade point to all students. In general, the teacher became a good example for some of the characteristics of corruption at school level.

### Activity 12

Based on the above passage, answer the following questions:

1. What are the problems of teacher Bilal?
2. If you were her director, what advice would you give her?
3. If the teacher does not improve her problems, do you think it will affect her students? How?

Corruption at community level practiced in different ways. For example, if there is villagers' campaign on environmental protection activities and if the leader of the campaign left out his families or relatives not to participate in the campaign, this is of course a good example of corruption because he did a special favour to his families. An other example is when a kebele chairperson forces or abuses his power to get certain advantage from you and your family, and give unnecessary favour to your families by return, it becomes corruption. On the other hand, if a chairperson of kebele, in need of certain advantage, denies you to give desirable advantage, it is also corruption. Furthermore, when you play some kind of game and become winner not fairly but by force or by providing any kind of gift to the referee, it is also a good example of corruption.

#### Effects of corruption in a school

1. Promotes partial performance in a school.
2. Creates disagreement among students.
3. Creates gap between school administration and students and their parents.
4. Endanger teaching-learning process.
5. Promotes unacceptable ethical behaviours.

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## Activity 13

Answer the following questions:

1. Mention some of the examples of corruption committed by students in your school.
2. How does corruption affect your school system?

### Summary

Since a constitution is the supreme law of a country, every other law should be formulated in conformity with it. Constitution helps citizens to get their rights and to discharge their responsibilities.

Regional constitution has to be based on federal constitution and also has to address their respective regional realities. In addition to constitution, there are a number of laws, rules and principles in a country. These have to be based on the constitution of a country. One of such a rule or principle is school regulation. It helps to promote healthy teaching-learning process in a school.

Understanding, accepting and abiding by the rule of law in a nation indicate that every citizen is under the law; nobody is above the law of the nation. If there is no respect and observance of the rule of

law, the weak, children, aged people, the sick and the minorities will be the victims in the system.

When everyone is treated equally before the law without difference, it is said to be the rule of law. Authority and power explain the responsibility of different organizations and schools at different levels and also their power of decision-making on different issues.

Confidentiality or secret is some important issue held by an individual or among groups or within family or even among individual with similar objective without sharing to any other party. Private secret is something held by a person for life. Corruption is socially an evil practice that a person attempts to attain for which she/he has not worked on or does not deserve. There are some examples of practicing corruption even in a school between teachers and students.

### Key Words

<b>Constitution:</b>	A legal document governing people and government of a given country
<b>Law:</b>	Collection of rules and regulations which are based on a constitution
<b>Ethics:</b>	Control or measurement of human behaviour and which states some behaviour as good while others as bad
<b>Secret:</b>	Something hidden from others and held by an individual or by certain groups
<b>Document:</b>	Something containing ratified decisions
<b>Declaration:</b>	Endorsed decisions

# The Rule of Law

## Unit Review Exercises

Do these review exercises in your exercise book.

### I. Write "True" if the statement is correct and write "False" if the statement is incorrect

1. Ethiopia has its own Constitution, which declares federal form of government.
2. The rule of law does not work for public officials.
3. A law is important instrument for people to live in together on the basis of tolerance and understanding.
4. There is no limit of power for school directors.
5. Cheating in exams or homeworks from other students is an example of corruption.
6. Keeping secret is the measurement of loyalty and good ethical behaviour.

### II. Match words or phrases under column 'A' with correct items of column 'B'

- | A  | B                |
|--|------------------|
| 1. An issue kept by an individual or by groups and hidden from others                  | (A) Constitution |
| 2. The supreme law of a country  | (B) Corruption   |
| 3. The collection of rules and regulations that is based on a constitution             | (C) Ethics       |
| 4. An action of a person attempting to get advantage unfairly that he does not deserve | (D) Secret       |
| 5. The measurement of acceptable and unacceptable behaviours                           | (E) Law          |
|  | (F) Principle    |

### III. Choose the correct answer for the following questions

1. Which one of the following shows the necessity of the constitution?  
(a) Enables citizens to enjoy or practice their rights      (b) Enables citizens to fulfill responsibilities  
(c) Enables government to discharge its duties      (d) All of the above.
2. Which one of the following is not the objective of a law?  
(a) To enforce human rights      (b) To promote conflicts  
(c) To promote fairness and justice      (d) To secure peace.
3. Which one of the following is not true about corruption?  
(a) Being greedy      (b) Getting unfair advantage  
(c) Attaining personal advantage illegally      (d) Being transparent.
4. An issue or information held by a person for life is known as  
(a) Family secret      (b) National secret  
(c) A secret among friends      (d) Private secret.

### IV. Give short answers for the following questions

1. Mention at least three examples of corrupt behaviours in school by students.
2. Why are there rules and regulations in a school? Give three reasons.



# Equality

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

- understand the meaning of equality.
- identify equality of citizens and an equal opportunity of Nations, Nationalities and Peoples of Ethiopia in detail.
- recognize the meaning of physical disability.

## 3.1 What is Equality?

- What ideas come to your mind when you hear the term equality for the first time?

Equality refers to equal opportunity of rights and advantages of individuals or groups of the same status. On the other hand, it also shows responsibilities to be discharged equally. In democratic system, every citizen has rights and privileges practiced equally. For example, a person by his being human in nature has to get certain rights. Similarly, individual of equal professional status have the right to claim for equal advantages.

Equality in a democratic system refers to the facilitation of opportunity of equal rights and privileges to its citizens either as an individual or a group. Therefore, the right to equality has to be practiced regardless of race, religion, language, etc.

### Activity 1

Answer the following questions:

1. What does equality mean?
2. On what issues equality is practiced in your family? Explain by examples.

## 3.2 The Rights of Equality of Nations, Nationalities and Peoples of Ethiopia



Picture 3.1. Ethiopia is a country of Nations, Nationalities and Peoples

- What do you understand from picture 3.1?
- Mention some of the members of Nations, Nationalities and Peoples in your community on your exercise book.

Ethiopia is a Nation of nations encompassing above 80 different Nations, Nationalities and Peoples. On the basis of the constitution, none of them is superior to another; all have equal right. For example, they have the right to self-administration, use their own language, promote their culture, practice their religion, etc.

### Activity 2

Discuss on the following questions:

1. What significance is gain, if you respect the different Nations, Nationalities and Peoples of your classmate?
2. Discuss on the practice of the rights of the communities in your area.

## Equality

### 3.3 The Right to Self-administration

- What does self-administration mean?

#### The Nuer People

The Nuer people is one of the people of Ethiopia, who live in Gambella people's National Regional State Administrative Council. Gambella region is classified into three zone; namely Anyuua zone, Nuer zone and Majanger zone. The Nuer people like Anyuua and Majanger people administer their zone by themselves. They live with their neighbours of different nations, nationalities and peoples on the basis of mutual respect.

The Nuer people have their own language, culture, and history. They have also the right to preserve their cultural heritages like other ethnic groups of the region such as Anyuua, Majanger, Komo and Opo. Equally with other nations, nationalities and peoples of Ethiopia, the Nuer people have representative in the House of Federation as well as Regional State Council. Because of all the above reason the Nations, Nationalities and Peoples of Gambella Region develop mutual respect and practice their rights equally.

#### Activity 3

1. What is the significance of Nations, Nationalities and Peoples practicing self-administration? Discuss in groups.
2. How do the people in your nationality live together with the people coming from other nationalities? Discuss.

### 3.4 The Right to Equality and Practice of Language

- Mention some of the languages spoken in your community.
- What is the working (official) language in your community?

As a means of communication all languages of Ethiopia are equal; no language is superior to any other language. In other words, there is no major or minor language. All languages are manifestations of that language user people's identity and the reflection of their culture. Children may learn their first language from their families, communities and societies where they are born. The right to use one's language is constitutionally guaranteed. The right to use one's language includes the right to speak or write and promote as well as using the language as a medium of instruction in the education system.

#### Activity 4

Answer the following questions:

1. What does the right to use one's own language mean?
2. What is the advantage of the right to use one's own language?

### 3.5 The Right to Equal Access of Education

- What is the importance of right to equal access to education? Discuss.

All Nations, Nationalities and Peoples of Ethiopia, their right to equal access of education is guaranteed in the constitution. This right has to be practical to all citizens (males and females, urban and rural) equally. If discrimination is avoided and all citizens get equal access, it is possible to maintain the sustainability of the development of the education system in Ethiopia and score high achievement in education. Equal access has the power to promote national feeling.

#### Activity 5

Discuss on the following questions:

1. How do you explain the right of equal access to education?
2. What is the advantage of promoting equal opportunity of education?

## Equality

### 3.5.1 The Right to Equal Job Opportunity

- What does the right to an equal job opportunity mean?

Regardless of gender, nationality, religion and the like, every person has the right to work by his/her own profession and knowledge. Individuals with similar competence have to compete equally and without discrimination for employment. The right to job opportunity should not be hindered because of discrimination, blood relationships and by any other form of unfair advantage.

#### Activity 6

Answer the following questions:

1. What is the meaning of the right to equal job opportunity?
2. What is the significance of promoting the right to equal job opportunity?

### 3.6 The Right to Equality in Schools

- Mention the rights of students in their schools.

#### Wachiga Busha Primary School

Wachiga primary school is one of the schools in Soddo Zuria, in Wolaita. In order to form students' council in the school, representatives were elected from each class and attended a general meeting. After the director has made opening speech, electoral committee has been selected. The committee has designed the guiding principle of election process and announced, "Only males and physically able student are to take part in the election". However, the attendants of the meeting opposed this principle very strongly. Then by majority vote, the committee was forced to revise the principle for the second time. The revised principle then stated, "Every student of the school can be the candidate for election of student council." On the basis of the revised principle, five individuals were elected for council of students.



Picture 3.2. Students in process of voting

#### Activity 7

According to the above passage, answer the following questions:

1. What kind of unnecessary principles observed from electoral committee during the first meeting?
2. "Females and physically disabled cannot take part in election". Is this proper way of thinking? Why?
3. Is there students' council in your school? How many females are there in the leadership?

In a school, the struggle against the discrimination of gender, colour, religion etc, is an example of the practicing of democratic rights. In classes as well as in school compounds, the following rights of students have to be respected. Among these are the right to ask questions, the right to get answers for questions, taking part in extra-curricular activities, the right to participate in issues of their concern, and the right to properly handle and use school properties. On other hand, every student has to carry out their responsibilities properly. For example, respecting school rules and regulations, being exemplary student and carrying out home works and class works on time are some of the responsibilities to be done.

#### Activity 8

Answer the following questions:

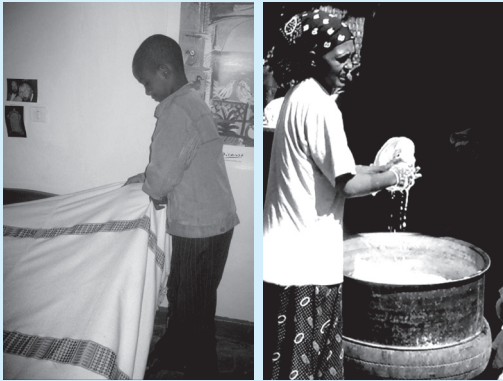
1. Mention some of the rights to be respected in your school.
2. What are your responsibilities to carry on in the school?

# Equality

## 3.7 Gender Equality

### 3.7.1 The Equality of Males and Females in all Sectors

- What is the meaning of the equality of boys and girls?



Picture 3.3. A girl and a boy working together

- Do you agree with the idea that girls are able to work any job at any where like boys?

#### The life of W/ro Amina

Ufayse and Dana are grade five students. On one day, they made an interview with W/ro Amina who is a housewife. Please, attend the following interview carefully and discuss on the question stated below.

**Ufayse and Dana** - Where have you been born and brought up?

**W/ro Amina** - I was born in a place called Arbaminch.

**Ufayse and Dana** - As you are a housewife, what is your responsibility at home?

**W/ro Amina** - Usually I do household chores such as caring for my children, cleaning house, cooking food etc.

**Ufayse and Dana** - Can you tell us if you have encountered problems in discharging those responsibilities?

**W/ro Amina** - The critical problem I faced is considering household activities as duties of females

only. Still this opinion is not yet avoided.

**Ufayse and Dana** - Is it to mean that male individuals are not taking part in household activities?

**W/ro Amina** - Yes, almost all household activities are carried by the females.

**Ufayse and Dana** - What is the role of males?

**W/ro Amina** - Concerning my family, our livelihood is based on agriculture. My husband and my boys do not take part in household activities.

**Ufayse and Dana** - Do you mean that in your community women are engaged in harder and more responsibility?

**W/ro Amina** - Yes, women have more job at home, and it is culturally not acceptable to ask the husband for support.

**Ufayse and Dana** - How is it possible to correct this problem?

**W/ro Amina** - Promoting equality between males and females, teaching the society about equality, and providing affirmative actions for females like better education opportunity, etc.

**Ufayse and Dana** - Thank you for your cooperation in the interview!

**W/ro Amina** - I like to thank you for this opportunity too!

### Activity 9

Based on the above interview, answer the following questions:

1. How do you see your family when you compare it with the above interview? Explain the similarity and difference.

## Equality

2. Is the lonely contribution of W/ro Amina in the household activities good or bad for her family? Why?
3. How should W/ro Amina's husband participate in the house chores? How about her boys?

Since females are half a society, it is important to accept and respect gender equality. Every citizen has to struggle against gender biases and is expected to accept and support the right of equality of females.

Gender equality implies the equality of males and females in every areas of work. For example, in household activities, education, farming, husbandry, and commerce and in other responsibilities, they all equal to men.

Females are equal to men mentally as well as physically.

### Activity 10

Discuss on the following questions:

1. Please mention works traditionally classified as work of men and female.
2. Can males perform what females do?
3. Can women do what is traditionally considered men's job?

### 3.7.2 Attributes of Equality of Male and Female in Schools



Picture 3.4. Students in the class

- What do you understand from picture 3.4?
- How do you know whether equality of males and females is respected in your school?

Male and female students have equal rights in the schools. For example, the right to participate in extra-curricular activities; to get equal representation in school councils, etc. has to be kept. To promote the right of equality of males and females, teachers, students, school administrative bodies, parents and government have common responsibility.

### Activity 11

Answer the following questions:

1. How many female students are there in grade five? How many males are there also? Which of them is the majority?
2. On basis of the information, what is the factor for girls being larger or fewer in numbers in grade 5? Discuss in group.
3. What has to be done to balance the number of male and female students in a class? If it is balanced, to sustain this balance, what should be done by your school as well as by your parents?

## 3.8 Equality of Culture

- What is equality of culture?

Students! What do you understand by the following picture?



Picture 3.5. A picture showing diversification of cultures

Culture is the way of living. Language and religion are manifestations of culture. It is also expressed by the way of talking, dressing, eating and expressing sorrow and joy.

There are diversifications of cultures in Ethiopia, which are different from place to place. No culture

## Equality

is superior to or inferior to any other culture. Culture is not something constant. Culture can be changed with the change in socio-economy development and on natural circumstances. Ethiopian constitution gives equal attention and respect to all cultures.

### Activity 12

Discuss on the following questions:

1. What is culture?
2. What does equality of cultures mean?

### 3.8.1 The Necessity of Promoting Culture

- What is the importance of promoting your own language?

One of the attributes of democracy is the equality of culture. All Nations, Nationalities and Peoples of Ethiopia have the right to use and promote their own culture, language and history. The culture of any nationality should be respected by other peoples of nationality. The unity based on equality and mutual interest can enable us to build common cultural and historical values, which can be transferred to the coming generation.

### Activity 13

Answer the following questions:

1. Mention cultural attributes in your community.
2. Copy the following table on your exercise book and fill up the space based on your own culture.

No.	Healthy Traditional Practices	Harmful Traditional Practices
1		
2		
3		

Some of the traditional practices in different parts of Ethiopia are:

A. Harmful traditional practices

- Female genital mutilation
- Early marriage
- Scratching body for purpose mourning
- Avoiding milk teeth
- Cutting body by sharp material
- Extravagancy
- Abduction
- Avoidance of fingernails of ladies for weeding purpose etc.

B. Good traditional practices helpful for development and progress

- Working in group/Debo etc.
- Hospitality
- Respecting elders
- 'Idir' and 'Iqub'
- Helping the needy ones etc.

### Group Work

Search in group for the information of harmful practices done against girls and children in your area. And write a report of one page only.

### 3.8.2 Physical Disability

#### The meaning of physical disability

- What does physical disability mean?
- Identify situations leading to physical disability and explain them.

Physical disability is the state of being unable to perform some activities that any persons can do naturally. On other way, physical disability is the inability to perform a given duty due to different damages faced.

There are a number of disabled persons in Ethiopia. Though there are certain changes, they

## Equality

may face stigma and discrimination in schools, work places, in social life etc. Such kind of discrimination and stigma are unconstitutional and unacceptable attitude in the development of a country. Physically disabled persons have full dignity. Every disabled person can contribute for his/her country and hence people and government have to make support for respecting of rights of disabled peoples.

### Activity 14

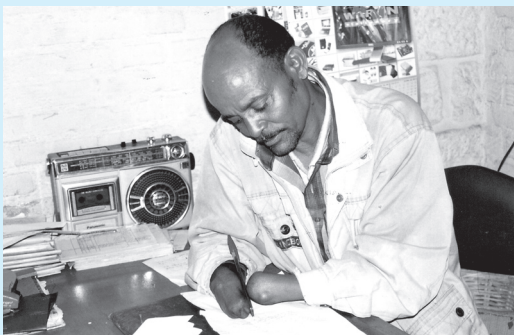
Discuss on the following questions:

1. What kind of supports have to be made for physically disabled persons?
2. What kind of situations should be fulfilled for disabled persons to contribute something to their country?

### 3.9 Expected Supports for Physically Disabled Persons

- What kind of supports do disabled persons need in your community?

Physically disabled persons need support from government, society and humanitarian organizations. Among these supports, it is important to give care, love in the community they live. They should also get material support. For example, visually impaired peoples should get brailled books. If their rights are respected appropriately, they can also contribute in the struggle against poverty.



Picture 3.6. Physically disabled person on work

### Activity 15

Answer the following questions:

1. If there are physically disabled students in your school, what kind of support do they get?
2. What should be of your roles and responsibility to support physically disabled persons?

### 3.10 The Meaning of the Right to Religion



Picture 3.7. Different religions

- What do you mean by religions equality?

Religion is basically about believing in one creator of the world. All religions in the world teach about morality and ethics. The Ethiopians are followers of different religions and there is mutual respect among themselves. Christianity, Islam, and traditional beliefs are the major ones. Everyone has to understand that neither of these religions is superior or inferior to one another and hence all religions are equally important for the believers. Therefore, anybody has the right to practice his/her right to any religion without affecting the rights of others. Any Ethiopian has freedom of religion and belief. This is clearly stated in the Ethiopian constitution.

### Activity 16

Discuss on the following questions:

1. What is a religion?
2. What is the meaning of the right to religion and belief?

# Equality

## Summary

The right to equality is the basic right of human beings. When Nations, Nationalities and Peoples of Ethiopia carry out their own issues by their own interest and choice, this is practically implementing what is stated in the constitution. Furthermore, using their language, promoting culture and taking care of their history, also implies respecting of the right of equality.

The practice of getting equal access to education enables us to promote development and progress in our country. The gender equality is important in order to avoid gender bias and discriminations between males and females. Harmful practices should also be avoided. Respecting rights of physically disabled persons is important for whole society.

## Key Words

<b>Right:</b>	A privilege that has to be enjoyed
<b>Culture:</b>	Indicates language, religion, way of life, tradition etc.
<b>Nation, Nationality and People:</b>	Society with common culture, language, history, live in common geographic area
<b>Brail:</b>	Writing material for visually impaired persons
<b>Discrimination:</b>	A deliberate practice of unfair support of advantage by affecting the advantage and privileges of others
<b>Equality:</b>	Making a fair balance or opportunity of sharing benefits
<b>'Debo'l'wonfel':</b>	Rural peoples culture of working in group in order to support each other while enjoying common meals

## Unit Review Exercises

Do these review exercises in your exercise book.

### I. Write "True" if the statement is correct and write "False" if the statement is incorrect

1. Culture also implies the way of life of human beings.
2. Working in group and supporting each other is a good working culture of the Ethiopians.
3. Early marriage can be categorized under good practices.
4. One of the attributes of democracy is the equality of culture.
5. Gender equality is a right that helps to make a discrimination between males and females.



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## Equality

### II. Match words or phrases under column 'A' with correct items of column 'B'

- | A                             | B  |
|-------------------------------|--|
| 1. Respecting elders          | (A) The equality of males and females                                |
| 2. Language                   | (B) The expression of identity of nations, nationalities and peoples |
| 3. Religious equality         | (C) Every person has the right to follow his own belief              |
| 4. Gender equality            | (D) Healthy practice/ethics  |
| 5. Physically disabled person | (E) Those who need special support                                   |
|                               | (F) Backward thinking  |

### III. Copy the following questions on your exercise book and fill the correct answer on the space provided

- \_\_\_\_\_ is working in group in order to support each other and commonly practiced in rural areas.
- Children can learn their first languages from \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ sources.

### IV. Choose the correct answer for the following questions

- Which one of the following is the advantage of self-administration of Nations, Nationalities and Peoples?  
(a) To promote development in their area                      (b) To respect the right of people  
(c) To live with other people with tolerance                      (d) All of the above.
- Which of the following does not show the equality of students in a school?  
(a) Asking questions                      (b) Participating in extra-curricular activities  
(c) Imposing personal idea on others                      (d) Participating in students affairs.
- An action that affects the basic right and dignity of females is  
(a) Early marriage                      (b) Working the work of men  
(c) Female genital mutilation                      (d) (a) and (c).
- One of the following is not a kind of supports to physically disabled  
(a) Love and care                      (b) Stigma and discrimination  
(c) Providing education materials                      (d) Respecting their right of equality.
- Which of the following shows the culture of people?  
(a) Dressing style                      (b) Food culture  
(c) Expression of happiness and sorrow                      (d) All are correct.

### V. Give short answers for the following questions

- Mention the advantages of learning by first language.
- Mention some important ways to promote and sustain participation female students in your school.

# 4

## UNIT

# Justice

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

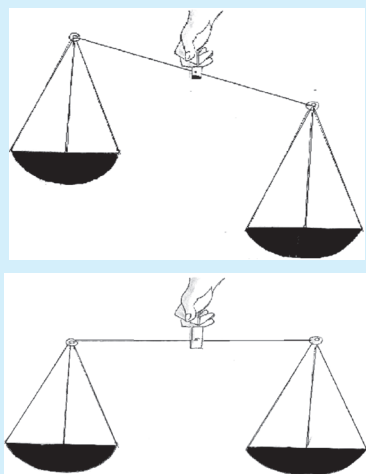
- understand how justice is violated and the meaning of discrimination.
- understand the meaning and necessity of social institutions.
- recognize the importance of justice for promotion of peace.
- understand the meaning of tax.

## 4.1 Justice

### 4.1.1 The Meaning of Justice

What does justice mean? Write on your paper and present it to class turn by turn.

Look at the following scale carefully and answer the questions that follow.



Picture 4.1. Two scales — one is unbalanced and the other is balanced

- What does the unbalanced scale indicate?

- What does the balanced scale indicate?
- What do you understand by this picture? Which balance do you like? Why?

Justice is giving proper decision or balanced decision on a case. On the other hand, it is giving judgment based on non-discriminatory and impartial decision or witness. Justice is about working without partiality, being genuine, speaking truth and working on the basis of realities.

Justice is about being 'appropriate, genuine and right.'

### Activity 1

1. Identify some of justice practices in your schools.
2. Mention some of justice practices in your family.

### 4.1.2 The Necessity of Justice

- Mention the necessity of justice.
- Do you think that justice is important for human beings? Why? Explain.

#### Jego's family

Jego's family is known for and exemplary in their community for their good family administration. One of the reasons is, having justice and fairness in the family. For this factor, the following points can be mentioned as an example. The family uses their income wisely and properly. About the issue of their

## Justice

children schooling, they discuss and decide together. They are not making any difference between their children and even a girl of their relatives whom they are taking care of. After school, they are assigned for jobs according to their ability and do have equal time allocated for their job, reading, playing and break time at home. During family discussion on any issue, all the member of the family has the right to discuss and raise questions freely.

The children also study hard and as a result they are outstanding students in the class. If any conflict occurs by accident among their classmates, they settle the problem fairly and genuinely.

### Activity 2

1. What are practices which show just administration in Jego's family?
2. What made Jego, his brother and sisters outstanding in their education?
3. What are significances of a family practicing justice? Mention some points.

### Lalo's family

Lalo's family is different from Melaku's. Though his family has sufficient source of income, it is controlled only by his father, Ato Sheberu. Any order given by the father must be done without questioning about it. Lalo's mother, brothers and sisters have no right to be listened. Sheberu decide, without consulting his children and their mother. The father also brought a child from his relatives to take care of her and to send her to school. But the father decided to serve at home and refused to send her to school.

Furthermore, Ato Sheberu has no much interest about his daughters; he shows a concern only for his boys. Although he shows more love to his boys, he does not control them and support them properly that his boys became weak academically. Due to the absence of justice in this family way of life, there is no peace, agreement and love among them. The children are known in their community as problem makers. It is a long time since Lalo's mother has abandoned the family and run away from her husband because

of his dictatorship behaviour. Recently, there is a rumor in the community that their house is going to be sold and their property is going to be shared among the family.

### Activity 3

Answer the following questions:

1. What are some of the practices which show unjust administration in a family?
2. The administration of Lalo's family is bad. As a result of this, what happened to the behaviours of the children?
3. Who suffers when there is no justice or good administration in a family?
4. From the above two kinds of families, which family do you want to live with? Why?

Justice makes human way of life easy. Justice is important in every walk of life—example in schools, kebeles, in a family, etc. It helps to avoid discrimination and stigma among people. If there are such bad practices, justice is an instrument to solve the problem. Hence, justice has to be started in families where we have brought up and in society where we live. To understand justice properly at a family level, the two neighbouring persons are good examples.

Justice **at friends' level** helps to promote fair and balanced relationship among peoples; it avoids the superiority or inferiority attitude. When you are reading books or playing games with your friends peacefully, you have to understand that you are practicing just relationship with your friends. It promotes equal benefit and respect among friends.

Justice **at a family level** enables to create peaceful relationship among the family; it also helps to produce healthy and better citizens of a nation. You can imagine and evaluate the cases of the two families in the story.

Justice **at country level** helps to avoid unfair procedures and solve contradictions and conflicts arise at community level by peaceful way. It ensures or guarantees citizens not to be looted their property

# Justice

by certain bandits or illegal people. Justice is a base to promote the progress and development of a society. It ensures rights of citizens to learn work and live equally and peacefully with others.

It also protects the possible violation of rights of children, females, weak ones, mothers and the like.

Justice is an instrument for promotion of peace, development and progress and the means for enhancement equality and mutual relations.

## Activity 4

Do the following questions:

1. Mention the importance of Justice in the following areas
  - (A) In a family way of life
  - (B) Interaction in village level
  - (C) At school level.
2. In the above-mentioned areas, what actions of justice can you do at your level? Discuss in detail.

## 4.2 The Procedure of Justice Giving and Local Judicial Bodies

### 4.2.1 Judicial Process in the Community

- If injustice is done to you in a class, to whom are you going to inform? How are you going to prove it?
- In your community, when disagreements occur among individuals, are there persons who settle such problem? And how do they solve the conflict?

### Gillo-Wa-Koori 'The Wise Person'

Gillo-Wa-Koori is very much known in the Anyuaa community for his justice. He usually gathers the quarrelled people and he makes agreement among them. He also solves problems that created in the village. He is the best person in his community

in solving problems and making peace among the quarrelled people. Because of all his wise action, his grandfather Cuai, transfer power peacefully for him. Then, Gillo-Wa-Koori became the first king of Anyuaa society.

Gillo-Wa-koori did his justice sometimes alone and other time together with the prominent elders. His success of justice is not because he is an extraordinary person but because he follows the correct and proper way of solving conflicts.

When quarrelled persons come to him, first he listens to the problem very attentively. He listens both quarrelled persons equally. After he understand the root cause of the conflict, he gives justice without partiality.

## Activity 5

Do the following questions based on the passage:

1. Why does the community accept the justice giving of Gillo-Wa-Koori? Give three reasons.
2. Mention the procedures he uses in solving conflicts and giving justice. What do you learn from his method?
3. When you are playing a game with your friends, what kind of referee do you usually select to lead the game? Why?

Justice is given at different places, on different occasions and issues. Justice giving is directly related with peoples everyday life. For example, you can realize the decisions given daily in schools, playing places, at home etc. All these decisions show judicial procedures. A judicial procedure is about giving the right solution and decision for problems faced. There are certain acceptable processes for such judicial procedures.

Basic points to be known in every judicial procedures are:

- Gathering information which enable to settle problems peacefully and properly
- Understanding the issue properly
- Giving justice based on reality

# Justice

## Activity 6

Answer the following questions:

1. What are major points in a judicial process?
2. How do judicial bodies handle conflicts in your communities?

### 4.2.2 Judicial Bodies

- Mention judicial bodies in your family, school, classes, villages, etc.
- What kind of responsibilities do you have in judicial process in your school, home, class etc.?

Judicial bodies are solution giving bodies for disputes and disagreements in the community. These bodies are classified into two. They are called modern and traditional judicial bodies. These bodies are solving problems among the community and said to be judicial bodies of the community.

#### A. Traditional judicial bodies



Picture 4.2. Mediation under the tree

- What do you understand from this picture?
- Can you mention some of the traditional judicial bodies in your village?

Since old times, traditional judicial bodies find solutions for disagreements and conflicts happening in the community in traditional ways. These traditional judicial bodies have different names in different area. Shimagles/elderly persons/religious

fathers and respected people are commonly used bodies of traditional justice. Since these bodies are near to the people, they give justice to people on different issues. Gillo-Wa-Koori's practice is one good example of the traditional justice system.

#### B. Modern justice bodies



Picture 4.3. Modern institutions of justice

After identifying the above pictures, mention the role of each of the above institutions.

The main role of modern judicial institutions is to keep justice. These institutions protect citizens of their rights not to be violated by government authorities or any other body. When citizens face a problem of justice, they can apply to these justice institutions. These institutions find solutions and give decisions based on the rules and regulations of the country.

# Justice

The following are some of the main modern institutions of justice.

- **Kebele Social Courts**

They serve the community by giving justice on different issues. They are the nearest modern bodies to the community.

- **Police Station**

Police men keep peace and security of yours and the community. They are, one of the modern judicial organs.

- **Courts**

They are among the major judicial organs. When problems occur, people apply to courts in request of justice.

seriously respecting the rules and laws of the community. Furthermore, the judicial process was free of discriminations. Conflicts were commonly solved through fair judicial process on time. Because of this quality, the Chaner village was known as the *“Village and a country of justice”*. However, since recent times, things in Chaner village were changed. Members of the community started not to respect their constitution of justice. Everyone was acting out of law. Administrators of the community started giving decision out of legal procedure. Services from government institutions were given based on bribe, blood relationships, or by means of force etc. Stealing properties and beating people became common crimes. Police men could not catch criminals easily. If those criminals were caught by chance, they were released immediately. There was no strong person who can give justice to the community. Individuals started taking by force common properties of the community such as places of house building, irrigation, forest areas etc. The people of the village very much worried. They started saying, ‘what will happen to the end of our popular village of love.’

## Activity 7

Answer the following questions:

1. What is the role of the following institutions in judicial process?  
(A) Your kebele; (B) Courts; (C) Police stations.
2. Mention injustices that may happen if there are no police forces.

## 4.3 Possible Ways of Violation of Justice

### 4.3.1 Non-observance of Rule of Law

- Who should respect law in your school?
- What will happen, if there are people who do not respect law? What kind of measure has to be taken?
- What kinds of laws are needed to be respected at your age level?

### “The Chaner Villages” (Part one)

For a long time, the Chaner village has been an exemplary village of peace and love for even neighbouring peoples. The main reason for their popularity was that everyone in the village was

## Activity 8

Answer the following questions based on the passage above:

1. What are the reasons for the happening of problems in “Chaner village”? Mention.
2. Can you identify some of the specific actions for the violation of justice?

One of the reasons for the violation of justice is lack of respect to the rule of law. To respect law is a matter of discipline. A law at any place has to be respected by its citizens. Law is found in every way of people’s life. There is law in the family level, at schools, in the classes, at playing places, etc. If school rules are not well respected, teaching-learning process cannot be effective. This in turn may affect the students’ future life. Every playing game has its own law. This law has to be respected by all players equally. If rules are not respected properly, the game can be interrupted. Not only this but also the

## Justice

interruption may have bad effects. At family level even, when there is no good family administration rule, the family can fall into problem. "The Chaner village" is a good example for this.

Law formulated at country level has to be implemented effectively by its citizens. If not, there is no fair judicial process. Non-observance of law at individual, society and country level leads to critical problem. People have to respect a law for sake of their own peace and development. Injustices in different situations are the result of non-observance of rules and regulations.

### Activity 9

Answer the following questions:

1. Mention three reasons for the followings for the possible violation of justice  
(A) In family; (B) In schools; (C) In class.
2. What are effects of non-observance of laws in schools and in Kebele?

### 4.3.2 Action of Partiality or Favouritism

- Mention partiality or favouritism in the following areas  
(A) In family                      (B) In schools  
(C) In class.
- Why do people favour or do partiality? Mention reasons for it.

The second form of violating justice is by doing partiality or favouritism.

Favouritism or partiality is the opposite of justice. When favouritism or partiality expands, justices on the other hand will be affected badly. Favouritism or partiality is working against rules and regulations. It may be also defined as making advantage to somebody or to oneself on the expenses of others. Some people do favouritism or partiality based on blood relationship, language, race, religion, closeness or affiliation, bribing money etc. Favouritism or partiality can be practiced in schools, kebeles, judicial institutions etc.

They hinder justice by violating judicial procedures. In any way, favouritism or partiality is not encouraged at any cost.

### Activity 10

Discuss on the following questions:

1. What is expected from you to avoid favouritism or partiality?
2. What has to be done to avoid favouritism or partiality in schools?

### "Chaner Village" (Part two)

Conditions at the Chaner village were getting worse due to a number of uncontrollable problems. As a result of this, life was under great threat in 'Chaner village'. There was no the former military strength and popular unity. As a result, the village was facing frequent invasion from neighbouring countries. Children were no more seen in their playgrounds; Cattle were not seen in their grazing fields. Girls have stopped to go to schools due to frequent abductions. Mothers were very much terrified when they go for marketing. There is killing of one another. Hence, people started evacuating or leaving their village. Eventually, the village became deserted or abandoned and no body was living there. Finally those villagers disintegrated and the village was destroyed easily. When other people pass by the demolished village, they joke at it saying, "Oh Chaner, the village and country of love!!"

### Activity 11

Based on the above passage, answer the following questions:

1. Explain in detail the damages of not keeping the rule of law or practicing partiality/favoritism. You can use the Chaner village as an example.
2. What should the Chaner villagers have done to prevent their problem? Mention at least two possibilities.

# Justice

Favouritism or partiality can cause the following problems:

- It deprives citizens of their rights and advantages. For example, if favouritism or partiality is expanded in a school, children may not get the right to education equally. This is true of health centers too. If favouritism is expanded in a family, it distorts family life.
- In addition to these, favouritism or partiality practices hinder the observance of the rule of law in a nation and as a result people may lose confidence in their government. It can be the cause for disturbance and violence. As a result, there may not be peace and security in the nation. It can also be the cause for looting and plundering of peoples' property. Even sometimes this situation may damage people's lives.

## Activity 12

Discuss on the following questions:

1. What is the damage of favouritism or partiality on the life of the citizens of a nation?
2. What is expected from each citizen to avoid favouritism or partiality?

## 4.4 Social Institutions

### 4.4.1 The Meaning of Social Institutions



Picture 4.4. Social Institutions

- On basis of the above institutions
  - (A) Define their meaning
  - (B) Mention their services.
- Copy the table below on your exercise book and check whether these institutions are present in your area or not.

	Name of institutions	Yes	No	Number	Workers in the institution
1.	School				
2.	Health posts				
3.	Kebele office				

The social institutions are established to give certain services in a community. Institutions in the above table are examples of social institutions. These institutions give different significant and necessary services for people. For example, the school you are learning in is constructed to give such education services in your community. Health centres are also established to give health services for the public.



# Justice

## Activity 13

1. Mention the meaning of social service.
2. What are functions of social services?

### 4.4.2 Fair Services of Social Institutions

- What do fair services of social institutions mean?

How can fair services of social institutions be checked whether they are really fair? Social institutions are established with the objective to give fair service for the whole community without partiality. For this purpose, institutions have to follow, fair and equal service giving system. Furthermore, fair service implies that providing equal service to all citizens without regarding the economic status or level, political power, blood relation etc. of the persons.

## Activity 14

Answer the following questions:

1. Mention the possible obstacles of social institutions to give fair services to a society.
2. Mention the possible causes or consequences of the absence of fair services.

### 4.5 The Meaning of Tax



Picture 4.5. Paying tax

- According to the above picture, what do you think that those peoples are doing?

- Have you ever heard the term tax? Explain your opinion.

### Kedija's interviews

After learning about social institutions in the class, Kedija become interested to know who has constructed these institutions. For this reason, she interviewed and made a discussion with her father, Ato Ali. In the discussion, she also happened to know about tax too. This interview has two parts.

#### Kedija's interview (Part one)

**Kedija** - Daddy, who has constructed those schools, health centre, agricultural centres, roads and etc. in our community?

**Ato Ali** - Majority of them are constructed by government. Government is the representative body of the people. The government keeps peace and security, and promotes developments in the society.

**Kedija** - Daddy, what is the source of money for government to do such works?

**Ato Ali** - Government is doing such works on basis of money collected from people through taxes.

**Kedija** - Daddy, what is tax?

**Ato Ali** - It is some amount of money that citizens are paying from their income. Money collected from tax is important to construct social institutions. Furthermore, it helps to develop infrastructures such as roads, water, electricity, telephone, etc. and also government safeguards national peace and security.

**Kedija** - Daddy, do all people pay tax to government?

**Ato Ali** - Yes, merchants, peasants, government workers, industry workers, labourers, militaries and the like should pay taxes.

## Justice

### Activity 15

Based on the previous passage, answer the following questions:

1. What do you understand by collection of tax?
2. On what places does government use money that has collected through tax?
3. What kinds of problems would occur, if tax is not properly collected?

#### Kedija's interview (Part two)

**Kedija** - Daddy, do all peoples pay tax equally?

**Ato Ali** - No, the amount of tax payment is different. The amount of the payment is based on their income. Therefore, the one with high income pays larger while the one with low income pays less amount of tax.

**Kedija** - Daddy, how about you, have you paid what you have to pay?

**Ato Ali** - Indeed, my daughter, I usually pay early. I have to fulfill my citizenship responsibility. And then he showed her the recent tax receipt.

**Kedija** - Daddy, what will happen if tax is not properly paid?

**Ato Ali** - If citizens are not fulfilling the responsibility of tax paying, children like you cannot get education properly. Furthermore, health centres cannot be constructed and as a result of this communities may be attacked by disease easily. Roads, water wells, electricity and other services cannot be expanded. This is not good for the development of our nation because it is impossible for us to

avoid our poverty unless the citizens pay their tax.

**Kedija** - Daddy, are well-developed countries growth is because their citizens are paying taxes properly to their government?

**Ato Ali** - Yes, my daughter, the reason for their development is their peoples' hardworking and proper paying of tax. Government is like a family leader. The family leader is supposed to provide with the necessary material to the member of the family. In the same manner, the government has to provide with the necessary material to its citizens. And this is possible by collecting taxes.

**Kedija** - Daddy, now I have understood about social institutions and about tax too. Furthermore, I will share the information with my friends. And as citizen's responsibility, I will pay tax in the future when I have my own income.

**Ato Ali** - Yes, my daughter! I believe that you will fulfill your responsibility.

### Activity 16

Answer the following questions based on the above passage:

1. Mention the importance of the collection of tax for a country.
2. On what base or ground do citizens pay the amount of tax?
3. What kind of problems can happen to children like you, if tax is not properly collected?

# Justice

## Summary

Justice about fairness; giving genuine decision and working for truth. Justice is important in every society's life. Family is the base for society. Therefore, justice makes family administration healthy and as result there will be a stable society. It avoids favouritism or partiality and promotes a system of equality among the people. It is an instrument to create developed and peaceful country. For this purpose, people have to respect law at all levels. As a citizen, they should not

practice injustice actions. Objecting and fighting against favouritism or partiality is one of the basic characters of good and responsible citizen. Justice can promote quality services in different social institutions. To strengthen social institutions, people have to pay tax for their country on the basis of their income. In general, in order to promote justice, judicial process has to be practiced in family, schools, living places, work places etc.

## Key Words

<i>Justice:</i>	An action practiced free of favouritism or partiality
<i>Dispute:</i>	Short-term disagreement
<i>Favouritism:</i>	Partiality; unfair decision that hurts others
<i>Victim:</i>	An act of damage or attack happened to somebody
<i>Institution:</i>	An organization authorized to do something
<i>Judicial process:</i>	Giving decision on different issues
<i>Scale:</i>	An instrument or symbol of equality, justice and fairness not to victimize others
<i>Character:</i>	Behaviour
<i>Professionals:</i>	A qualified person with good knowledge, skill and ability

## Unit Review Exercises

Do these review exercises in your exercise book.

### I. Write "True" if the statement is correct and write "False" if the statement is incorrect

1. Justice is about working without partiality being genuine, speaking truth and working on the basis of realities.
2. Traditional judicial institutions are important to promote justice in a society.
3. Police forces are not part of modern judicial organs.
4. Tax is the major source of money to promote social institutions.
5. Law formulated at country level has to be implemented effectively by its citizens.

# Justice

## II. Match words or phrases under column 'A' with correct items of column 'B'

A	B
1. Violating law	(A) Traditional judicial institution
2. Justice	(B) Fair decision
3. 'Shimeglina' (mediating by elderly people)	(C) Modern judicial institution
4. Social institutions	(D) Late coming to school
5. Courts	(E) Health posts
	(F) Disagreement

## III. Copy the following questions on your exercise book and fill the correct answer on the space provided

1. Three main judicial institutions are: \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
2. \_\_\_\_\_ is an institution which promotes knowledge of citizens.
3. The amount of money people pay on the basis of their income is said to be \_\_\_\_\_.

## IV. Choose the correct answer for the following questions

1. In which of the areas is judicial process is important?  
(a) At family                      (b) At school                      (c) At kebele                      (d) All of the above.
2. Which one of the following is an obstacle to judicial process?  
(a) Telling a lie                      (b) Genuinely                      (c) Truthness                      (d) Fair decision.
3. Who should pay tax?  
(a) Merchant                      (b) Government worker                      (c) Farmer                      (d) All.
4. Which one of the following is act as social institution?  
(a) Health centre                      (b) Police station                      (c) School                      (d) (a) and (c).
5. Which one of the following is not the result of judicial process?  
(a) Disintegrated family                      (b) Peace and progress  
(c) Equality                      (d) Mutual understanding.

## V. Give short answers for the following questions

1. What kind of behaviour should you practice in schools to promote judicial process?
2. What kind of problems can happen if tax is not properly paid? Mention in detail.

# UNIT 5

## Patriotism

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

- explain the meaning of patriotism.
- understand the relations between patriotism and citizenship.
- identify actions or practices that can damage patriotism.

### 5.1 Patriotism

#### 5.1.1 The Meaning of Patriotism



Picture 5.1. Representatives of different Nations, Nationalities and Peoples

- How do you explain the idea of patriotism in regard to this picture? Explain it.

Identity proverbs, jokes, poems, songs and the like which express patriotism in your village and share these to your classmates.

For example, with love we build a country.

Knowledge is a means for peoples respect or reputation.

Skill is a means of proud

ምሥሌ፤ በፍቅር ሀገር ይሠራል፤  
በዕውቀት ሕዝብ ይከብራል፤  
በጥበብ ይከራል።

Patriotism is about loving one's country. There is a difference even among the members of a family in characteristics, physical appearance or way of practicing doing things. However, there is understanding, tolerance, love and mutual respect among themselves. They also understand that they have equal rights and responsibilities. This situation is also true to citizens of our country, which has diversification of language, culture, religion and tradition. It is stated in the constitution clearly that the Nations, Nationalities and Peoples of Ethiopia have equal rights to life. The sovereign and internationally recognized state of Ethiopia is equally the home of all different Nations, Nationalities and peoples of the nation. As a result of these factors, Nations, Nationalities and Peoples of Ethiopia are living together with love, tolerance, mutual understanding and respecting one another.

#### Activity 1

Discuss the following questions in class:

1. What does patriotism mean?
2. Why do we love our country?

#### 5.1.2 How Patriotism is Expressed?



Picture 5.2. Students on work

- What do you understand from picture 5.2?

## Patriotism

### Father Sirbamo and Docho's neighbourhood children

Father Sirbamo lives in 'Sefere Selam' area. Sefere Selam is a place in Hawassa town located at around 'Atena Terra' children of 'Sefere Selam' like Ato Sirbamo, and they call him 'Guche'. Father Sirbamo was one of the Ethiopian soldiers in the 1935/36 fighting against the Italian invasion. 'Guche' Sirbamo is a heroic person who lost one of his legs in battle field. 'Guche' Sirbamo is the grandfather of Docho. Docho is 14 years old boy who has great love to his grandfather. Docho has friends called Eyob, Yasin, Tedesse, Daniel and Zemzem. Docho and his friends like to chat with 'Guche' Sirbamo after their return from schools. The following passage is their conversation.

**Zemzem** - Guche, why is one of your legs sick?

**Guche** - You see! This leg is not sick. But I lost it when I was fighting against Italian invaders to free my country.

**Zemzem** - Guche, does that mean you love your country very much?

**Guche** - There is nothing above a country.

**Tedesse** - Guche, how can we express that we love our country?

**Guche** - Well, that is good question. Loving country starts from loving of community, respecting families, showing good behaviour to neighbouring people, keeping the environment clean, giving priority to education and proper handling of private and common properties are some of good qualities of loving one's country.

**Yasin** - Guche, is it bad if I become a soldier like you?

**Guche** - It is good idea. However, keeping the security of your country is not only at the battle field. If you advice very disturbing children in the community, and also if you are trying to be a

model person in your village, these are also good qualities of protecting the security of one's country. This way you can show that you really love your country.

**Daniel** - Guche, how about when an enemy invades our country? What shall we do?

**Guche** - Daniel, our enemy is not only the invaders in the case of invasion; all citizens are responsible to protect their country. But our main enemy is hunger and poverty. Currently, since poverty is our number one enemy, everyone has to fight against it.

**Eyob** - Guche, but how can we fight against poverty?

**Father** - We can do this by educating oneself and by being a hard working person; and also through proper handling of public and government property. For example, when you see a water pipe broken, it is good to inform to the concerned body. Do not hit street light bulbs; and keep your environment clean. These are some of the responsibilities that are expected from you.

**Docho** - Guche, today onwards, we will love our country and we shall keep our promise. We shall also put your advice into practice.

**All the children together** - Yes Guche, we shall keep our promise!!!!

**Guche** - Very good children. Now I am happy. Be a hard working student since you are the hope of the nation's future!!

### Activity 2

Based on the above conversation, answer the following questions:

1. Based on Guche's and Docho and his friend's discussion, what does patriotism mean?

## Patriotism

2. Mention additional good qualities of patriotism.
3. A border of our country is kept by military and people together. Likewise, if we all keep resources from wastage, it helps to reduce poverty. Discuss on those two points with your class friends.

If you really love your country, you have to show it in practice. And this is patriotism.

A patriotic person has to show his/her own patriotic feeling in practice. The following good qualities of loving one's country, is expected from a patriotic person:

- Feeling proud of our country and working hard for its development.
- Contributing something for people.
- Avoiding practices that will damage the nation.
- Respecting others language, culture, belief and opinion; promoting toleration and peaceful co-existence.
- Putting all efforts together and work hard in order to reach to the level of industrialized countries.

### 5.2 Bad Practices that can Harm Patriotism

- What kind of message do the following Amharic sayings transfer? Discuss.
1. ከራስ በላይ ነፋስ
  2. “እኔ ከሞትኩ ሠርዶ አይብቀል”
  3. የአባትህ ቤት ሲዘረፍ አብረህ ዝረፍ
  4. ጉቦና ሌባ በር አይወድም።

#### Abrar Kesto

Tabor primary school is known by producing active students. The school has ranked first for last three consecutive years. It is known not only for student achievement but also by the good character of students. Abrar Kesto is one of the students in the

school. Unlike other students, Abrar Kesto is known not only by his bad performance but also that he is problem maker in the school. His father, Ato Hayilu, teaches in Tabor primary school. Because of this considering that nothing will happen to him, Abrar destructs properties of the school. For example, he tears some pages from library books that his father lend; he was also found stealing 8th grade exam paper from his father and sell it to students; it was understood that one day he even gave a stolen exam paper to his niece. It was known that he was also stealing students' property from the class. Once upon a day, it was approved that Abrar has broken water pipe of the school and electric bulb.

Furthermore; he was very careless about keeping his school environment safe that when he saw cattle destructing garden plantation of school compound he did not report to the director. This situation made his classmates worried very much and they agreed to inform the case to the school director.

### Activity 3

Based on the passage, answer the following questions:

1. Discuss on the faults of Abrar Kesto that his classmates agreed to inform to school director.
2. Mention three possible reasons for the weakness of teacher Hayilu, the father of Abrar Kesto.
3. Discuss with your instructor whether the bad practices of Abrar Kesto can damage patriotism or not?

### 5.3 The Meaning of Common Properties

#### 5.3.1 Common Properties at Home

- Can you mention some of the common properties of your family or your village people?

Common properties are instruments which give service to more than one person or for group of

## Patriotism

persons. Common properties are mainly serving not only the interest of individuals but also the interest of people.

In addition to privately held properties, people also use common properties too. For example, they are instruments giving services to all family members. There are common instruments at home such as clothes, books, cooking materials, etc. These common properties have to be held by all family properly. If some of the family members are careful while others are careless in handling these common properties, it disturbs family peace. Maintenance or replacing by purchasing new material will cost further money to the family. Therefore, every family member has to give proper attention to the family's common properties.

### Activity 4

Answer the following questions:

1. What does common property mean?
2. Mention some commonly used properties at your home.

### 5.3.2 Common Properties in School

- Mention some common properties at school.

'School is a centre for human development.' This is a common slogan hang on the wall of many schools. Of course school is a source of wisdom and skills. There are a number of common properties in schools. Every student has individual and common responsibility over handling of common properties. If chairs and tables are broken, it becomes the problem of whole students. If toilets are not properly held, every student who uses the toilet can have a health problem. And this will be a cause for family and government to spend further money for treatment. If a classroom is not clean, it affects the learning process. As the school is a centre which integrates the youth of yesterday, today and tomorrow, therefore, everyone has to handle common properties of schools properly.

### 5.3.3 Necessary Cares for Common Properties

- Why is it necessary to have a proper care for commonly used properties?

Commonly used properties at home are provided by parents. Community and school properties are provided by government and public. Government uses taxes for this purpose. Everyone has to handle these properties properly and neatly. If a container of garbage is not properly held, it leads to disturbance of health in society. If electricity, telephone, water pipe lines are damaged because of carelessness, it hurts the people. As we are poor, such unnecessary wastages can affect our country's economy. Hence, everyone has to handle commonly held properties properly. Not taking care of such properties is also illegal.

### Activity 5

Answer the following questions:

1. Mention four of your private properties.
2. Mention at least three commonly used properties of your community. How are the properties kept?
3. If there are broken materials in your school, discuss with your instructor on its damage to the school.

## 5.4 Ending Poverty and Backwardness

### 5.4.1 Expressions of Poverty and Backwardness

ልጅ “እንጆራ! እንጆራ!” እናት “የለም! የለም!”

ድንኳን ክፉ ነው ጠግቦ መብላት የለም።

(Popular poem about poverty)

- Discuss how the above popular poem expresses poverty.



## Patriotism

The meaning of poverty is when people are not getting basic needs such as clothes, food and shelter. Backwardness is when a poor country is not reaching the levels of the developed countries in terms of material production, leadership, and standard of people's life.

Now, based on the above concept, give as many examples as possible about poverty and backwardness and discuss on it.

1. Ethiopia is one of the poorest countries in the world. One of the basic reasons for our poverty is that we are not working hard. Poverty always makes you to dependent on other countries. Poverty makes you to look for help from others. Poor people are exposed to and easily attacked by man made and natural disasters. If you look at your family or people around your village, you will notice that because of poverty some children are not going to school. The children also lack proper nutritional food. Backwardness and poverty stricken society lead miserable life and is easily attacked by diseases.

### Activity 6

Answer the following questions:

1. Some children are not going to school because of poverty. How do they pass their time?
2. Mention at least three problems of backwardness.

### 5.4.2 Measures to end Poverty and Backwardness

- Discuss on possible measures to resolve the problem of poverty and backwardness.

The only way to depart from poverty and backwardness is to develop the culture of hardworking. To reach higher level of development, job creativity and commitment to work are important. The emerging public motivation for work has to be continued. Policies and strategies of the government of Ethiopia are also motivating citizens for work.

There are findings which indicate that our country economy will reach better stage of development in near future. Good policies and strategies are meaningless by themselves if there is no peoples' work motivation.

### Activity 7

Answer the following questions:

1. Mention about three developmental practices of your community.
2. Can you indicate at least two fast developmental examples in our country?

### 5.4.3 Humanitarian Service

- What does a humanitarian service mean? Discuss.
- Discuss on the contribution of humanitarian organizations services in your community.

#### Exemplary Humanitarian Service

There was a young boy in a country. There is railway along the living place of the boy. Every passenger knows that boy because he always greets them being along the railway. Particularly all the rail drivers know him well that sometimes they give him some little gifts. One morning, the boy was shocked by what he saw. He saw the bridge of the railroad broken down. The train arrival time is approaching. He knows that if the train driver is not informed before the train comes to the bridge, everyone is going to die. Hence, he started to wait for the coming of the train by holding his red shirt by his hand. As soon as the train reached, he started to wave his shirt and was running with it by saying "please stop! The bridge has broken!" However, the driver and passengers did not know about it. They only greeted him by waving their hands. Though the boy continued to run with the train and was shouting to stop the train, no one understood his problem. But still, the boy was running and knocking at the train to stop it. As he was running and knocking at the

## Patriotism

train, suddenly he fell down and the train crushed him to death. All of a sudden, the driver stopped the train and irritated by the performance of the boy. But later, when the driver realized the case, he surprised that the boy had lost his life in order to save the life of the passengers.

(This is an exemplary story told in a number of countries.)

Humanitarian service is an attempt based on self-initiation to help others. Humanitarian service is interest based responsibility for everyone. No one may order us to give humanitarian service. However, for the sake of help and support, we may give humanitarian service to our people. A person can give humanitarian service to the needy ones in his community. A student can also give a humanitarian service in order to support his school.

### Activity 8

Based on the passage, answer the following questions:

1. What kind of good lesson can we learn from the above passage?
2. What would have happened if the boy did not do that action?
3. As mentioned in the story, good individuals like the boy in the story commit even their life in order to save the lives of others. Do you give humanitarian service in your community within your capacity? Discuss.
4. Discuss with your teacher about a humanitarian service and about the possible areas you can give such services in your community.

### 5.5 Citizenship

ሰው በሃገሩ፣ ሰው በወንዙ  
ቢበላ ሃር ቢበላ መቅመቆ፣  
ይከበር የለም ወይ ማንነቱ ታውቆ

- Discuss with your instructor on the message of the above public poem.

Citizenship is a legal membership of a given country. A citizen of a country has to be governed by rules and laws of the state. As any citizen has constitutional rights, the citizen is also expected to fulfill her/his responsibility properly. A citizen is also expected to participate in any national issues. The citizen has to keep away herself/himself from actions that can damage the people or nation. If there are people that can damage the nation this way, a citizen should resist them strongly. If problems happened in such a situation, it is important to report to police office or to the concerned body.

### Activity 9

Answer the following questions:

1. What is citizenship in general? What is the role and responsibility of an Ethiopian citizenship in particular?
2. "Rather than asking what my country has done for me, it is better to say what I have done to my country." What is the message of the above saying?

### 5.6 National Flag

#### 5.6.1 The Meaning and Necessity of National Flag and Anthem



Picture 5.3. Students on flag ceremony

- What do you understand from the picture?

# Patriotism

## Misho and his Friends

Misho and his three friends are grade five students in Nigist Furra primary school. Due to violation of school rules and regulations, they were punished frequently. Especially, in every morning in flag ceremony, they are known by disturbing the occasion. Sometimes even while students are singing national anthem, they sing other songs to disturb the occasion. On other days they are giggling at students who are lined up in a ceremony and were causing disturbance knowingly. By frequent observation of such bad behaviours of students, the head of the council of Civics and Ethical education, tried to talk with them. He explained that national flag and anthem are the expressions of sovereignty and dignity of a country. He told them that because of patriotism and national flags and anthems, a number of successes were achieved. He mentioned that how our fathers and forefathers used flags and anthems while sacrificing their lives in different war field to maintain the territorial integrity and sovereignty of our country. He also explained them that when a flag is used at sport computations and other international occasions, it has deep meaning to the audiences.

After such serious discussions, those four students regretted of what they were doing. They promised not to commit such mistakes for the second time. They also agreed to ask an apology before all students of the school during the flag ceremony.

## Activity 10

Based on the above passage, answer the following questions:

1. What have you understood from the bad actions of the four students at flag ceremony?
2. Are there such students in your school? If yes, what kind of problems are they doing?
3. What have learned from the practice of Civics and Ethical Education club?
4. What has to be done in your school in order to have a better flag ceremony?

The national flag of a country has a number of deep meanings. For example, it inspires and motivates citizens to work hard together towards the development of their nation. The national flag indicates independence, heroism, cooperation, sovereignty and dignity of a country.

During the bad and good history of the country, the Ethiopian people have shown the close links between the nation and its flag. There were bad government systems in the past. Although the people hate these government systems, they loved the flag of the country and even fought against the oppressors and declared freedom. The people of Ethiopia also fought back against the foreign invaders successfully too.

When a national flag is used in schools, government and non-governmental institutions, religious centers, in Embassies of Ethiopia in a receiving state, big state meetings, sport occasions, etc., and when it is accompanied by national anthem, it has a great patriotic and national feeling.

When the national anthem which indicated popularity, possession of unique cultures by nations, nationalities and peoples and endowment of natural and historical heritages, it has the power to initiate the emotion of citizens.

## Activity 11

Discuss on the following questions:

1. What do we mean when we say a flag represents a nation?
2. Write a poem or a short essay on the following title and show to your friends

**'THE FEELING I HAVE EXPERIENCED WHEN I SEE THE ETHIOPIA FLAG CELEBRATED IN VICTORY.'**

# Patriotism

## Summary

In this unit, you have learned about patriotism. Patriotism develops by effective performance at home, community and schools levels. Bad practices that can damage patriotism have also mentioned in detail. Every person regardless of religion, culture and language has to respect one another. In order to be free from poverty and backwardness through

promoting justice and equality, it is important to work hard and proper handling of common properties.

It is indicated that citizenship is the legal membership of a country. Every citizen has not only to claim for his/her rights but also fulfill his/her responsibilities. Every citizen has a responsibility to respect the national flag and anthem ceremony.

## Key Words

<b>Sovereignty:</b>	Free country with international recognized rights, privileges and dignities
<b>Bribe:</b>	Unfair advantage that has gained by illegal ways
<b>Public poems:</b>	Popular sayings or poems passed from generation to generation. Their authors are unknown
<b>Patriot:</b>	A hero who has fought for his country's sovereignty or a person who is very effective in his/her working area
<b>Tax duty:</b>	Money collected from either salary or trade activities and implemented to promote social services
<b>Policy:</b>	Rules and regulations for effective implementation of objectives
<b>Strategy:</b>	Implementation guidelines of a policy
<b>Public media:</b>	Radio, Magazines, Television, Newspapers which are information sources

## Unit Review Exercises

Do these review exercises in your exercise book.

### I. Write "True" if the statement is correct and write "False" if the statement is incorrect

1. Cultures of Nations, Nationalities and Peoples should be treated equally.
2. Citizens may die but a state continues to exist.
3. The victim of property wastage in our school is government only.
4. Bribe is the best and shortest way to be a rich person in wrong way.
5. Poverty is when people are not getting basic needs such as clothes, food and shelter.
6. Flag represents a nation.

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# Patriotism

## II. Match words or phrases under column 'A' with correct items of column 'B'

- | A                      | B  |
|------------------------|--|
| 1. Independent state   | (A) A practice carried out by selfish action |
| 2. Citizenship         | (B) The identity of people                   |
| 3. Bribe               | (C) Unfair advantage that is got illegally   |
| 4. Humanitarian action | (D) Membership of a country                  |
| 5. Culture             | (E) Sovereignty                              |
| 6. Natural Resource    | (F) Minerals                                 |
|                        | (G) Self-initiation to help other            |

## III. Choose the correct answer for the following questions

- Which one of the following do not describe the equalities of Nations, Nationalities and peoples of Ethiopia?  
(a) Disrespecting of their culture  
(b) Promoting discrimination  
(c) Support Ethnocentrism  
(d) All of the above.
- A citizen of a country  
(a) Respects the constitution of state  
(b) Ensured his/her democratic rights  
(c) Has to fulfill his/her responsibility  
(d) Has to respect others right  
(e) All of the above can be answer.
- Which one of the followings should not be common property?  
(a) Desk of a school  
(b) Television at home  
(c) Sharp instrument that cuts fingernails  
(d) Photo camera of a family  
(e) Water pipe of the community.
- Which one of the following can be a bribe?  
(a) A reward for outstanding student  
(b) Payment with a legal receipt  
(c) Employment through blood relationship  
(d) Employment by job experience  
(e) All of the above.

## IV. Copy the following questions on your exercise book and fill the correct answer on the space provided

- When we say our country is sovereign, it is to mean that our country is\_\_\_\_\_.
- Peoples of our country should get equal \_\_\_\_\_ from their countries resource.

## V. Give short answers for the following questions

- What is citizenship?
- What does commonly used properties mean?
- How is patriotism expressed?

# Responsibility

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

- understand the meaning of responsibility.
- identify different types of responsibilities.
- appreciate the actions of honesty, loyalty and integrity at different responsibility levels.
- enumerate discharging citizenship duty.

## 6.1 The Meaning of Responsibility



Picture 6.1. Students while watering seedlings

- What does the above picture show?
- What is the importance of seedling?

### Green Compound

W/ro Birtukan and Ato Kitale have four children. Ato Kitale is weaver while W/ro Birtukan is a teacher in a primary school. Their children, Ersado, Butasha, Wude and Lelamo are attending their learning at a high school. The family works jobs collectively. The children do the home chores on a weekly shift basis. They do not believe in dividing the job between boys and girls. Since they are well planned and manage their time properly, they have sufficient time to read. They participate in the work according to their interest: Ersado takes care of compound plants; Wude on beehive; Lelamo on

hens and Butasha is engaged in his father's work of weaving. Since the compound is green and the source of different products, the surrounding people call it "Green compound". Surrounding peoples buy certain products from them.

By selling such products, they help to increase their family income in different aspects. Educational and other costs are commonly covered from such sources. Furthermore, they are members of an association for the support of the aged people. This association is established by the Community 'Idir'. They pay membership fee. By participating in school clubs, they share their experiences with their friends. Because of their effective work and achievements the community calls them exemplary children of the community.

### Activity 1

Based on the above passage, answer the following questions:

1. How have those children carried out their responsibilities?
2. Classifying jobs as males and females —is it appropriate or not?
3. Do you have responsibility at home and/or at school? If yes, mention them.

Carrying out a given work by self-initiation or by order from others is known as discharging responsibility. To be effective in all engagements where a person is assigned, he/she has to be responsible. For example, parents, physicians, teachers, military men, peasants, students—have to take care

## Responsibility

of children, patients, students, country, farming, learning respectively. These are some of the examples in fulfilling responsibilities.

The responsibility level can be high or low. Nevertheless, to be effective in any place, a person has to discharge a responsibility. Effective result of each person has contribution to him/her self, community and country at large. As a student, since learning is your present role; you have to work hard.

On basis of this, you have to contribute something to your family on basis of your capacity. You can imagine that your parents' dedication of their investment on you is to make you a good citizen. Your responsibility starts at home and at school too. You have to be aware of common properties at school. The other responsibility at school is fighting against the harassment of girls and the abuse of child rights.

### Activity 2

1. What does fulfilling responsibility mean?
2. Can the self-initiating work be identified as responsibility? How?
3. Why do students take care of school properties?
4. From where should we start fighting against harassment and child abuse?

## 6.2 The Meaning and Necessity of Promise

“የተናገረውን በውጤት አብሳሪ

እውነተኛ ሰው ነው ቃልኪዳን አክባሪ።”

- Based on the above statement, what does a promise mean?
- How does promise is explained?
- What are the main qualities of a person fulfilling a promise?

### Dark and summer

There was heavy rain on last June 30. Peoples of Tabour kebele failed to get back to their home. Ato Dansa, the carpenter, was one of people faced challenge of running water and darkness. The rain has become heavier and heavier. As a result, he failed to identify the road from farmland. So, he immediately moved to a certain home around the road. The aged person who saw the sufferings of Dansa has invited him to his home to get shelter. But, Dansa told them that his wife is pregnant that he has to take care of her and hence he requested to borrow the flash light and umbrella. The aged person told him to bring them in early morning and Dansa also promised to do so.

As Dansa expected, his wife, Birke, was waiting for him standing at the door. By welcoming him, they entered their home, ate dinner, had tea, coffee and went into bed. However, early in the morning his wife was ready to deliver a child. At this moment, in order not to break his promise, Dansa left his wife to be cared by his neighbours and went to return the properties to the old man. But Birke and neighbours were not happy and criticized his action. When he returned back immediately, he found his wife giving birth to a daughter.

### Activity 3

Answer the following questions based on the previous story:

1. Which actions in the story show honesty?
2. What was the end of the promise between the old man and Dansa?
3. Dansa left his wife at her critical delivery time and went to return the properties in order to keep his promise. Was he correct or not? How do you judge it?
4. How was integrity practiced in the story?
5. If we say the old man is a good person, how about Dansa?

# Responsibility

## Promise

Promise is a vow that someone is doing to another person. A person who puts his Promise into practice is said to be loyal while who has failed to do is supposed to be a liar.

Promise encourages individuals for better achievement. Each person has to promise for him/her self, his/her family, community and country at large. When a promise is translated in to work, it indicates the quality of citizens to fulfill their responsibility. A promise is necessary for the economy change of community, for promoting civilization and country's development. Because promise has a mental force that encourages people to the implementation of their actions.

If you carry out your shared work at home and attend your education seriously, you are said to be a person keeping his/her promise. Keeping promise starts at discharging responsibility at home, which also encourages for participation in schools. For example, being a student is a promise by itself. This is because for better achievement and performance, the only way is to commit oneself to learning. Being a class monitor, club leader and the like, are commitments that lead to effective fulfilling of promises.

## Activity 4

Answer the following questions:

1. What does promise mean?
2. What do we call a person who does not keep his/her promise?
3. What is the importance of promise?

## 6.3 The Meaning of Honesty, Loyalty and Integrity

● Discuss on the following issues:

1. Honesty
2. Loyalty
3. Integrity

In Boditti there is a place called 'Menorya sefer', in which many people live. Amongst them, there live five friends who are shoe polishers of the village.

They have aims: Learning and possessing a shop are the main ones. For this purpose, they have started saving. From their daily income they started what is called 'Iqub.' Each day, they draw into Iqub fifty cents. Oycha is chairperson, Eshetu is secretary and Kanu is treasurer in the association.

Eshetu has the role to write names on paper for the purpose of lotting. However, by disregarding his responsibility, he has started cheating. He was doing this by writing the same name repeatedly so that the probability of getting the lot become high.

One of the members who can write and read by his effort, Buchi, has uncovered the unfair practices of Eshetu. This exposition made Eshetu angry and he wanted to beat Buchi. But all other members criticized Eshetu due to the breaking of loyalty. Eshetu has regretted by his action and asked an excuse. They also advised him to be honest at any time and accepted his excuse. The secretary role, however, was given to Buchi.

## Activity 5

Answer the following questions based on the above passage:

1. According to the story, what is the result of being disloyal?
2. What does the action of Buchi show us?
3. The group gave the role of writing to Buchi. Was it appropriate or not? Discuss.

Honesty means doing something on basis of civility and politeness in words or in actions rather than using force. Loyalty is fulfilling a responsibility effectively while integrity is implementing a promise.

Honesty, loyalty and integrity are basis for real practices. The three concepts are interrelated. If any one in any place discharges his/her responsibility with full energy, knowledge, time and condition and achieves success, a person is said to be honest, loyal with integrity. Disloyalty, selfishness are bad behaviours that can damage work, and even a



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country at large. Therefore, in order to be a competent citizen, you have to be honest, loyal with integrity. Let you have your mental readiness as these are best qualities of a good citizenship.

### Activity 6

Give appropriate answer for the following questions:

1. What is self-centeredness?
2. What are the good qualities of competent citizen?
3. Mention the qualities of being honesty, loyalty and integrity in schools.

### 6.4 The Necessity of Responsibility



Picture 6.2. People cleaning their environment

- What would happen if the environment is not cleaned?
- What do you call the role of participation to resolve community problems?

#### Mother Aster

There are competitions among different clubs in Butajira primary school every year. The last year winner was charity club, which was led under chairperson of Aster Anito. She is a grade seven student. She informs us how to do things at home without order and pressure. Every morning she cleans home of chicken and drop the cleaned matter in garden to be used as fertilizer. She also takes care of her dog. Then after having her breakfast, she goes to school punctually. Her mother and neighbours appreciate her self-initiated activities.

She works and coordinates members in a school club. By winning the question-answer competition, she got 500 birr as reward. However, she gave half of this reward to charity club of the school, which makes support for students who drop out of the school because of economic problem. The club members raise money and support the needy ones by working at their free time. This helped them to develop the culture of industriousness.

Furthermore, Aster is taking part in youth development club at her community. From their work income from the place given by kebele administration, they give support to HIV/AIDS victims. She actively participates in a monthly program work such as cleaning drainage routes, avoiding garbage, and teaching anti-AIDS lessons. Since she is helping the sick and aged people, she is blessed by others. Therefore, though Aster's age is young but her performances are well matured that all started to call her "mother".

### Activity 7

Based on the passage answer the following questions:

1. What does responsibility mean?
2. Mention the contributions of Aster at home, school and community level.
3. Do you perform your responsibility like Aster? How?

As mentioned above, responsibility is doing something effectively. This can be by a means of self-initiation or orders from others. Each person has the responsibility at individual and collective level. Since you are students, the duty to carry out your teaching-learning effective is an individual's responsibility. Education is the base for change and development. In addition to involving in family, community work is collective responsibility. Participating in community development is responsibility of every citizen which is an example of self-initiated responsibility.

Fulfilling responsibility effectively is important that can bring change in outlook, civilization and development. In general it helps to end poverty and

## Responsibility

backwardness. It is inevitable to have changes and development if each person is effectively carrying out activities on the basis of honesty, loyalty and integrity.

### Activity 8

Answer the following questions:

1. What is the base of civilization and development?
2. How do you fulfill your responsibility?
3. Mention responsibilities based on self-initiation.

## 6.5 The Meaning of Natural Resource and Historical Heritages



Picture 6.3. Abbay falls



Picture 6.4. Tiya stelae

- By what does Abbay falls is known?
- Where do Tiya stelae are found? Explain what you know about it?
- From both pictures, identify which one belongs to natural resource and which one belongs to historical heritage.

## The Reward of Mulunesh

**W/ro Berke** - My grand daughter, I am ready to reward you whatever you want.

What do you want to be rewarded?

**Mulunesh** - Why do you reward me, grandma?

**W/ro Berke** - I am glad of your performance that you scored first rank in your class and effectively completed your learning.

**Mulunesh** - Thank you grandma! I like if it would be tour.

**W/ro Berke** - Good! Where do you want to go?

**Mulunesh** - As we have learned in class, I know that in our country there are a number of natural resources and historical heritages. I want to visit one of them.

**W/ro Berke** - Interesting idea! By the way, what does natural resource mean?

**Mulunesh** - They are resources existing on earth and water bodies naturally.

**W/ro Berke** - You understood it well! Then what does historical heritage mean?

**Mulunesh** - Historical heritages are human products of long historical periods, which are passing from generation to generation such as palaces, monuments, pictures etc.

**W/ro Berke** - Good! You have basic information. Now, among natural resources and historical heritages, you must visit two of them.

**Mulunesh** - That is wonderful grandma! I will write and report my diary to the class.

**W/ro Berke** - In this year you will visit, Tiya stelae of Soddo Guraghe and Hawassa lake of Sidama. Lakes and things inside the lake are parts of natural resources.

**Mulunesh** - Thank you grandma! I am ready to go and write a diary!

## Responsibility

### Activity 9

Based on the conversation between W/ro Berke, the grandma, and Mulunesh, the grand child, answer the following questions:

1. Why was the grandma of Mulunesh happy?
2. What does natural resource mean? And how about historical heritage?
3. If there are natural resource and also historical heritage you know, can you explain what you know about them and where they are existing?

*To understand natural resource and historical heritage, let us read the following points.*

**Natural resources:** They naturally exist without the improvement by human beings knowledge and experience. They are different things over and under the land, oceans and lakes. For example, we can mention resources over the land such as forests, plants, wild animals, birds, rivers, falls, cattle and etc. Under the land, we can mention liquid and solid minerals such as gold, bronze, metal, gases, etc. Among known natural resources in our country are:

- Awash, Tekeze, Genale, Baro rivers etc.
- Chamo, Awassa, Abbaya lakes etc.
- Wild animals and birds of Awash, Bale, Nech Sar, Semen mountains etc.

Taking care of natural resources has great importance for human existence. It has great significance for human common progress. Every citizen has the responsibility to know and protect natural resources. This is one aspect of discharging responsibility. For example, protecting of forests starts from individual's environment. Taking care of your environment through afforestations, seedling, greening the environment, protecting land and soil from erosion etc., are parts of responsibilities. In this way, if everyone is taking care of his/her environment, the level and amount of forests will recover. If rivers and lakes are used properly, they support development effort. Protecting forests has further significance. It guarantees to the existence of wild animals, birds, plants and protects possible erosion of farm lands.

**Historical heritages:** They are the result of human beings long time wisdoms. They are source of information by transcending from generation to generation. It gives information on the level of the civilization of the population. Religious instruments, monuments, churches, palaces, mosques, pictures and etc., are some of historical heritages. If they are not protected they will be disappeared. The destruction of heritages is the destruction of history. Since historical heritages are common properties, all citizens have duty to take care of them.

Heritages are expressions of identity, they should not be destructed, stolen, etc., and hence individuals have to take care of them.

### Activity 10

Answer the following questions:

1. What kinds of problems are expected if natural resources are not protected? Explain by evidence.
2. How are wisdom, skills, and level of civilization known?
3. Among mentioned places in the passage, find the historical heritages you know and explain to the class.
4. What kind of roles and responsibilities can you play in the protection of natural resources and heritages?

## 6.6 HIV/AIDS



Picture 6.5. A boy has lost his family by HIV/AIDS

- Discuss on what problem will be faced on the boy?

## Responsibility

- What kind of support is needed for a boy who has lost his parents by HIV/AIDS?

**HIV/AIDS** is a transmittable disease that has no medicine in the world yet. By weakening body and protective power of the body, it eventually leads to death. Currently, this disease prevails all over the world. Because of its fast expanding nature both in urban and rural places, our country is one of the most affected areas in the world.

When this disease kills parents, children cannot continue their education and hence become street children. This is an obstacle to future life of the youth. It is affecting the level of productivity by killing educated peoples. Hence to stop such dangerous disease, individuals have to know its ways of transmission.

### Ways of transmission of HIV/AIDS are:

1. Using a syringe used by an affected person.
2. Blood transfusion from affected to non-affected person.
3. Using sharp materials used by affected person (blade, sharp materials to cut off finger nails etc).
4. Using tooth brush used by an affected person.

## Activity 11

### Discuss on the following questions:

1. What are mechanisms to protect HIV/AIDS?
2. How does the death of parents by HIV/AIDS affect their children?

## Summary

Every citizen has certain contribution to his/her country. The main resource of a country is human being. The future generation of our nation has the capacity and responsibility to take care of his/her country. Such persons are effective in the areas they are assigned. Due to loyalty and doing things by his/her own capacity, he/she said to be a person keeping promise.

One best way of taking responsibility is by keeping resources and heritages properly. Proper usage of country's resource is the base for civilization and development. On the other hand, improper handling of such resources leads to serious damages. One of the example is, frequent erosion of our fertile lands. Heritages also have to get due care. They are historical evidences passed from the past generation

to present generation. In turn passing them to the next generation is our duty.

As it is mentioned above, citizens are the main resources of a country. They have to empower themselves by education and knowledge, to be productive groups. In order to educate oneself or to be productive citizen, the first thing is to be healthy. To control the fast expanding HIV/AIDS, individuals should take care and be serious and decisive in fighting against the disease... Since ways of transmission are identified, without committing such mistakes, it is important to keep him/her self alive. This is one of the major responsibility areas. Though it is a killing enemy that is alarmingly expanding due to absence of awareness and even carelessness, still we can defeat it.

# Responsibility

## Key Words

<i>Responsibility:</i>	Accomplishing activities effectively
<i>Promise:</i>	A vow of words
<i>Honesty:</i>	Desirable character
<i>Loyalty:</i>	Respecting promises
<i>Integrity:</i>	Reality/being genuine
<i>Natural resources:</i>	Things that are not created by human knowledge and skill (water, land and air)
<i>Historical heritage:</i>	Passed from past generation and a means to explain the past history and civilization
<i>HIV/AIDS:</i>	A transmittable and killing disease with no curative medicine
<i>Sharp materials:</i>	Materials that can cut into skin such as blade, knife etc
<i>Dawn:</i>	The beginning of the day
<i>Liar:</i>	A person who tells untruth

## Unit Review Exercises

Do these review exercises in your exercise book.

### I. Write “True” if the statement is correct and write “False” if the statement is incorrect

1. Promise is confirming to do something.
2. Keeping natural resource is the responsibility of aged ones but not of the youth.
3. Keeping historical heritage is fulfilling responsibility.
4. As family member everyone has to contribute something on the basis of his/her capacity.
5. Combating HIV/AIDS has no link with discharging responsibility.

### II. Match words or phrases under column ‘A’ with correct items of column ‘B’

A	B
1. Exemplary	(A) A vow of words
2. Heritage	(B) Not done by human knowledge
3. Discharging responsibility	(C) Transmittable disease
4. Natural resources	(D) Being a model
5. Loyalty	(E) Historical evidence
6. AIDS	(F) Effectiveness in work
7. Promise	(G) Not being liar
	(H) Carelessness

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## Responsibility

### III. Copy the following questions on your exercise book and fill the correct answer on the space provided

1. Long existing resources which explain time, history, culture are said to be \_\_\_\_\_.
2. A disease with yet no curative medicament is said to be \_\_\_\_\_.
3. A resource that is not done by technology and science is known as \_\_\_\_\_.

### IV. Choose the correct answer for the following questions

1. Which one of the following shows discharging of responsibility
  - (a) Attending study properly and achieving good result
  - (b) Not taking part in work at home in order to get enough time for study
  - (c) Considering environmental development and neatness as the duty of kebele administrators only
  - (d) Not cleaning the classroom in fear of dust.
2. Keeping historical heritage is the responsibility of
  - (a) History researchers
  - (b) Public officials
  - (c) All citizens
  - (d) Government offices.
3. Nyala, Walia Ibex and Red-Fox are
  - (a) Heritage of Ethiopia
  - (b) Natural resources
  - (c) Found in every part of the world
  - (d) Heritage and attraction for tourists.
4. An important thing for a country's civilization and development is
  - (a) Educating citizens
  - (b) Using modern technological instruments
  - (c) Effective achievements based on knowledge and skill
  - (d) All of the above.
5. Protecting oneself from HIV/AIDS is
  - (a) Discharging responsibility
  - (b) Not valuing life and discharging responsibility
  - (c) Giving priority to learning and reading
  - (d) Not keeping a promise.

### V. Give short answers for the following questions

1. How does HIV/AIDS transmit from one person to another?
2. What does promise and loyalty mean? Give examples.
3. How do you protect natural resources in your community?

# Industriousness

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

- understand the meaning of industriousness/strong work culture.
- identify the meaning of professional ethics.
- realize the value of work.

## 7.1 What does Job Creativity Mean?



Picture 7.1. Tailor



Picture 7.2. Pottery



Picture 7.3. Weaver

Pictures 7.1, 7.2 and 7.3 show people on different work.

- What do you understand from the above pictures?

- What do you know about the people in these pictures?

Job creativity implies engaging in a new job with skills that can help to create new products, which will bring income.

### The Small Metalwork Shop

Gimbo is a grade five student. As he is a hard working student, his teacher usually encourages him. But sometimes, his clothes were dirty so his teacher asked him the reason. Gimbo responded that he was helping his father in a small metal shop. This story was very interesting to both the students and the teacher. They wanted to see what was happening there. Therefore, Gimbo invited his teacher and class students to visit his home.

In the metal shop they saw small metalwork instruments. There were five people working here. Everyone was busy and dedicated to their work. Gimbo was delighted by the observation of his teacher and classmates.

In the compound, there were a number of customers in request of windows, doors etc. Students immediately realized the importance of last week's lesson entitled "industriousness" Gimbo was a hard working student and also worked for his family.

### Activity 1

Based on the above passage, answer the following questions:

1. What did you learn about the small metalwork shop?
2. What have you understood from the practice of Gimbo?

## Industriousness

ታጠቁ ለስራ፤  
 ማጣት ድንቁርና - ድህነት በሽታ፤  
 በተባበረ ክንድ - በሥራ እንዲረታ።  
 ሁላችሁ ተነሱ - ለሥራ ዝመቱ፤  
 ሀገር ማደጊያዋ - ዛሬ ነው ጊዜያቱ።  
 እንደ ጉንዳን ሕብረት - እንደ ንብ ታታሪ፤  
 ጥበብን ፈላጊ - ዕውቀትን መርማሪ፤  
 የነገ ትልቅ ሰው - የዛሬ ተማሪ።  
 ጥገኝነት ፀያፍ - መሆኑን አውቃችሁ፤  
 ሳይሰሩ መብላትን - ሥንፍናን ንቃችሁ፤  
 ትንሽ ትልቅ ቀርቶ - ሥራን አክብራችሁ፤  
 በርትታችሁ ሥሩ - በአንድነት ሆናችሁ።

### Activity 2

1. Based on the above poem, write what you have understood.
2. Based on lines 5, 6 and 7, explain its idea to the class.
3. In the poem, “dependency is evil”, what does it mean? Discuss.

## 7.2 Necessary Conditions for Job Creativity



Picture 7.4. People doing different work

- What are people in the picture doing?

### Wubitu

Although Wubitu, was only a child, she heard her father and mother discussing jobs and realized how to create a job. The job was to collect and sell shiny paper thrown away by people.

The community where Wubitu lived was known for, making cultural clothes. The makers needed

shiny paper for the decoration of clothes and hence Wubitu found a number of customers. She collected lots of paper which enabled her to be involved in other type of work. She was involved in making the cloth for headrests. She also trained in making different designs and soon opened her own shop. Furthermore, by renting wedding clothes; she made money in a short period. She also bought sewing machines. Currently, she is known in the society as an independent and successful woman. Wubitu has completed grade 12 and has one son and one daughter.

### Activity 3

1. What does the story of Wubitu teach us? Discuss with class friends.
2. What kind of job do you want to do in future? Be in different groups and discuss.

Every person can reach to a higher level by creating and becoming involved in a job he/she are interested in. There are certain conditions to job creativity.

1. *Understanding job honourability:* Readiness to work any kind of work.
2. *Self-initiation:* A person should have the belief and interest to be involved in a job.
3. *Enhancing Attempts:* A ready person for work has to make frequent struggles to succeed in his objective.

### Activity 4

1. What is the importance of working in together?
2. Discuss in class about jobs.
3. Have you ever heard when people speak about job honourability? Mention them in your exercise book and read them to your teacher.

Human beings are improving their life through work. By hard working people change from traditional life to the modern. The current technological achievements are results of human efforts. When a person establishes industriousness, they can contribute



## Industriousness

for, themselves, their family and even their country. It is unnecessary to identify a job as superior or inferior. Such understandings hinder development attempts. There is no need to say superior or inferior work. Every work is honoured.

### Activity 5

1. How can you create jobs?
2. What is the contribution of industriousness for a country's development?

### 7.2.1 Dependency

- What do you do after class?
- Have you ever helped your families?
- Mention your activities and write it in your exercise book to discuss with your friends.
- Is dependency good or bad? Be in two different groups and have a debate. Have a general class discussion on your final idea.

Dependency is a bad practice. A working person contributes something for the country. This is the most accepted practice.

### Activity 6

1. What is dependency? Discuss.
2. Why do we have to work?
3. Who is the victim of dependency?

### 7.2.2 Problems of Dependency

Food, clothes and shelter are basic needs for human existence. To satisfy such basic needs, everyone has to work. However, some peoples want to live without working. Such peoples are dependent peoples who are getting benefits for not working. Unless everyone attempts on basis of their capacity and knowledge, life condition cannot be changed and no progress for the country.

### Activity 7

1. Discuss problems due to dependency.
2. Mention two reasons for dependency.
3. Why do we say work is the guarantee for human existence?

There is conversation between two friends in the following passage. The theme of their conversation is focused on dependency. Read the passage carefully and share your idea about dependency in class with your classmate.

### Adanech's and her Families Compound

Adanech and Hayitu are friends. While both of them were studying at Adanech's home, Hayitu was surprised to see flowers and garden plants. Hayitu said, "Who is taking care of them?"

Adanech told her, that her father had planted them and her younger brother was taking care of them. Hayitu was surprised and she said "do younger children work?" Adanech responded that, "though younger children do not work heavy work like older peoples, they do lighter work." She also said that they have to experience work from their early ages. Hayitu regretted not working at her home yet. She was sorry for being dependent. From that day onwards, Hayitu started to help her family with working.

### Activity 8

Answer the following questions on the basis of the above passage:

1. What did you learn from the story of Adanech and Hayitu?
2. Who is the beneficiary of children's work? Discuss.
3. What was the last decision of Hayitu?

Individuals who are active participate in community work do not like dependence. Such people are even encouraging others to stop being dependent and to work hard.

People who avoid dependency are examples of good citizen.

## Industriousness

### Activity 9

1. What is your share in work at home?
2. How and when is a person said to be dependent?

### 7.3 The Right to Work

The right to work is the right of every person. Every person has the right to work. Children should not have to work beyond their capacity and should be free from labour abuse. Every person has the constitutional right to work. If a person is deprived of the right to work, it amounts to deprivation of the right to life. This is because the right to live and work is basic rights of human beings.

#### 7.3.1 The Right to Select a Work



Picture 7.5. A girl working in a workshop



Picture 7.6. Farmer working on a farm



Picture 7.7. Students studying in the library

Pictures 7.5, 7.6 and 7.7 show peoples engaged in different works.

- In which job are people involved as you see in pictures?

- What do you want to work in future?

Every individual has a constitutional right of work. These constitutional right of work are stated below.

1. Every Ethiopian has the right to choose his/her own means of livelihood, occupation and profession. Peoples do have different interest areas. Some are farmer, others are teachers and still others may be physicians etc. Any person has constitutional guarantee to be involved in his/her areas of engagement.
2. Every Ethiopian has the right to engage freely in economic activity and to pursue a livelihood of his/her choice anywhere within the national territory.
3. Every citizen has the right to the ownership of private property. Every person has constitution guarantee to work on basis of his/her profession, own private property and to ensure the right of ownership.

Those constitutional rights mentioned here in above, are endorsed for individuals equally to enable to create his/her own means of livelihood. When individuals are practicing such rights properly, they can change their life, economy of their family and which in turn implies the change of the community and country also at large. In a country, where right to work of citizens is properly practiced and work in together, a country easily develops and the living condition of people changes.

#### 7.3.2 The Right to Own Private Properties

- What does private property ownership mean?
- How does a person can produce his/her own property?
- Mention some private properties of your family.

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Private property is a property someone owns by him/her self such as residence home, cattle, household furniture, agricultural instruments etc. Every Ethiopian can carry out his/her own interested work at any place, and also to use the results of those works. On basis of the result/product of work, he/she can own his/her own property and can manage them.

### 7.4 Profession and Professional Ethics

- What does a profession include? Discuss.
- What is professional ethics?

Profession is a type of work which requires its own special knowledge and competence. For example, farming, journalism, teaching, working in court etc.

Professional competence means an enabling knowledge and skill to carry out a given job effectively. Professional ethics refers to rules and regulations that someone has to respect and implement in mean time of working. Professional ethics varies from profession to another. However, there are certain professional ethical areas commonly observable in all job types. Some of these are respecting job, honesty, loyalty to customer, integrity, responsibility, impartiality, non-partisanship etc.

Every customer can know the proper service giver and note in very short period of time. Good service giver is respected and gets large number of customers. On the other hand, a person who has not carrying out his/her profession effectively is liable and condemned. If such practices are continued, an institution can be bankrupted.

#### 7.4.1 Observing Professional Rules and Principles

- What does observing professional rules and principles mean?

Every work has its own results. A professional to be effective in his/her works, has to carefully know professional rules and principles. For example, a careful farmer has to farm his/her land on time and also has to sow and handle it carefully. If so, he/she can feed his/her families or fulfill other needs of the family. However, a person not respecting such rules and principles cannot be productive.

It is true to a teacher that to create knowledgeable and good citizens, he/she has to have love for the profession, punctuality, fair treatment of students and having participatory teaching-learning methodology. If not, however, he/she cannot create well acquitted knowledgeable and good citizens.

#### 7.4.2 Promoting Professional Competence



Picture 7.8. Peoples in the professional training

- Why peoples in a picture are training?
- In addition to training, what other ways to promote professional competence?

A profession can be effective when a professional is updating himself and his work. To have a productive job, it is important to develop professional competence. Attending frequent trainings which can support a job increases a productivity level of it. A person attempting to promote professional competence is hard worker, achieves high product with quality and honoured among customers.

Any person to achieve good product and to give due service for customers, has to respect professional ethics. When it is practiced, a professional is supporting him/her self and a community. Such services based on honesty, loyalty and good professional ethics, leads a country to better development.

# Industriousness

## Summary

There are basic needs for every human being such as food, shelter and cloth. To satisfy these needs, he/she has to work. If peoples give due respect for all jobs, they can help themselves and their country. If every work backed by knowledge and professional ethics, it can result in higher productivity.

While the right work is constitutional, dependency is something disgusted and evil action. When peoples of a country work hard in their areas of engagement, the level of productivity increases. Increasing productivity from time to time helps to alleviate the existing poverty and backwardness. If so, a country progresses and peoples become healthy and have suitable life.

## Key Words

<i>Dependent:</i>	Based on others work and effort
<i>Evil:</i>	Unacceptable and disgusted practice
<i>Profession:</i>	Knowledge and competence of a work
<i>Experience:</i>	Competence comes with frequent involvement in work
<i>Principle:</i>	Guide or base that gives direction to do a given work
<i>Condemn:</i>	Denouncing or fulminate against
<i>Professional ethics:</i>	A character expected from a given professional

## Unit Review Exercises

Do these review exercises in your exercise book.

### I. Write "True" if the statement is correct and write "False" if the statement is incorrect

1. Job is the base of human existence.
2. Job creativity implies engaging a new job with skills to create new products.
3. Self-reliance has significance for him/her self only.
4. Dependency is acceptable practice.
5. The right to select job and to own property is the right of all citizens.

### II. Match words or phrases under column 'A' with correct items of column 'B'

A	B
1. Profession	(A) Citizens right to be employed
2. Professional competence	(B) People working in together
3. The right to work	(C) Respect of professional rules and regulations
4. Disgusting	(D) A job requires certain knowledge

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## Industriousness

- 5. Private property (E) Property owned by his/her own effort
- 6. Professional ethics (F) Knowledge that possessed to enable engagement in work
- 7. Group work (G) Unacceptable evil practice  
(H) Based on others work and effort

### III. Copy the following questions on your exercise book and fill the correct answer on the space provided

- 1. Professional competence attained through \_\_\_\_\_.
- 2. Rules and principles need to be applied in a given profession is said to be \_\_\_\_\_.

### IV. Choose the correct answer for the following questions

- 1. A professional to give a good service has to promote
  - (a) Professional ethics
  - (b) Professional competence
  - (c) Additional job creativity
  - (d) Depending on family income.
- 2. Among the followings, which one is evil and disgusting practice?
  - (a) Working additional works
  - (b) Creating job by his/her own effort
  - (c) Dependency
  - (d) Promoting professional competence.
- 3. Which one is an important condition to job creativity?
  - (a) Self-initiation for work
  - (b) Expecting help from others
  - (c) Waiting for money by being idle
  - (d) Depending on family income.
- 4. What is the last chance of man not working?
  - (a) Dependent on family and his/her country
  - (b) Achieves higher result
  - (c) Possess professional ethics
  - (d) Creates job.
- 5. Why do peoples need to work?
  - (a) To live and to satisfy additional needs
  - (b) To help his/her community and country by his/her profession
  - (c) To help him/her self and family
  - (d) All of the above.

### V. Give short answers for the following questions

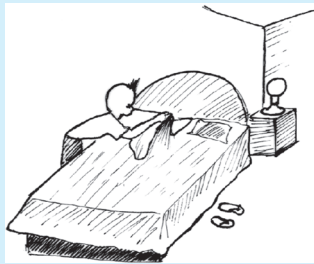
- 1. What does job creativity mean?
- 2. When do we say “a professional has no professional ethics?” What does it imply?

# Self-Reliance

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

- explain the meaning of self-reliance.
- identify the significance of self-confidence.
- understand the importance of learning from other.

## 8.1 The Meaning of Self-reliance



Picture 8.1. When 10 years old child is making a bed



Picture 8.2. When 10 years old child ordering other person to make a bed

*Always morning, I make my bed*

*Every morning my mother makes my bed*

- Look at carefully pictures “8.1” and “8.2”. Of them, which picture does show self-reliance?
- Explain turn by turn in class to your friends about your contribution to promote the culture of self-reliance

### ጉብዝ ተማሪዎች

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### Activity 1

1. Read the poem in above and mention phrases which shows attributes of self-reliance.
2. By selecting a secretary and chairperson, discuss on the significance of self-reliance and submit your points to your teacher.

**Self-reliance** is hard working on basis of self-initiation with the reference to his/her own money, knowledge and capacity. Without requesting help of families, parents, non-governmental organization and governmental organizations, carrying out of effective works is an attribute of self-reliance. For example, if children

1. Put educational materials properly at their home.

## Self-Reliance

2. Carrying out homework without family pressure, not copying exams from others and in general carry out what they have to do in their own capacity, and then they are called self-reliant peoples.
3. Punctuality on time of entrance and exit is another aspect of self-reliance. If children make habit of such practice from their early childhood, in future, they will have good life.

On basis of picture 8.2, a child who has failed to make his bed is not self-reliant while picture 8.1 where a child is making a bed is self-reliant. So, everyone has to accustom the culture of self-reliance from the very childhood. This is even important to promote ones own opinion and to avoid dependency on others.

### Activity 2

1. For a given student to be self-reliant at school, what activities he/she has to do?
2. For a given student to be self-reliant at home, what activities has he/she to do?

## 8.2 Self-confidence

- Mention self-confident and hard working peoples in your community. Please, justify that why you call them hard workers?

### Markos and his mother

W/ro Masantu has called her son Markos and said "my son Markos! I am too sick today. Your school uniform is not washed. What you are going to wear tomorrow? Let I beg someone from neighbour to wash it?" He responded, "Mamma!, why do you want to beg?" She responded "then what can I do? You are going to be absent on tomorrow". Markos was surprised and told her "Why not I wash it?" She said "Oh! You cannot". But he said that "no mamma! usually I was looking when you were washing and I know how to do it". But still his mother said "no". Markos, however was confident to wash clothes. Therefore, he said "if you do not believe, let me wash around you". His mother

agreed and well observed while he was washing. Then his mother appreciated him and went back to bed to take rest.

### Activity 3

On basis of above passage, answer the following questions:

1. On basis of the above passage, explain the meaning of the phrase self-confident.
2. What has helped Markos to be confident to wash cloth?
3. What is a necessary condition to be self-confidence?

Self-confidence is being sure of his/her competence and knowledge to effectively carry out. Self-confidence roots from a clear understanding of him/her self and that encourages involving in works. A student becomes self-confident when he/she attends the class effectively, carry out works assigned by teachers and read and study on basis of plans. Self-confidence is a base to work hard and to promote knowledge. On basis of the story of Ashebir and his mother, the close following of Ashebir while his mother was washing has helped him to be confident to do so. Self-confidence helps to be proud of himself than begging others, which results in proud of his/her own identity.

### Activity 4

Answer the following questions:

1. What have we to do to be self-confident?
2. What is the significance of self-confidence?

## 8.3 Self-esteem



Picture 8.3. Students on group debating in class

- What does the picture indicate?

## Self-Reliance

### Zekarias and his Classmates

Zekarias is a grade five student. He is not attending the class and not working homeworks. Therefore, usually he is begging his class friends by bringing bread, candy/caremela and cookies for them to copy what they have done. He also asks them to copy exam answers from them. On this situation, first semester exam has approached. Then Zekarias has sat with those who have promised to give answers for him. However, the invigilator has changed sitting arrangement of the class. Those, the promised student sat on the other row.

When corrected exam paper is returned, Zekarias has scored poor. He has cried seriously by saying “I am going to fail.” His friends approached him and advised not to prepare for copying but to attend the class and to work hard. Almaz also joked up on him by saying “prevention is better than cure”.

Zekarias has regretted due to low achievement at the end of first semester. He decided by himself that “I have to attend the class seriously. I have to do homeworks and read strongly. Then I have to pass to grade six.” Based on his decision, he started to seriously learn, read and doing homeworks by himself. Though his friends allowed him to copy, he said “no, I do not want to be dependent on you. I have to work hard. So, I can score good results.” However, his friends laughed at him.

By developing of self-esteem, Zekarias worked all exams by sitting alone. He has scored very high grade. However, his friends were angry by his achievement and said “you have been weak student.” He also laughed at them by saying “It is past history, but now I became active student.”

### Activity 5

1. Read the passage carefully and talk about it turn by turn. Pick out debatable issues and debate on them. By evaluating the concluding points, reach to a decision.
2. Was Zekarias’s decision critical or not? Justify.

When any person is strictly on an issue, it is a stand of a person. That stand should not be indecision, which does mean self-esteem. To have self-esteem, the basic issues are

1. Thinking over issues critically.
2. Looking the stand in reference to the advantage and security of self, family, country etc.
3. Having a given stand and implementing that stand freely without restriction.

Based on this, every person has to have stand and need to confirm him/her self to it. For example, as you have understood from Zekarias and his friends’ story, Zekarias has decided not to be dependent on others. Based on this, by strictly follow his lessons; he has succeeded in achieving good results. On other hand, every person to have his own esteem and to promote his own opinion, he/she has to be self-reliant. While depending on others, it is unthinkable to have self-esteem and opinion.

### Activity 6

1. If one of the students of your class decides to drop his/her education, what is he/she to recognize before doing it.
2. Prepare a presentation on what you have to be in future and conditions to be fulfilled to achieve such objectives.

## 8.4 Wrong Self-perception

### 8.4.1 Superiority Complex

- What does superiority complex mean?

#### Dinke and Lome

Since a day was Saturday, Dinke and Lome would not go to school. Their mother Lantore and their father Watte were going to Iddir meeting. To experience them for future, father and mother ordered them to clean the house and to make bed in together. When father and mother were returning from meeting, Dinke and Lome were nagging each other, and the house was not clean and the bed was not made. Their parents entered into home, they said, “Why



## Self-Reliance

do you nag each other”? Then Dinke responded that “he cannot clean the room and make bed and home. Let I work alone. I do not want to work with him” Lome by his turn said that “Dinke says that since I am tough, I do not want to work with you”. The father was strongly angry. Therefore, their mother said “Dinke you are wrong. Don’t always make yourself the only knowledgeable person. You have to conform to a person working with you. But you are not so, you did any thing yet now”. Their father also said “Don’t make yourself knowledgeable of all things. Try to learn from others. That is why you have broken the handle of door. You have to correct that behaviour.”

Superiority complex roots by giving higher position for him/her self and lower position for others. Some peoples by considering themselves as “educated”, have disregarding position to “non-educated” ones, which creates superiority on the formers. On other hand, wealthy peoples ignore the poor by the reference of the amount of wealth they have. This creates also superiority complex. In general, superiority complex creates disagreement and conflicts with others.

### Activity 7

Answer the following questions on basis of the above passage:

1. Is there any superiority complex in a passage? If yes, who has reflected such thing and if not, justify.
2. Mention and discuss on problems created by a person with the superiority complex.

### 8.4.2 Inferiority Complex

Students, by mentioning factors for developing inferiority complex in your schools, discuss in groups.

#### Shege

Shege is a grade five student. She likes to play much. So, usually she becomes absent from the school. She does not do homeworks. Exam results are lower than

her friends. Hence she has developed inferiority complex. She thinks that “I can’t understand education. I am a weak student” so, she does not have self-confidence, that when teachers even ask her simple questions, she does not respond properly.

### Activity 8

1. “I cannot understand education. I am a weak student.” What does this imply?
2. By understanding Shege’s case, not to face such problem, what you have to do?

Inferiority complex comes from giving lower position to him/her self. When a person has inferiority complex, while he/she knows he/she may understand as unknowing thing. While he/she can work, he/she may understand as unable. Inferiority complex hinders the development of self-confidence. The absence of self-confidence hinders effectiveness in education and in other works.

### Activity 9

1. How is inferiority complex expressed?
2. How is self-confidence expressed?

## 8.5 Self-competence and the Readiness to Learn from Others

- What is learning from others? Explain by indicating its importance.

One of conditionality to perform an action well is the competence level of person. Not only understanding of possessing a competence, but really we should practice it. We have to be sure of our knowledge and have to know about work. One of the mechanisms to promote our knowledge is learning from others. Learning from others enables to develop our knowledge and to avoid superiority complex.

## Self-Reliance

### Activity 10

1. What you have to do to know the level of your competence?
2. Let you be in two different groups and let one the groups' works on issues you can learn from your friends while the other group on issues to learn from families.

### 8.5.1 Working for Country's Development and Progress

- What does country's development and progress mean?

A person cannot possess all types of knowledge. Hence, a man cannot be successful by working alone. To be successful, always it is important to work in together. For example, to construct a house, different professionals are needed, such as engineers, builders, painters, carpenters, electricians, diggers, loaders etc. A good house can be constructed when these peoples are working in collaboration in respecting each others profession. To treat a patient, there should be physician, laboratory technician, nurse, health officer and janitor etc. An effective work can be done when these all are working in together. Therefore, for common development, working in together is important. The one way to take our country to development is creating common sprite.



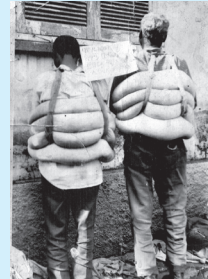
Picture 8.4. Campaign of planting trees

### Activity 11

Invite a given cooperative work leader via your teacher and raise questions concerning importance of working in together and learning from others.

### 8.5.2 Practices that Hinders Country's Development and Progress

- What is contraband trade?
- Mention some commodities you know and got through contraband.



Picture 8.5. People engaged in contraband trade

### The Medicine

W/ro Amarech was shouting at her home. When her neighbours were entering her house, her small daughter, Fate, has gotten limp. The old man from the neighbourhood, got frightened by the case and ordered others to search for a car. Then they took the small girl to hospital.

As they reach to hospital, W/ro Amarech showed the doctor the medicine she gave to the daughter. The doctor responded "please! This medicine is expired!, from where have you bought?" W/ro Amarech responded "no, I have bought from a pharmacy." Then, the doctor after sending Fate to treatment, he has dialled to police station and informed them. When police investigated, the medicine became contraband and imported illegally. Persons illegally imported were accused and found liable. So, they were finally detained.

### Activity 12

1. What have you understood from the given passage about contraband? By selecting chairperson and secretary, discuss on it.
2. What is the problem of the medicine used by Fate?

Contraband is goods that are brought into or taken out of a country illegally. Contraband has its own political, economic, social, natural and

## Self-Reliance

man-made problems. Since these problems are deep-rooted and complex, it creates problem to control. Therefore, its problem is expanding from time to time and currently reached to the most critical stage.

On this basis, currently contraband is

- The source of finance for terrorists

- Reduce government revenue

### Activity 13

Answer the following questions:

1. What is contraband?
2. What are effects of contraband?

### Summary

To have self-reliance, it is important to enhance our knowledge. To enhance our knowledge it is necessary to observe what others are doing, discussing with our family members, and practicing what we already understood. In school compound also, it is important to respect rules and

regulations, listening to teachers while teaching and reading, answering question, discussing with our classmates and accepting acceptable ideas. These things enable us to be self-reliant, whom are not dependent on others. In general, self-reliance makes us strong citizens.

### Key Words

**Contraband:** Illegal trade which imports demandless and qualityless commodities.

**Pressurize:** Encourage/initiate

**Seriously:** Carefully/attentively

### Unit Review Exercises

Do these review exercises in your exercise book.

#### I. Write "True" if the statement is correct and write "False" if the statement is incorrect

1. Knowing his/her competence encourages being self-confident.
2. Punctuality on time of entrance and exit is one aspect of self-reliance.
3. Self-confidence helps to be proud of himself/herself than begging others.
4. If we do not know something, it would be inferiority to ask others.
5. Learning from each other is important for a country.

#### II. Copy the table below on your exercise book and put (✓) mark either on "dependency" or "self-reliance" in front of the mentioned "work done"

No.	Work done	Dependent	Self-reliant
1	I have forgotten where I have put my exercise books. Then my brother found it and gave me.		
2	I put on my cloth by myself.		
3	I left material on table after I completed by feeding to get my sister arrange it.		

## Self-Reliance

4	I woke up early to go to school.		
5	Paying tax		
6	Contraband		
7	Making bed		

### III. Copy the following questions on your exercise book and fill the correct answer on the space provided

Self-reliance                  Self-esteem                  Dependence

1. Copying homeworks from other students is \_\_\_\_\_.
2. Not copying an exam from another is \_\_\_\_\_.
3. Holding a better idea by critically analyzing issues and not being a person of indecision is \_\_\_\_\_.

### IV. Choose the correct answer for the following questions

1. Self-reliant person
  - (a) Has to think him/her self only
  - (b) Has to consider him/her self-superior to others
  - (c) Possess inferiority complex
  - (d) Free of dependence.
2. Of the following, one is the practice of self-confident student
  - (a) Raises hands to answer questions
  - (b) Discuss with other students
  - (c) Explain his/her feeling to others
  - (d) Accepts acceptable ideas from others
  - (e) All of the above.
3. Self-esteem is important when
  - (a) Considering his/her idea is only correct
  - (b) Deciding on a given issue based on reading, discussing, trying and developing his/her understanding
  - (c) Deciding on interest of wealthy persons and not being indecision
  - (d) Deciding on interest of poor and not being indecision.
4. Common progress comes when
  - (a) Working alone
  - (b) Working in common for common advantage
  - (c) Developing knowledge by learning
  - (d) All except (a).
5. Contraband trade is
  - (a) Illegal importing of commodities
  - (b) Illegal exporting of commodities
  - (c) A practice endangers the public and country
  - (d) All of the above.

### V. Give short answers for the following questions

1. What is self-reliance?
2. What is self-esteem?
3. What are superiority and inferiority complexes?

# 9

## UNIT

# Saving

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

- understand the meaning of saving.
- understand the significance of saving for self-reliance.
- realize the significance of saving in your community.

## 9.1 Saving

### 9.1.1 What is Saving?



Picture 9.1. Water dropping from pipe



Picture 9.2. Students are jumping over tables and drawing pictures on walls

- What is the message of the two pictures?

Saving is putting something aside from the present income. Saving does not mean unused money or resource but it is the proper usage while thinking

for future. It protects oneself from unnecessary expenditures.

It has also another aspect that is proper handling of properties and making them decrease. For example, proper handling of textbooks, classrooms, chairs and tables are coming under saving category. The amount to be saved is based on the amount of ones wealth. For example, a given shoe polisher may make 10 birr Iqub per week while a taxi driver may make of 100 birr of Iqub per week. Therefore, the amount to be saved is based on the amount you incur.

### Activity 1

1. Present the meaning of saving to your teacher.
2. Assess the importance of saved money by asking your families and peoples in your community.
3. By taking a student and farmer as a model, how both of them can implement saving.

### 9.1.2 Objectives of Saving

- Mention some objectives of saving and discuss on it in detail.

#### Bezabih and Negadras Hunegnaw

Bezabih has said to Negadras Hunegnaw that “there is no person I know in Addis, what shall I do? Let you advice me!”. They were discussing at Sululta where a day is remaining to enter to Addis. Negadras has said that “If you have money, there is no problem! But you will encounter problems if you have no money and person you know. Any way, let you settle at Gulele with us and, we shall search for who can host you until you get employed?”

## Saving

“Of course, I do have 100 birr that I got from those who have introduced me with you.” “If you have 100 birr, you can get rented at Malefia home even employing a cooker. But, until you adopt the country, you have to be with us. This does not mean that you should waste that money. Take care of that money.”

Bezabih by settling himself at Gulele, he leaves his home at early morning and back at dusk as his neighbour merchants are doing. In the whole day, he watches different shops, churches, compounds and squares. He has only five birr while all other money was left at Negadras. So, he has no fear to be stolen. (Source: Fikr Iske Mekabir, page 434).

### Activity 2

1. What property does Bezabih have?
2. Why Bezabih has not bought commodities around his visiting area?
3. Is Bezabih knows about saving or not? If, yes he knows, justify and if not know also justify it.

### Group Work

Based on the following two topics let you debate on them in different groups.

*“Only poor have to save” or “Only riches have to save.”*

### 9.1.3 Not Being Dependent on Others

- Have you heard the term dependency? What does it mean?

#### Ato Samuel and W/ro Birtukan

Ato Samuel Sadebo has been born in southern Ethiopia in Areka town (Wolaita zone). At his childhood, he faced accident at back of his waist. So, he is a disabled person. But, he is attending education. To support his poor family, at the age of ten, he has started to polish shoe. Then after, started trading small business.

Ato Samuel at the age of 20, he has married with Birtukan and gave birth to two children. Once upon a time, his contraband trade led him to bankruptcy and became very poor. Then after, W/ro Birtukan and her husband Ato Samuel both sold their finger rings. Using the money they started selling bananas, step by step they increased the number of banana boxes and they started getting more money.

Ato Samuel and W/ro Birtukan, because of this economic income they started educating their children at a better school. They also rented better house. They even started saving money for future use.



Picture 9.3. A picture of Ato Samuel and his family

Ato Samuel and W/ro Birtukan the winners of poverty by hardworking, are planning to enroll W/ro Birtukan for next year education. Furthermore, they attempt to expand their trade.

(Source: Tomar Newspaper, Sene 1996 Edition P. 10)

### Activity 3

1. On basis of the idea that “saving helps not to be dependent”, what do you learn from the life of Samuel and Birtukan?
2. By investigating the life of some peoples who have become wealthiest starting from lower level, present your finding to the class.
3. After presenting your findings, compare it with others findings and analyze their differences.

## Saving

### 9.1.4 To Counter the Future Possible Problems



Picture 9.4. Worried family who do not save money



Picture 9.5. Happy family who saved money

- What do you understand from the pictures above?

Saving avoids the possibility of dependence. If we fail to save from our daily expenditure, in future we will be dependents on others. So every person whether wealthier or poorer has to save something from he/she gains.

In the former notes, we have mentioned that saving is putting something aside as a property or money for future usage. Among the unexpected future possible problems are sickness and accident. Usually, for such problems, people use from saved sources.

Saving is not only for the time of problem. Every person has his/her future objectives. For example, for higher education, to get training, to educate children, for wedding ceremony, birth date, social congregation and the like, money or resource is essential element. However, the mentioned personal and social plans can be ignored when they are beyond their capacity. For example, birth date can be celebrated without expenditure, and a wedding too. However, accident and sickness can encounter any person at anytime, so they need saved money. Therefore, by any means saving culture has to be promoted.

### Activity 4

1. What is the importance of saving?
2. How many holidays and ceremonies are there in a year in your family?
3. Compare and contrast your answer of question 2 with ceremonies expenditure in your families and debate in class.

### Prevention is Better than Cure

W/ro Kibe and Ato Ashengo had one night meeting on basic agenda. They have four children. In a year where Ato Ashengo and W/ro Kibe have retired, their two children were attending college education. These two children are Boggale and Hana. They felt threat due to the retirement of their family, that their economy cannot support them. Even they expected to be ordered to search for money before completing their education by being employed some labour work. Both Ato Ashengo and W/ro Kibe understood the fear of their children and decided to inform them that there is no threat though they are retired.

On one of the Sunday's afternoon, every family member has gathered around the table. The agenda was known by father and mother only, who have come up with two different bank saving booklets. Those booklets were showing different amount of money, which has saved from the regular expenditure. It was saved for possible encountering of bad days and for their children education. Both father and mother said to students that "while you were asking to fulfill your interests, and claiming materials used by other friends; the reason why we failed to do was, peoples are living on basis of their economy. And now here, you are not going to face problems though we are retired. We can live as usual though you know our income is low. The saved money has advantage for these days. Therefore, do not be worried until you get graduated." Hana and Boggale has surprised by looking each other and blessed their parents. Before closing the discussion they also promised to teach about saving for their two younger.

## Saving

### Activity 5

1. What do you think Hana and Boggale would do hereafter?
2. Should both parents think about saving or not? Discuss in group.

## 9.2 Basing on Plan and Economic Level

ሰው እንደቤቱ እንጂ እንደጎረቤቱ አይኖርም!

### Wedding and its effects

Ato Waro Dube has six children. He lives in 80 kms distance from Addis Ababa. Matiwas, his son, is graduated from university two years ago. Matiwas was planning for marriage with Elifnesh in next May. Both of them informed the case to their parents and only to invite their relatives and intimate friends. On basis of their plan, the wedding was carried out. Ato Waro, of course, was offended by not having well designed feast. But, he failed to pressurize Matiwas, since he is independent. But, Ato Waro decided to make warm feast at the family reunion. Though, Waro also asked Matiwas to support him for this purpose, he denied to do it by considering it unnecessary.

Therefore, Waro borrowed money from his one neighbourer. It was not enough. He has borrowed additional money from Idir chairperson of the community by promising to return it within two months. Furthermore, he used the seed reserved to be sown at summer.



Picture 9.6. People eating under tent during feast

While doing this all, he has ignored the fate of Wosene, his daughter who is going to join a college in next September. He also disregarded the fate children attending their education at secondary level.

At the completion of the preparation, Waro has invited his son from Addis Ababa, with about 50 guests. He also invited a large number of peoples from his long existed community. Matiwas was not liked the action of his father. He has informed his father to feast within his economic scope without further expenditure. Matiwas knows that acting out of economic scope is valueless. Therefore, Matiwas has come up to invitation only with six best men. Waro once again offended. Matiwas's sorrow however, was for more than of his father. Matiwas's sorrow was on fate of younger children education, of seed to be sown in summer and the way to pay the borrowed money. After serious talks with his son, Waro also agreed to be based on economic scope in any situation in future.

### Activity 6

1. Where was the source of Waro's expenditure for feasting?
2. Why was Matiwas offended by his father's action?
3. What forced Waro to think about to live within economic scope in any situation in future?

### 9.2.1 Living on Basis of Economic Capacity

An individual's economy and living level varies. So everyone has to live on basis of capacity. Living on basis of capacity is not doing something beyond his/her economic level and resource amount. If people fail to live on basis of their economy, they will enter into problems.

When we do have culture of saving, our expenditure is based on our capacity. Our expenditure has not to be on comparing with others. Living on capacity enables us not to suffer on tomorrow. Living on capacity is governed by plan. Plan is decisive to succeed our objectives.



## Saving

### Group Work

Prepare a written report of your weekly plan and show your teacher. On basis of your teacher's comment, debate on planning in class. Your plan has to include the following points. Studying, playing, radio listening, watching television and children films, reading and the time to involve in house hold activities from Monday to Sunday.

### Abebe and Hirut

Abebe and Hirut are learning in the same class. At end of the semester, there is closing ceremony in their school. For this ceremony, students were requested to prepare in different issues, which was pasted on noticeboard. Though Abebe has seen the notice, he has disregarded it. But Hirut has taken the notice seriously and started to prepare herself to prepare literature. The ceremony is going to be celebrated after a month on Sunday.

After the ceremony, in next week there will be semester exam. Even though Hirut used to visit her grandfather every Saturday, she has decided to use her time properly. She needs time to write poem. Hence, she has to read poems written by different writers. She considered to refer to newspapers in library. For this, she has to reach to school earlier and has to leave it latter than other students. She has presented this objective to her families and then she accepted the consent of her families. They encouraged her. But, since they know that Abebe is going to school without basic reason; they were not permitted for him. The family knows that Hirut is more committed for her responsibility. They have evidence for this is that, while her senior, Abebe, has failed to promote from class in last two years, she has scored good result. Therefore, to help her note taking capacity, her father provided her with notebooks.

### Activity 7

1. What forced Hirut to plan? For what purposes she plans?
2. What does it imply that Abebe's disregard the information pasted on noticeboard?

Planning is acting and allocating resources on the basis of priority to purposes. Planning is important to different issues to set on priority on aspects of time as well as money. Planning is important to be out of crises.

### Activity 8

1. Discuss in class with your teacher on the meaning of planning.
2. Let you ask some honoured persons in your community on the difference between living on capacity and acting beyond the capacity, and present your finding in the class.

### 9.3 Anti-saving Practices in Family

- Write a note on anti-saving practices at family level and show it to your teacher.

There are a number of anti-saving practices which expose society for unnecessary expenses. However, they can use their cultural assets into a saving system based on their cultural practices.

Though saving is a good practice, there are challenges not to practice saving. The first does not understand one's economy. This is not creating the conformity between the level of income and the demand. The personal anti-saving practices in a family are acting to satisfy others without considering his/her economy. There are people who give priority to the security of others than before themselves. For example, while there is no extra money at his/her pocket, he/she is inviting others. While there are wide problems at their home, there are people who are inviting others to be said cheerful and buying costly commodities to give gift. But these practices are not guaranteed when he/she is encountering problems.

### Activity 9

Copy the following table on your exercise book and answer in the corresponding space by writing addiction or not addiction.

## Saving

No.	Practices	Answer
1	Getting food	Not addiction
2	Taking drugs	
3	Participating in clubs	
4	Taking alcohols usually	
5	Collecting tax	
6	Smoking	
7	Gambling	
8	Practicing physical exercise	

Students, please discuss reason of answers you gave in the adjoining table.

Another personal anti-saving practice is addiction. Addiction is being under the category of bad practice. Though addiction and traditions have similarities, they do have differences. Alcoholic addiction leads to instability upon a person unless he/she gets alcoholic drinks. Gambling addiction leads to unwise use of money, time and body. Such addictions are challenges to have planned life, which results in dependency and lose of peace in life.

### Summary

Saving is putting something for future while using for daily and seasonal consumptions. Saving is practiced by living on basis of economic capacity. While saving is a good practice; there are anti-saving practices which are social and personal in nature. For example, when wedding is feasted beyond their economic capacity, it has negative implication on their life. Acting on basis of economic capacity roots

from planning. Planning is to carry out things on basis of their time and resource priorities.

There are also anti-saving practices which are personal and traditional. Being bankrupt, taking drugs, intoxication are some of personal anti-saving practices while unnecessary feasting and celebration of holidays are coming under traditional anti-saving practices.

### Key Words

**Tradition:** An action practiced frequently

**Addiction:** Being dependent on drugs and traditions that endanger thinking, culture of work and life in general

**Iqub:** An association organized by individuals to collect money on a given term and getting it turn by turn on basis of looting

**Dependent:** A person with physical maturity, mental ability and with no disability but fail to self-administer and hence relay on others

### Unit Review Exercises

Do these review exercises in your exercise book.

**I. Write "True" if the statement is correct and write "False" if the statement is incorrect**

1. Saving can be done only by wealthy peoples.
2. Saving is proper usage of resources while thinking for future.
3. Saving is offsetting a month's income for a month's expenditure.
4. Saving has not to be thought when there is much extra resources.
5. Offsetting at a family is by considering the future fate of their children.

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## Saving

### II. Match words or phrases under column 'A' with correct items of column 'B'

- | A                             | B   |
|-------------------------------|---|
| 1. Poverty                    | (A) A principle for saving                    |
| 2. Being on economic capacity | (B) Feasting beyond the economic level        |
| 3. Cultures leads to wastage  | (C) Failure to fulfill basic needs            |
| 4. Iqub                       | (D) The usual harmful practice                |
| 5. Addiction                  | (E) Identifying issues of priorities from not |
|                               | (F) Good practice                             |

### III. Copy the following questions on your exercise book and fill the correct answer on the space provided

1. Among the consequences of addiction, \_\_\_\_\_ and \_\_\_\_\_ can be mentioned.
2. Among harmful practices which lead to bankruptcy \_\_\_\_\_ and \_\_\_\_\_ can be mentioned.

### IV. Choose the correct answer for the following questions

1. Living on basis of economic capacity means
  - (a) Limiting interest on basis of income incurred
  - (b) Acting limitlessly on the belief of future gains
  - (c) Not thinking for tomorrow
  - (d) Making no use of money.
2. Which one of this is not anti-saving practice?
  - (a) Sharing all of his/her own with others
  - (b) Giving what we have on belief to get from others
  - (c) Feasting by borrowing from others
  - (d) Ikub.
3. Dependency is
  - (a) Eating and drinking in together
  - (b) Helping one another
  - (c) Getting comments and ideas of others
  - (d) Rather than using him/her self's effort, it is using of others effort.
4. Addiction is
  - (a) Being based on a given profession
  - (b) Being under bad practices
  - (c) Carrying out humanitarian traditional practice
  - (d) None.
5. Planning is
  - (a) Based on saving
  - (b) Based on wisdom
  - (c) Avoids time wastage
  - (d) All.

### V. Give short answers for the following questions

1. How many kinds of festivals are there in your community? Mention two of them.
2. What is saving? Discuss.
3. Mention two advantages of planning.

# UNIT 10

## Active Community Participation

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

- understand the meaning of active community participation.
- realize the necessity and significance of active community participation.
- identify types of active community participation.
- recognize the necessity of participating in school as well as community discipline, neatness and development endeavours.

### 10.1 Meaning of Active Community Participation



Picture 10.1. Students cleaning school compound

- Explain what the above picture is showing.
- Why and which situation those peoples engaged in sanitation activity?

#### Problems of Grade 5 “B”

Majority of Grade five “B” students were not convenient about their classroom. Since a given teacher was absent for last period, they agreed to use his period for meeting. At the beginning of the meeting, Malabe, who is not trustworthy and like to play, left the class by groaning as a sick person

deliberately. Her brother Bona also left knowingly by supporting her from the class.

The first speakers of the meeting were Kemal and Hawa, who were cleaning the room for last four weeks by expecting their classmates will follow their foot steps. However, they were offended by no student to join them. Then students talked turn by turn and criticized themselves for not taking care of their classes. After a detailed discussion, they have agreed to wash their classes.

Tungamo by fearing to the possible spoil of his cloth and shoe by dust, like Alemitu, was encouraging other students who were cleaning. He was giving good comments in meeting such as “let us start, let us clean it”, but at work time due to his non-involvement, students were offended once again. But their friends such as Betese, Bogalech and Kedir were washing the class by taking off their shoes.

Eventually when their discussion of meeting became successful by cleaning the class, the class and teaching aid materials became neat. Then after, they had ten minutes evaluation of their performance. They clapped hands for their model students, Kemal and Hawa, by appreciating their performance. Eventually, all of them agreed that they have gotten good lesson for future.

#### Activity 1

Based on the above passage answer the following questions:

1. Were practices of Grade 5 “B” students proper? Why?
2. Among grade 5 “B” students, were there students practiced active community participation or not? What is their difference?

## Active Community Participation

3. How do you see the contribution of Kemal and Hawa, from the aspect of active community participation?

### Group Work

Select one of the following issues and discuss in group.

1. Select two clubs which are active in your school. Then explain about their performance, objectives, rules and regulations, organizations, plans and implementations.
2. Select two social organizations in your community which are too active. Then explain about their performance, objectives, rules and regulations, organization, plans and implementation. In relation to it, investigate the type and level of participation of its members.

In social life, you have to make yourself always ready for active community participation. Active community participation is based on the possible achievement of peoples. Self-initiation and commitment are basis for it. To be successful in such participations, involvements showed not only be at individual but also at group level. Therefore, active community participation is the group involvement on basis of self-initiation for effective achievement.

### 10.2 The Necessity of Active Community Participation



Picture 10.2. Cleaned school compound due to student active participation

- What do you understand from picture 10.2?

### The Debate

Nesro and Wolaite are the two classmates. Both of them are known by gentility, commitment and activeness among the class students. Sometimes, when they debate on educational issue, it is too warm and seems a quarrel. But at the end of debate, they depart peacefully. When they fail to reach on agreement after debate, they take their issues to teachers to get answer.

Once upon a day, however, both were failed to reach on agreement. Nesro said that “participating in club on basis of active community participation, can be advantageous and even non-advantageous”. But Wolaite strictly opposed his idea and said “participating in clubs through active community participation is always advantageous.” Still Nesro objects her idea and mentioned that “in participating environmental protection clubs in our school we individually have gained nothing”, he said.

But Wolaite responded that from plantation activity, there is psychological satisfaction gaining experience, knowledge and ensuring the future world. On moment both of them saw the dirty garbage dumped along the road. Then Nesro mentioned that their club has not avoided that dirty and he evidenced as that nothing has happened to them due to non-avoidance of that garbage. On occasion, his leg has slipped over bark or peer of banana and he immediately fell into the ground. Wolaite and others in together helped him to raise. But the damage was not big upon him.

Then after, he said “you are right. If we had cleaned our compound and environment, such problems had not be occurred. I accepted your advice. So, it is unnecessary to go towards a teacher to get answer”.

## Active Community Participation

### Activity 2

Give appropriate answer for the following questions:

1. What kind of lesson Nesro has gotten from the practice?
2. Nesro and Wolaite are members of environmental protection club in their school. If they have been able to take care of compound and plantation through active community participation, what kind of advantage they could have been incurred?
3. Please present your intention to contribute to your school. Mention three things you may lose by taking active community participation in your school.

As you have learned here in above, you understood that active community participation is important. In addition to gaining common advantage from such participations, it has importance at individual level also.

For example, students have to take active participation in electing monitor, endorsing school regulations, school meetings, class sanitation, taking care of school and class properties etc., on basis of self-initiation. Such things have advantage for individuals by ensuring individuals security, healthy education etc.

### Activity 3

Discuss on the following questions in group and present in the class:

1. Are there public and governmental properties which have not got due attention in your compound?
2. For properties have not gotten due attention, what has to be done to it?
3. For properties that have not gotten due attention, is active community participation necessary? Explain.

## 10.3 Types of Active Community Participations



Picture 10.3. Let us cleanse our school



Picture 10.4. Let us develop our environment

- What type of active community participation do you know?

You have understood the meaning and necessity of active community participation. Now, let you see types of active community participation. Active community participation can be divided into two. The first is participation in school while the second is participation in community or working institutions.

### Activity 4

Answer the following questions:

1. Mention clubs in your school. If there is no club, mention how it should be organized.
2. Mention social organizations in your community (Kebele). If no such organization, mention what kind of organizations need to be organized.
3. What are similarities and differences of clubs existing or to be organized at school and kebele?

## Active Community Participation

### Activity 5

Copy the following types of active community participation on your exercise book and identify them by saying “practiced in school” or “practiced around communities”.

1. Discharging all Idir responsibilities.
2. Leading students’ council committee.
3. Participating willingly and with commitment in kebele youth association.
4. Discharging the responsibility in the school by being the leader of scout club.
5. Giving humanitarian service to victims of HIV/AIDS.
6. Carrying full participation by being the member of Red Cross and Crescent member.
7. Carrying out responsibilities of a woreda by being chairperson of public development association.
8. Carrying out his/her duty effectively by being the member of students’ humanitarian club.
9. Being the member of farmers union.
10. By being the member of anti-malaria union, engaging and discharging the responsibilities in it.

### 10.4 Civic Organizations



Picture 10.5. Red Cross/Crescent



Picture 10.6. Meeting of people

- Explain the meaning of the above pictures.
- What are similarities and differences of those pictures?

A person cannot satisfy his/her needs lonely. Common efforts are more important to succeed interests. Every people has to be engaged in social developments to change its life. To be successful in this aspect, the people have to work in together.

To work in together, it is necessary to be associated. People can create different organizations. Each organization can differ from another by its character. Civic organizations are among such organizations. They are characterized by being non-governmental, not profit based, to satisfy target groups, and their source of income is from members dues and donors. Furthermore, they are non-political. Workers in civic organization work either by their willingness or being employed. Civic organizations are social organization making their contribution for progress of democracy, peace and common development.

#### Characteristics of civic organization

- Politically impartial
- Non-governmental
- Governed by members willingness/voluntary
- Not profit making
- Donors and members are source of income

# Active Community Participation

## Summary

As you have seen in this lesson, active community participation is the involvement in practices by self-initiation for common advantage. Active community participation is highly expected from students in schools. This helps to attain knowledge, experience and achievement.

Active community participation needs common effort. Collective efforts of money, energy and knowledge results in further achievement. Among institutions organized on common effort, civic organizations are the major ones. Such kinds of participations have contribution to development of democracy, peace and progress.

## Key Words

<i>Civic:</i>	Non-Political and Non-Military
<i>Self-initiation:</i>	Not by pressure of others, but by his/her own ambition
<i>Associated:</i>	Creating a group or membership for common advantage
<i>Developmental work:</i>	Effective work to bring change in life of society
<i>Labour union:</i>	Organization of workers for promoting of their rights and privileges

## Unit Review Exercises

Do these review exercises in your exercise book.

### I. Write "True" if the statement is correct and write "False" if the statement is incorrect

1. Active community participation need real practice of people.
2. Civic organizations and social organizations are the two types of active community participations.
3. There is no individual advantage to be gained from active community participation.
4. Commercial institutions are among civic organizations.
5. Among the main attributes of active community participation is carrying out practices in together.

### II. Match words or phrases under column 'A' with correct items of column 'B'

A	B
1. Non-political	(A) A civic institution in a school
2. Idir	(B) Effects of civic institutions
3. Practical action	(C) Civic organization around residence
4. HIV/AIDS club of students	(D) Individual advantage of active community participation
5. Promoting experience	(E) Character of civic organization
	(F) Decision of active community participation
	(G) Character of active community participation



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## Active Community Participation

### III. Copy the following questions on your exercise book and fill the correct answer on the space provided

1. The two categories of active community participation are \_\_\_\_\_ and \_\_\_\_\_.
2. Non-governmental and non-political organization which contributes for progress of democracy, peace and development is said to be \_\_\_\_\_.

### IV. Choose the correct answer for the following questions

1. Active community participation is
  - (a) By working together
  - (b) By self-initiation
  - (c) By practical action
  - (d) All are correct.
2. Which one of the following is not character of civic organization
  - (a) Not work for profit
  - (b) Non-government
  - (c) Political institution
  - (d) Source of income is from members.
3. Which one of the following is not character of active student?
  - (a) Having active community participation
  - (b) Being class monitor
  - (c) Appreciating teachers
  - (d) Cheating when examination is conducted.
4. One of civic organizations is
  - (a) Regional or woreda social administrative sector
  - (b) Union of states
  - (c) Professional association
  - (d) None of the above.
5. The advantage for an individual from active community participation is
  - (a) Gaining knowledge and experience
  - (b) Wealth and progress
  - (c) No advantage at all
  - (d) (a) and (b).
6. The common advantage of active community participation is
  - (a) For further achievement
  - (b) To strengthen knowledge, resource and skills
  - (c) (a) and (b)
  - (d) Personal benefit.

### V. Give short answers for the following questions

1. What is active community participation?
2. Mention five major characteristics of civic organizations.

# UNIT 11

## Pursuit of Wisdom

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

- understand the meaning of pursuit of wisdom.
- realize the significance of knowledge for betterment of ones own life and development of country at large.
- identify the necessity of knowledge and information for correct decision.

### 11.1 Knowledge and its Significance



Picture 11.1. Tree



Picture 11.2. Car



Picture 11.3. Camel

- Explain the meaning of above pictures and their significance for human beings.

- How do you know about those things?
- On the basis of answers you gave for the above two questions, what does knowledge mean?

### How can we find knowledge?

Zeyneba, Muhaba, Lemma and Tediso are grade five students. One day, their teacher W/ro Mulu gave them homework on the title “Explain the meaning knowledge by using different information.” Those students usually like to read, debate, discuss and participate on different issues. Hence, they liked the homework.

After taking the homework, each of them engaged in different information gathering works such as reading books and interviewing people. After having individual’s finding, they gathered for common discussion. They discussed on the case thoroughly and responded in the following ways,

- Zeyneba** - Knowledge is an understanding concerning places, people and issues around us.
- Muhaba** - It is mental instrument to identify helpful from harmful.
- Lemma** - Knowledge is something we get from teachers, reading books and studying environment.
- Tediso** - Knowledge is our understanding about animals, earth, air condition and technology.

Each of them presented their ideas to the class in such way that students heard and surprised by their findings. The teacher becomes delighted by the effort of those students.

# Pursuit of Wisdom

## Activity 1

Read the following carefully and debate on it:

1. Among those four students answer about knowledge, is there any wrong response?
2. What is knowledge? What is your answer?

Knowledge is an understanding of surrounding/ environment. By looking peoples and environment, we are widening our knowledge. By getting information from peoples, we are widening our knowledge. Through learning in schools, we are getting knowledge. Furthermore, through attending mass-medias, we acquire knowledge.

Knowledge directs us to be free from any kind of influence. For example, by constructing houses, we secure ourselves from cold, rain, sun rays and natural disasters. We investigate the way of disease transmission through knowledge. So, we are taking care of it either by using preventive or curative measures. This justifies, as far as knowledge expanded, human life is getting improved and improved. Hence, when you search knowledge in your school, you are becoming more and more active.

## Activity 2

1. When it said that “Knowledge is once attained and not improved from time to time”, is it true? Justify.
2. From knowledge and money, which comes first to construct a house?
3. Among persons with higher and lower knowledge, which is more important to a country? How?

## 11.2 Methods of Gathering and Analyzing Information



Picture 11.4. People listening to radio



Picture 11.5. People reading newspaper



Picture 11.6. People watching television

- What kind of information do you get from pictures regarding as source of information?
- What are sources of information?
- What is the significance of getting frequent information?

## Activity 3

Read the note titled “Ras-Simosh” and answer questions after it?

### “Ras-Simosh”

This is the most collaborative work tradition by farmers of Arsi zone of Oromia Region. In this case, brother-in-law brings a work team to his in-law’s family. The interest of bringing such team may originate either from brother-in-law or from his in-laws. In all cases, the objective is to support his in-laws in cutting products in the fields which is expected to strengthen the relation between the two families.

The work team has higher responsibility and encompassing large man-power. This has the power to challenge their (in-laws) capacity of hospitality. Specially, if inviters of the “Ras-Simosh” are families of a woman, they have to arrange large feasts, which provides to guests such as ‘Tela’, ‘Areke’, ‘bread’, ‘Enjera’ and ‘wot’. The higher satisfaction of work team in the invitation is a prestige for in-laws.

## Pursuit of Wisdom



Picture 11.7. Farmers collecting crops

Sometimes, the cost of arranging feast may also be the concern for the brother-in-law. He has to provide certain things to support them. Specially, if the bringing of work team ideas has initiated by him, he has to take the whole responsibility. He has to bring the feast from his home by carrying on the back of donkey. Still, however, his in-laws have to provide fattened oxen. Furthermore, the work team may dwell in the home of his in-laws on basis of the distance they have to come back.

### Activity 4

1. From where do you see the writer of “Ras-Simosh”, has gotten such information?
2. How does the writer gather such information?
3. What are sources of knowledge?

Information is a source of knowledge which may be gathered from books, radio, television and the like. It may be gathered through looking, listening, smelling, touching and testing. It may emanate from our environment or out of our environment. Among information from our environment, we can mention about community peace, sex and age of teachers, holidays and etc. The election result of house of peoples representatives, the international cost of oil, the expansion of HIV/AIDS are some of information among emanating from outside the community.

There are different sources of information which are helping to enhance our knowledge. The main ones are education, reading, mass-medias, observation etc. Observation is serious watch of occurrences and practices in our environment. For example, as we read the case of “Ras-Simosh” in the passage in the above, the writer gathered such information by seriously observing what individuals are doing and interviewing aged and honoured people. Then the writer provided such information for us and other

readers which can be further disseminated for understanding others.

School is the main source of knowledge. There are different professionals in school working the whole day to help us. We can get information and knowledge by reading books, newspapers and magazines. Other sources of information and knowledge are radio and television. They are providing recent and latest information and knowledge of the whole world.

Visiting is another source of knowledge. By such practices, we can get information of topography, air condition and the culture and way of life of the people.

To develop such different information, we have to put that information into practice. Furthermore, we have to see their advantage and disadvantage through critical analysis. To be effective in such way, individuals have to note it down and record in cassette.

### Activity 5

By selecting one of the followings:

- A. Collect information supporting the topic from different sources.
- B. Organize the identified information in different category.
  1. The history of the establishment of your school.
  2. How can we take care of the health of milk-giving cow?
  3. What is the importance of habituating consumption of honey?

### 11.3 Backward Thinking and Attitude

- Some peoples say that “crop produced by using fertilizer is not durable”. Do such thinking are right? Why?
- Have you ever heard such saying in your community? Let you mention them and discuss in the class.
- How can it be avoided of such backward thinking and attitude in your community? What could be your role in avoiding such practice?

## Pursuit of Wisdom

Backward attitudes are based on unreasonable thinking. They are traditions, which may have lived long with us. It is an opposite of scientific and modern thinking. Individuals are based on illogical guessing. For example, we do not have realistic evidence if we say “why pottery is became the work of those few groups”. We also accept the dominance of males traditionally, but we do not have scientific answer for it.

Backward thinking is observed in different ways. Some of them are in sayings and traditional poems. Some are practical and even endangering the health of people. Among them female genital mutilation and uvula are there. Even, the consideration of evil eye is also among backward opinions. If this, the so called “evil eye” person, has effect on social life. And other peoples unnecessary worried of those peoples.

Backward attitude has effect on development effort. Because, it forces us to throw away things while they are important. On the other hand, it encourages harmful practices. Backward attitudes are obstacles to development of knowledge. Therefore, the new generation has to be free from such backward attitudes and thinking.

### Activity 6

Give explanatory answer for the following questions:

1. What are effects of backward attitudes in residents of your community?
2. How do you see the fate of backward attitudes with the development of science and technology? Would they be avoided or continued to exist? Why?

### 11.4 The Culture of Reading



Picture 11.8. Students reading in the library

- What are those students in picture 11.8 doing?
- What advantages do the students can get from reading?
- What kind of relation is there between reading and knowledge?

Reading is attaining ideas which are stated in words in flat matter. The attainable issue may be giving knowledge, information or/and enjoyment. Authors are writing what they have found either by reading, observing, research work or practices and then disseminate it to others. These are the ways we get such basic points.

Reading has a number of contributions such as to widen our knowledge and to get experience. We have to habituate reading from our early childhood. There are peoples reached to higher level by practicing such cultures from their childhood. Some “honoured peoples” of our country such as Kebede Michael, Yilma Deresa, Tsegaye Gebremedhin and others reached to that level due to their habituation of reading from early childhood.

### Activity 7

Read the following poem and answer questions after it.

መጽሐፍ ወዳጅ

ጥናት የወለዳት፣ ሣይንስ ያሳደጋት፤  
ፈላጎጅ ሽልመው፣ ምሁራን ያስገቧት፤  
ስለክብሯ ብዛት ሰዎች የማሉላት፤  
አለችኝ ፍቅረኛ መጽሐፍ የሚሏት።  
የምሁራን ዳኛ የጥበብ መስካሪ፤  
እንዳባት አለችታ እንደናት መካሪ፤  
የድንቁርና መርዝ የጨለማ ባትሪ፤  
ገስግሰሽ ነይልኝ መጽሐፌ ላንብብሽ፤  
ልንገርሽ አድምጪኝ ሆነሽ ካጠገቤ፤  
መንፈሴ ተጠማ ተራብልሽ ልቤ፤  
ድረሽ መጽሐፌ የአእምሮ ቀለቤ።  
የጥናት መብራቴ የሣይንስ ወዳጅ፤

# Pursuit of Wisdom

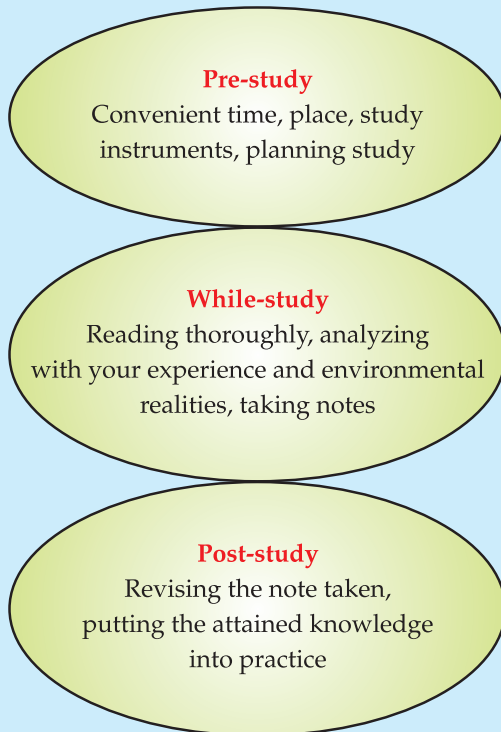
ስህገ፡ በመንገዱ ስቀመጥ በደጅ፤  
 አጋር መጽሐፌ አትለይኝ ከጅ፡፡  
 ውዲ መጽሐፌ አንቺን ያነበበ፤  
 አእምሮው ዳበረ ዕውቀት ተመገበ፤  
 ልቡ ተሰፋ አገኘ መንፈሱ ጠገበ፡፡

- (A) How can a book be a light?
- (B) Are the statements explaining a book as a killer of ignorance right? Why?
- (C) In general, what are advantages of reading books?

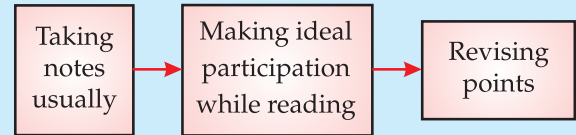
## 11.5 Methods of Studying

- Explain your preparations before you start studying to your colleagues of the class.
- What kind of practice you do while you are studying? What do you do after completion of your study?

Studying has its own steps. These steps are pre-study, while-study and post-study. The pictorial explanation below gives you, some brief understanding.



Taking note is very important in studying. The following points in boxes are said to be “golden law” for taking notes—let you be in group and discuss on the meaning and significance of them.



Studying thoroughly has a number of significances:

- To promote from one grade to next grade with good achievement.
- To reach good position in future such as to be teacher, engineer, builder, painter etc.

While you are reading (studying), you have to follow the following methods:

- Selecting convenient time and secured place to start studying
- Taking note while studying
- Analyzing while studying
- Evaluating the reality of ideas
- Associating the theoretical idea with practical world while studying.

## Activity 8

Answer the following questions:

1. What is the importance of study?
2. What do you do in the following study steps?
  - (a) Pre-study
  - (b) While-study
  - (c) Post-study.
3. What is the importance of taking notes while studying?
4. What is the final goal of studying?

# Pursuit of Wisdom

## Summary

Knowledge is attained from different sources. It enables us to change our environment. It can be attained from schools, reading and observation of environment.

Being based on unrealistic guessing and unscientific practices leads to be governed on backward understandings and opinions. When our understandings and opinions are backward, it is an obstacle to change our environment. It has side effect even in our health also. Studying can be, generally summarized as follows. It has pre-study, while-study and post-study steps.

Pre-study is creating convenient situations for study. The while-study step is while we are in mid-of study that required silence. Post-reading is also organizing what we have already read.

In general, it is expected that you have seriously attended the subject and realized basic concepts in it. However, mere theoretical knowledge by itself is nothing. You have to put into practice all your knowledge. You have great responsibility to pursuit wisdom and to combat harmful understandings and opinions.

## Key Words

<b>Wisdom:</b>	The capacity to well understand issues and conditions
<b>Information:</b>	The raw idea gathered to know something
<b>Study:</b>	Investigating written or other sources to attain knowledge
<b>Backward thinking:</b>	Harmful understanding that is not based on reason, logic but based on tradition

## Unit Review Exercises

Do these review exercises in your exercise book.

### I. Write "True" if the statement is correct and write "False" if the statement is incorrect

1. It is important to read newspapers and books to get further knowledge.
2. Visiting is only for entertainment and not serves as the source of knowledge.
3. As knowledge expanded, human life is getting improved and improved.
4. It is possible to widen knowledge by observation of different things.
5. Reliable knowledge is attained only through reading books.

### II. Match words or phrases under column 'A' with correct items of column 'B'

- | A                           | B  |
|-----------------------------|--|
| 1. While-study              | (A) Radio, Television, books                     |
| 2. Main source of knowledge | (B) Selecting readable materials                 |
| 3. Backward opinion         | (C) Respecting elders                            |
| 4. Source of information    | (D) Males have not to carry-out words of females |
| 5. Pre-study                | (E) Serious reading of subjects                  |
|                             | (F) School                                       |

# Pursuit of Wisdom

## III. Choose the correct answer for the following questions

- How can backward opinions be reduced?
  - Promoting education
  - Declining of science and technology
  - By ignoring ours and accepts the culture of whites
  - (b) and (c).
- Which one is the reliable modern source of information?
  - School
  - Residence house
  - Elder persons in our community
  - (b) and (c).
- Which of the following is the provider of information?
  - Newspapers
  - Radio
  - Television
  - All.
- What is the importance of taking notes on study?
  - Not to forget easily what we have read
  - To discuss and understand with others on what we have not understood
  - To improve our handwriting
  - (a) and (b).
- Which one of the followings is not backward opinion?
  - Frequent taking of shower leads to skin dryness
  - Males have to support females in their work
  - Supporting all traditional practices
  - Females cannot do what males are doing.

## IV. Copy the table below on your exercise book and put (✓) mark in corresponding areas of practices either in "constructive" if it is healthy or "backward" if it unimportant

No.	Specific practices	Constructive	Backward
	<i>For example cutting uvula</i>		
	<i>Sharing information</i>		
1	Creating job opportunity than charity service		
2	Pottery is unimportant profession		
3	Giving doctoral treatment for children when they are sock		
4	Learning, learning and re-learning		
5	Respecting father and mother		
6	Female Genital mutilations		
7	Self-reliance than expecting aid from some		

## V. Give short answers for the following questions

- What are the main sources of information?
- What is the importance of taking note in meantime of study?
- How can we practice participatory study while reading our notes?