

General Studies and Communication Skills

Teacher's Guide

Senior

6



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FOREWORD

Dear teacher,

Rwanda Education Board is honored to present Senior Six General Studies and Communication Skills teacher's guide which serves as a guide to competence-based teaching and learning to ensure consistency and coherence in the learning of the General Studies and Communication Skills subject. The Rwandan educational philosophy is to ensure that learners achieve full potential at every level of education which will prepare them to be well integrated in society and exploit employment opportunities.

In line with efforts to improve the quality of education, the government of Rwanda emphasizes the importance of aligning teaching and learning materials with the syllabus to facilitate their learning process. Many factors influence what they learn, how well they learn and the competences they acquire. Those factors include the relevance of the specific content, the quality of teachers' pedagogical approaches, the assessment strategies and the instructional materials available. We paid special attention to the activities that facilitate the learning process in which learners can develop ideas and make new discoveries during concrete activities carried out individually or with peers. With the help of the teachers, learners will gain appropriate skills and be able to apply what they have learnt in real life situations. Hence, they will be able to develop certain values and attitudes allowing them to make a difference not only to their own life but also to the nation.

This is in contrast to traditional learning theories which view learning mainly as a process of acquiring knowledge from the more knowledgeable who is mostly the teacher. In competence-based curriculum, learning is considered as a process of active building and developing of knowledge and understanding, skills and values and attitude by the learner where concepts are mainly introduced by an activity, situation or scenario that helps the learner to construct knowledge, develop skills and acquire positive attitudes and values.

In addition, such active learning engages learners in doing things and thinking about the things they are doing and they are encouraged to bring their own real experiences and knowledge into the learning processes. In view of this, your role is to:

- Plan your lessons and prepare appropriate teaching materials.
- Organize group discussions for learners considering the importance of social constructivism suggesting that learning occurs more effectively when the learner works collaboratively with more knowledgeable and experienced people.
- Engage learners through active learning methods such as inquiry methods, group discussions, research, investigative activities and group and individual work activities.

- Provide supervised opportunities for learners to develop different competences by giving tasks which enhance critical thinking, problem solving, research, creativity and innovation, communication and cooperation.
- Support and facilitate the learning process by valuing learners' contributions in the class activities.
- Guide learners towards the harmonization of their findings.
- Encourage individual, peer and group evaluation of the work done in the classroom and use appropriate competence-based assessment approaches and methods.

To facilitate you in your teaching activities, the content of this teacher's guide is self-explanatory so that you can easily use it. Even though this teacher's guide contains the answers for all activities given in the learner's book, you are requested to work through each question and activity before judging learner's findings.

I wish to sincerely extend my appreciation to REB staff who organized the editing process of this teacher's guide. Special gratitude also goes to lecturers, teachers, illustrators and designers who supported the exercise throughout. Any comment or contribution would be welcome to the improvement of this textbook for the next edition.

Dr. NDAYAMBAJE Irénée

Director General, REB

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Joan Murungi,

Head of CTRLRD

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Introduction

The Teacher's Guide addresses all the topics in the GSCS Senior 6 syllabus. These are; Genocide, Democracy and good governance, National service and self-reliance, Pluralism in the world, Communication, international relations and co-operation, How to manage money, Transport, employment, unemployment and their impact on the economy, International financial institutions, co-operation and development, Financial scams, Environment friendly farming for sustainable food production, Uses and application of Mathematics in daily life, Global media rights and responsibilities, Relationship between tourism and culture and Gender and society. Each of these topics are handled from a unit-to-unit approach and in an easy-to-understand way. The teacher is taken through simple steps on how to teach the content provided in each unit on a lesson-by-lesson basis.

A teacher should guide learners through the teaching and learning process by ensuring that they are all involved actively. Such an undertaking should involve active learner participation in the process. Co-operative learning should be encouraged. In addition, creativity should be encouraged in the learning process. Therefore, the teacher should undertake this process in an enabling environment.

Pedagogy of General Studies and Communication Skills

The GSCS is grounded on various issues in the teaching and learning process. These are: methods and techniques of teaching, learners' progress records, teaching and learning resources, planning for instruction and references. These four issues constitute the teaching and learning process.

1. Methods and techniques of teaching

The methods and techniques of teaching GSCS are similar to those of other subjects at the advanced level. However, a teacher should use methods that encourage creativity and active learner involvement in the teaching and learning process in a variety of ways. It is vital to pay attention on learners' strengths and weaknesses. Preference should be given to learner-centred methods of teaching. During this exercise, a teacher should act as a partner, facilitator, guide and promoter of learning. He or she should organise the classroom interactions in various ways.

Learners should get adequate opportunities to interact with their peers and the learning environment through well-organised learning activities. Both

co-operative and experiential learning should thus be encouraged. This has the potential of promoting critical thinking, problem solving and decision-making. Using more than one method keeps monotony and boredom at bay, enables the teacher to reach a wide population of the learners and reduces the limitation of each method. A teacher's choice of method in GSCS should be based on the following; nature of content, specific objectives, learner characteristics, time available to cover the lesson, teaching and learning resources, size of the class (number of the learners) and classroom environment (weather of the day, classroom physical conditions).

Teaching methodologies

To pass the intended knowledge, skills and attitudes to the learners, a teacher needs to use certain methodologies. These methods include:

a) Question and answer method

This method is important in the teaching and learning process. Teachers ask questions to find out what a learner knows and to arouse curiosity in the learners. Open-ended questions help develop thinking in learners as opposed to closed questions whose answers involve a yes or no response. Questioning helps in the following:

- i) to stimulate learners to participate in the lesson.
- ii) arouse interest in the learners.
- iii) review topics taught.

Good questions should be clear, precise and suitable for the abilities of the learners. Such questions include the ones provided at the beginning of every unit in the Student's Book.

This method can be used to teach virtually all the topics in the GSCS senior six. In all the stages of the lesson, the teacher from time to time can pose oral questions to the learners, answer learners' questions or redirect learners' questions to the whole class. Learners can also ask the teacher questions related to lesson. For example, in introducing the topic 'Genocide' the teacher may begin the lesson by asking learners to explain the meaning of the term genocide. From the learners' response, the teacher will go ahead to improve the response and link to the current lesson on the 'Concept of Genocide'.

Another example is when teaching the topic on financial scams, in the middle of the lesson, in the sub-topic "methods of protecting oneself from financial scams and identify fraud", a teacher may ask learners, 'how can we protect ourselves from financial scams and identify fraud?' By posing the question, the teacher will initiate a discussion on the methods of protecting oneself from financial scams and identify fraud.

b) Discussion method

Discussion involves the exchange of information between people. Teachers should encourage learners to contribute ideas on a given subject without any fear. A discussion may involve the whole class, pairs or groups. The teacher's role in a discussion is that of a guide. Discussion method helps to:

- i) build confidence in the learners
- ii) enhance critical thinking in the learners
- iii) encourage learners to appreciate other people's opinions
- iv) enable learners develop their communication skills and co-operation among themselves.

All the topics in the GSCS book lend themselves to the use of this method. There are several activities which require learners to discuss in groups or pairs and contribute ideas on a given set of questions or subject. These include activities such as Activity 2 on page 3 of the Student's Book, Activity 2 on page 32 of the Student's Book and Activity 4 on page 88 of the Student's Book.

c) Field study method

Field trips involve travelling with the learners to observe and study things outside the classroom. Field trips involve travelling to construction sites, museums, national parks, agriculture demonstration farms, research institutions, banks, police stations, One Stop Centres, agricultural processing firms among other places. Field trips must be interesting and related to the content that the learners are studying.

This method only lends itself to specific content in the GSCS 6 syllabus. This method has been used to develop content in the following areas, 'Consequences of genocide', Activity 3 on page 14 of the Student's Book, 'Prevention of any or future occurrence of genocide in Rwanda' Activity 4 on page 33 of the Student's Book, 'Importance of Mathematics', Activity 3 on page 181 and 'Gender Desks', Activity 13 on page 213 of the Student's Book.

Preparation for field trips

Before organising a field trip/study, a teacher should do the following:

- i) Identify the site or place to be visited.
- ii) Communicate to the relevant authorities of the intended visit, giving them the date of visit and number of visitors to expect.
- iii) Once the teacher receives approval to visit, he should seek permission from the school administration and parents/guardians.
- iv) Consult other teachers who may help during the trip study.

- v) Prepare equipment and materials to be used during the trip study.
- vi) Inform learners of the intended field trip and discuss with them the objectives of the trip, time that the trip will take place and materials required for the field study.
- vii) Have transport and meal arrangements in case the place to be visited is far from the school. The teacher should always carry a First Aid Kit in case of any emergencies. The teacher should also remind learners on the importance of good conduct.
- viii) Introduce learners to the hosts and ensure that all the learners are present.
- ix) Guide the learners to observe features of interests.

After the field trip, the teacher should do the following:

- Write a letter of appreciation to various people who were involved during the trip.
- Evaluate the trip by writing a report for future reference and personal records.
- Assess learners' reports either written or by having discussions in class.
- Write a report to the school and show how money was spent (in case the school had provided money for the trip).

d) Role –play method

When learners are active participants, the concepts they dramatise are firmly embedded in memory. Role play helps the learners to:

- i) Build their confidence.
- ii) Stimulate their imagination and creativity.
- iii) Develop a positive attitude and promotes cooperation and communication skills among learners.
- iv) It creates fun when learning.

To prepare for role play, a teacher should:

- Ask for volunteers; ensure that boys and girls participate equally.
- Give the volunteers a role to play and give them time to practise.
- Let learners demonstrate or act in front of the class.
- Discuss the role play with the learners.

There are various activities in the Student's Book where this method has been used. Such activities include the following, Activity 7 on page 36(question 2), Activity 4 on page 42, Activity 3 on page 74, Activity 4 on page 139 and Activity 2 (question 2) on page 220 of the Student's Book.

e) *Storytelling method*

This involves giving learners an account of the historical event that occurred in the past or a real-life experience that may have occurred to oneself or another person. The story should be used to give explanation or elaborate on some content in the Student's Book. This will help learners remember and grasp the content taught by linking it to the story. For example, when teaching the lesson on 'Genocide against the Tutsi', give a story based on a renown survivor's account of how the genocide happened in the country. This method can also be used to teach, 'Types of financial scams'. Give a story of a type of financial scam that has occurred to someone and give details of how it occurred to the learners. From the story you can ask them to identify which type of financial scam took place in the story.

f) *Guided-discovery method*

This method is the use of a set of questions or problems that are meant to teach content that may be considered time-consuming and that which requires deep learning. Learners can research for more information on their own with the guidance of a teacher without being given direct answers, they can also answer questions to the problems set in various activities by looking for information from fellow learners during a discussion from the presentation of their research findings. Ask several questions about the topic of discussion and steer learners' responses in the right direction instead of giving them direct answers when they ask questions. Guide learners on the uses of reference materials and other written sources that may be of help in answering questions that involve research and are also time-consuming. Such activities include the following in the Student's Book, Activity 3 on page 3, Activity 2 on page 40, Activity 5 on page 61 and Activity 4 on page 72.

g) *Use of a resource person*

This method is best used when explaining content that may require more explanation from an expert in the related field. For example, a teacher can invite a police officer or a person working in a bank in the fraud department. These two resource persons will help explain the types of financial scams and identity fraud prevalent in the world and also give learners tips on how to avoid falling trap in the schemes of fraudsters. This method can be used in the following activities in the Student's Book: Activity 2 (question 4) on page 32, Activity 4 on page 108, Activity 1 (question 2) on page 136, Activity 3 on page 138, Activity 6 on page 141 and Activity 2 on page 167.

2. Learner's with special needs

The teaching and learning process should always promote inclusive learning. Teachers are bound to have learners of three categories, that is, learners with

special needs or challenges, gifted or fast learners and slow or learners with difficulties. This makes inclusive learning imperative. The degree of the gifted and talented learners varies from one learner to another. The major challenge to a teacher is meeting the needs of learners with special needs. In this category we have those with visual, auditory, physical and multiple challenges.

However, it's vital to remember that learners with special needs are unable to learn the way most other learners do. Special adaptations and considerations should thus be extended to them because such learners have good study skills, are highly motivated and willing to learn. However, a teacher's challenge is handling all the categories of learners in a way that makes each individual learner benefit from the instructional process. For a teacher to adequately teach the expected content and help learners with legitimate challenges in class, one needs to ensure that they work closely with the individual learner, encourage cooperative work through small grouping and pairing. Whole class grouping should also not be ignored. Teach the learners relevant skills to enable them accomplish various tasks.

Efforts should also be made to improvise the teaching and learning resources to cater for the interests of learners with special needs. Practical problem solving as well as adequate understanding of concepts is thus necessary in such situations. A teacher should create an enabling environment for learning. Teachers should understand the learner's challenge and interaction between learning theories and learning disabilities to enable them plan their tasks to check on the frustrations and social pressures experienced by the learners.

a) *The gifted and talented learners*

These learners are very intelligent. They display exemplary performance in most tasks. Some of their characteristics are:

- complete tasks faster than their peers
- get bored faster due to early completion of tasks, and
- can be disruptive due to idleness once they have completed the given tasks.

Such learners can be assisted by: providing them with extra activities to keep them busy and engaged, counsel them appropriately and assign them responsibilities of helping their colleagues in other categories.

b) *Slow or learners with difficulties*

Learners with difficulties are slow and end up not accomplishing various tasks they are required. They need more time than the other groups of learners. Slow learners should not be reprimanded. Assistance should take the following forms:

- giving them more attention
- being patient with them

- creating more time for them outside the normal instruction time
- guiding them carefully in the tasks assigned
- encouraging them in any attempt they make and telling them they can do better and
- ensuring that they have understood the content taught before moving on to the next.

c) Visually challenged

Learners with visual challenges require special attention. They come in three categories: low vision, unclear vision and no vision. These learners exhibit the following characteristics:

- Write unusually large letters
- Often scratch their eyes which appear watery
- Can't focus on distant objects
- Unable to read information written on the chalk board or instructional materials with small fonts
- Fail to finish all their work
- Copy symbols from the chalk board or instructional materials incorrectly
- When tackling mathematical related problems, fail to differentiate between the problem number and the problem itself and may even include neighbouring digits in the calculation. This usually makes their work to appear carelessly done.

Visually challenged learners require the following intervention measures:

- Where numbers are involved, verbalise numbers to enable the learner get it correctly
- Encouraging them to sit at the front of the class
- Confirm that the learner can read material written or displayed on the writing board
- Using a large and legible handwriting on the writing board
- Using large charts and other visual resources
- Use of Braille books or books with large fonts, Tactile materials and screen enlargement readers or audio books while using computers
- Ensuring good colour contrast on teaching and learning resources
- In extreme cases, informing parents/guardians of the learner and recommending medical intervention for them.

d) Auditory challenged

Learners with hearing and speech challenges have trouble talking and hearing. They could be partially or completely challenged. These learners have the following characteristics:

- May provide irrelevant responses
- Have difficulties hearing or counting patterns
- Turn their heads towards the source of sound
- Shout when talking
- Hold regular consultation with those sitting next to them
- Delayed response unless learners are looking at the teacher
- Pay less attention and are often inactive during the lesson
- Always look at the lips of the person they are talking to or the lips of the teacher.

Intervention measures for such learners include:

- Being audible enough while teaching or talking to the learner
- Encouraging the learner to sit at the front in class
- Checking the learners' notes regularly to ensure that he or she is writing the correct things
- Learning basic sign language and using it when teaching
- Sometimes having the learner repeat what you have said without drawing undue attention to other learners
- Informing parents/guardians of the learners and recommending medical intervention
- Requesting other learners to assist him/her perform certain tasks.

e) *Physically challenged*

Learners with physical impairments experience problems while learning hence hindering them from benefiting from the teaching and learning process. These learners may experience challenges using their hands to write due to motor difficulties which make them experience difficulties relating what they see to what they write. Most can't coordinate their eyes with the proper hand movements. Some may have difficulties sitting in class, using the toilets, walking or climbing stairs. The learners may also experience excessive fatigue after performing light duties. Intervention measures for such learners include:

- Working with the school administration to ensure there is a friendly environment such as building ramps on all entries to rooms
- Networking with organisations that can provide wheelchairs to the learners
- Allowing them more time to complete written tasks
- Encouraging other learners to treat them with respect and dignity.

f) Multi-ability learning

Learners are of various abilities and persuasions therefore, this calls for inclusion and differentiation. A teacher from time to time finds him or herself dealing with learners of all categories. This calls for multi-ability learning. One is supposed to make each category benefit from the instructional process hence differentiated and inclusive instruction.

Differentiated instruction targets first and slow learners. Inclusive instruction caters for learners with special needs and specifically those with various challenges. Both differentiated and inclusive instruction tries to address specific skills and difficulties. There should be high learner engagement in various tasks. Various approaches should be employed to enable a learner achieve their full potential. This calls for the creation of an enabling environment. Attention should be given to learner friendly activities in such an environment. Prior planning and good organisation of the instructional process is a prerequisite.

To achieve differentiated instruction, one needs to do the following:

- using a variety of groupings to address learner needs,
- providing accommodated instruction and assessment activities where deemed fit and
- challenging learners at an appropriate level (through modification) in light of their readiness, interests and learning profiles.

Use of flexible grouping strategies is of essence in attaining differentiated instruction. Learners can work individually, in pairs, groups or as a whole class. Regardless of the type of grouping, a teacher should assign different tasks in different situations to the learners. Employment of various media resources should also be encouraged. In addition, a variety of instructional techniques should also be adopted. All these demand that you provide learners with a range of structured and unstructured learning opportunities.

3. Teaching and learning resources

Teaching and learning resources are those materials a teacher uses to enhance the teaching and learning process. Vary the resources from time to time, guide learners in using them to make the instructional process interactive and encourage improvisation among others. A teacher must make sure that he or she uses a variety of teaching and learning resources. The resources may be purchased, borrowed, collected from the environment or improvised. Preference should be given to improvised resources because they are cost effective and can be tailored to suit the specific needs of learners. Instructional resources should be carefully planned and integrated in the instructional process to enable them achieve the purpose to which they are intended. Some of the teaching and learning resources that can be effectively used in the teaching of GSCS include; the Student's Book, journals, publications, the internet, newspapers, magazines,

charts, maps, photographs, pictures, audio-visual materials, tactile and Braille materials.

4. References

References are materials used in the teaching and learning process to source for content. The references should be many and varied. You should read extensively and try as much as possible to go for the most current materials. Each reference material should give details of the author(s), year of publication, title, town where material was published and the publishing firm. This only applies to printed (published) materials. A list of references has been provided on pages 304-308 of this Teacher's Guide. It can be used to source for additional content to enrich the instructional process.

5. Assessment

It is crucial that a teacher ascertains each learner's progress in the teaching and learning process. Assessment is a process that entails gathering and interpreting data on changes in a learner's behaviour during the instructional process. The teacher, after collecting the data, measures it against defined standards. Assessment is an integral part of the instructional process and should be carried out continuously in the teaching and learning process. The exercise is undertaken through measurement and evaluation. Assessment can be done through informal ways such as observation and oral tests, through formal means like tests, assignments and written reports. Assessment has the following functions;

- It informs parents/guardians and other stakeholders on learning and progress being made by a learner, teacher and school.
- Enables planning for future teaching and learning processes. Informs learners on their personal progress.

Diagnostic, formative and summative assessments are crucial in gauging learners progress in the instructional process. Assessment can be done through observation, teacher made tests and oral questioning. It is usually meant to check whether learning is taking place. For this course, at the end of each unit, ensure that all learners can achieve the key unit competence before going to the next unit and can answer questions at the end of each unit (assessment exercise). The teachers should also assess how learners have acquired the basic and generic competencies for each unit when attempting the learning activities provided in the Student's Book. A learner is expected to show mastery of all competencies. Its average scores will be weighted and included in a learners' final summative assessment. It is vital for the teacher to ensure that the area being assessed is specific, behavioural and has demonstrable objectives.

Reliability of an assessment refers to the ability to produce reliable and consistent results every time the exercise is carried out. The assessment instrument should be accurate, give same result every time it is used, should correctly be used and should have its outcomes interpreted correctly by the assessor. We should

ensure that the assessment exercise has a measure of quality required to make the exercise meaningful. Fairness in an assessment exercise requires that all learners be given an equal chance of performance and should not discriminate them on any basis. We should strive to attain fairness in the exercise.

5.1 Techniques of assessment

We can employ various techniques in assessing learners for this course. This can be done using the following techniques.

a) Observation

A teacher can use systematic observation as a tool to assess learners performance. Observation is non-intrusive; therefore, learners are often unaware that they are being assessed. Observation can be made as learners work in pairs, groups or independently.

b) Oral questioning

This demands that a teacher develops good questioning techniques by watching how he or she frames the questions, how to direct the questions to the learners and their reaction when attempting the questions. You should ensure that a learner understands what the question demands. You should also refrain from being the sole individual replying to questions. This can be done by re-directing some questions to the other learners in class.

c) Teacher-made tests

These tests are planned, written and administered to the learner by a teacher. From time to time, teachers write questions to be tackled by the learner to ascertain their progress or performance in the instructional process. There are two main teacher-made tests; that is, the selected response (objective) tests and constructed response (essays). Care should be exercised to enable tests achieve the specific unit objectives. A good test should have the following characteristics; authentic, easy to interpret, score and administer, valid, objective and enjoy high usability. There are many learning activities and end of unit assessment exercises in the Student's Book. They are meant to assess whether learners have met the key unit competence and development of generic competencies. Let the learners do these activities and record their progress.

Ensure that records are not scanty. Keeping a record of a learner's progress serves three purposes:

- Provision of essential basis from which a report to other stakeholders may be based.
- Enables a teacher to observe learner progress in different tests or tasks.

- Facilitates planning of future work.

Every time an assessment is made, the outcome should be immediately brought to the learner's attention. This is of importance in motivating learners for further progress in the teaching and learning process. The same information, where possible, should reach parents and other relevant stakeholders. Comments made on learner progress should be meaningful, helpful and constructive.

5.2 Learner's progress records

From time to time, a teacher is required to administer assessment exercises; as you do this, you are supposed to keep a record of how learners perform. This is what is known as learner progress records. To be included in the document is information on learner names, dates when the assignment exercise was administered; mark obtained by each learner who attempted the exercise, maximum score in the exercise and area of content the exercise was based. The record should show the score of a learner in various tests. Once these have been filled, you should analyse the results through calculation of the range and average score to enable you to have a clearer picture on learners' performance. This document is vital due to the following:

- Provision of a clear picture of learner performance.
- Enables school managers and teachers to monitor learners progress.
- Enables a new teacher to use it to establish the needs and abilities of each learner.

6. Planning for instruction

Every teacher must plan ahead on what to teach. This requires adequate preparation that involves making a variety of approaches in the content to be covered. As a process, it involves identification of suitable content and interrogation of available documents and what they hold in realisation of the goals of education. A teacher, therefore, must prepare a lesson plan, content map and scheme of work. What underpins the whole planning process is effective teaching, good coverage of the syllabus and attainment of learning outcomes.

6.1 Scheme of work

A teacher should prepare a scheme or work showing a plan for the term or year, this should include content to be covered, key unit competence, the school calendar and time allocation for each lesson, teaching and learning materials to be used, references and remarks. The scheme of work is used to make a lesson plan for every lesson taught during a week.

6.2 Lesson plan

A lesson plan provides an orderly sequence of the learning and teaching activities. It also indicates other details crucial to a lesson. A teacher is expected to evaluate the lesson in an honest and open manner. He or she should bring out the strengths and limitations of each lesson. Where the latter is brought out, reasons which occasioned it and how one teacher intends to address the problem in subsequent lessons should be shown explicitly. Cross-cutting issues and generic competencies assessed are also shown.

It is vital that you prepare a lesson plan prior to the teaching exercise. Care should be taken to preparing the document by being aware of each learner's interests. This can only be achieved where there is ample allowance for learner interaction with various elements in the instructional process. Attention should also be paid to both generic and basic competencies and cross-cutting issues.

Components of a lesson plan

A lesson plan has the following information:

Information on the lesson number, title, name of school, name of teacher, number of student's, subject, term, date, class, class size and duration of the lesson.

Learning materials: These are materials that a teacher can use to facilitate the teaching and learning process.

References: These are sources of information from which a teacher gets content to enrich the lesson.

Type of special education needs learners: A teacher should take into account the number of special education needs learners and adapt the lesson so as to accommodate them.

Instructional objective: An instructional objective has 5 components. The first should indicate the condition which learners will accomplish the assessment task, that is, describe the teaching aids used, learning techniques and where the lesson is conducted (in class or outside the class). Second, determine who you are talking to, that is, the learners. Thirdly, identify a measurable behavior you are looking when learners carry out an activity or task. Fourth, include the content of the activity and lastly, set standards of performance by indicating the criteria for minimum acceptance performance.

Description of teaching and learning activity: The teacher should give a summary of the teaching and learning process.

Introduction: The teacher indicates what he or she will do to introduce the lesson and how he or she will introduce the lesson to his or her learners.

Development of the lesson: This should start with a discovery activity especially when introducing a new concept, learners present their findings after carrying out the

activity, explanations of the new concepts should be done and then do a summary of the lesson.

Generic competencies and cross-cutting issues: The teacher explains the generic competencies and cross-cutting issues addressed in relation to the lesson content and learning activities.

Conclusion: The teacher asks learners questions related to the lesson and how they can connect what they have learnt during the lesson to their daily life experiences and how they will use the competences acquired.

Assessment: At the end of the lesson, the teacher should ask questions to the learners to establish what they learnt during the lesson and how it is applicable in life experiences and how they will use the newly acquired competencies.

A sample lesson plan is provided on page XXIV to XXVI.

Sample lesson plan

School Name: Gitarama Senior School

Teacher's Name: Gasana P.

Term	Date	Subject	Class	Unit number	Lesson number	Duration	Class size
1	6/1/18	General Studies and Communication skills	Secondary 6	1	1 of 9	40 min	40
Type of special educational needs to be catered for in this lesson and number of learners in each category							
Physical impairment - 2 learners Less-able - 6 learners More-able – 13 learners							
Unit title							
Genocide							
Key unit competence							
To be able to analyse the causes and consequences of genocide with a special emphasis on the genocide against the Tutsi and devise ways of reconstructing the Rwandan society as well as preventing genocide from happening again							
Title of the lesson							
Concept of genocide							
Instructional objective							
Using different definitions of genocide from different scholars, learners should be able to give at least one definition of genocide, make a short explanation of the acts committed during genocide and suggest the differences between genocide and other forms of mass atrocities.							
Plan for this class							
In class							
Learning materials							
Student's Book, writing board, a chart showing different definitions of genocide, case studies of genocide that happened in other countries, case studies of mass atrocities that happened in other countries.							
References							
Student's Book, Teacher's Guide, journals (Stanton, Gregory (2004b)) "The genocide prevention centre: A proposal", Reference book (The ten stages of Genocide by Gregory H. Stanton)							

<p>Timing for each step</p>	<p>Description of teaching and learning activity</p> <p>The teacher explains the differences between genocide and other mass atrocities and discusses the concept of genocide with the learners. The learners find out the meaning of genocide and the differences between genocide and other mass atrocities.</p>		<p>Generic competences and cross-cutting issues to be addressed and a short explanation</p>
<p>Introduction 10 min</p>	<p>Teacher activities</p> <p>Asking learners what they understand by the term genocide, the differences between genocide and other mass atrocities.</p> <p>Asking learners to discuss the acts perpetrated on victims of genocide. Improving on learners' explanation and discussion.</p>	<p>Learner activities</p> <p>Answering the questions in Activity 1 on page 1 of the Student's Book in pairs.</p>	<p>Generic competencies</p> <p>Lifelong learning: This is enhanced when learners acquire knowledge on the concept of genocide and know the differences between genocide and other mass atrocities.</p> <p>Critical thinking: This is enhanced when learners think critically to find out the differences between genocide and other mass atrocities.</p> <p>Communication and cooperation: This is enhanced when learners carry out activities in pairs or groups. Their communication skills are enhanced during the discussion and when making presentations of their findings.</p> <p>Research and problem solving: This is enhanced when learners find out the differences between genocide and other mass atrocities.</p>

<p>Development of the lesson 25 min</p>	<p>Discussing with the learners the meaning of the term genocide as defined by the United Nations. Explaining the acts carried out during genocide. Allowing learners to carry out Activity 2 on page 1 of the Student's Book in pairs. Giving them time to answer the five questions and selecting several pairs to present their findings. Correcting the pairs responses during the presentation and allowing learners to react to the responses by asking questions.</p>	<p>Participating in the discussion on the meaning of genocide and acts of genocide. Asking and answering questions on genocide and acts of genocide. Carrying out Activity 2 on page 1 of the Student's Book and writing notes in the exercise book. Presenting findings from activities.</p>	<p>Cross-cutting issues Genocide studies: This is addressed when discussing the meaning of genocide and acts of genocide. Gender: Forming gender balanced groups when learners are carrying out activities. Inclusive education: All learners should actively participate in the teaching and learning process, carry out activities and accomodating learners with special needs are also included.</p>
<p>Conclusion: 5 min</p>	<p>Recapping the concepts covered. Asking random questions to assess if learners have grasped the content. Explaining concepts they find challenging and giving them remedial and extended activities for learners with difficulties and fast learners.</p>	<p>Responding to show mastery of the content covered. Taking and doing the further exercise given (extended and remedial activities).</p>	
<p>Teacher self-evaluation</p>	<p>Learners actively participated in the lesson. I achieved the specific learning outcomes as planned. The lesson was successful as each learner can explain the meaning of genocide and describe the acts of genocide.</p>		

Genocide

Students Book page 1-39

1.1: Key unit competence: To be able to analyse the causes and consequences of genocide with special emphasis on the genocide against the Tutsi and devise ways of reconstructing the Rwandan society as well as preventing genocide from happening again.

1.2: Prerequisites of this unit

This topic is closely linked to History of Genocide against the Tutsi in History and Citizenship. Ask learners what they have learnt in these subjects and bring the connection to the introduction of genocide. The topic of history of the genocide against the Tutsi in Rwanda will enable them to grasp the content on this genocide. The topic will guide learners on the concept of prevention of genocide.

1.3: Cross-cutting issues to be addressed

Genocide studies: All activities in this unit address this from various dimensions. These are activities on definition of genocide, stages/steps of genocide, examples of genocide, consequences of genocide and prevention of genocide. Ensure learners understand that we should all work towards preventing genocide ideology.

Peace and values education: This is addressed on social reconstruction and reconciliation. Peace is a step towards achieving reconstruction and reconciliation. This content also emphasises on the need of peace for a society to prosper. This is also addressed on prevention of any or future occurrence of genocide in Rwanda; this is achieved through peace building as one of the ways.

Gender: Ensure learners form groups that take into account gender, all genders should be represented in each group. When discussing the consequences of genocide in general, explain how women experienced gender-based violence that led to spread of HIV and AIDS during the Genocide against the Tutsi.

Inclusive education: Illustrations in this unit depict active participation of both males and females. Learners with special needs should be included in the teaching and learning process.

1.4: Generic competences

i) Lifelong learning

Genocide is a product of our minds. To address this macabre practice, we need to remove it from where it begins—our minds. In this unit content such as concept of genocide, stages of genocide, examples of genocide, consequences of genocide in general, prevention of genocide, consequences of Genocide against the Tutsi, ways of addressing the consequences of genocide and prevention of any or future occurrence of this inhuman act have a skewedness towards lifelong learning. This content will appeal to the learners' quest for knowledge in and outside school now and later in life. Lifelong learning is enhanced in most activities where learners discover knowledge and learn from it. Such activities in the Student's Book include Activity 1 on page 1, Activity 2 on page 3, Activity 3 on page 3, Activity 1 on page 4, Activity 2 on page 6, Activity 3 on page 7, Activity 1 on page 7, Activity 2 on page 10, Activity 3 on page 11, Activity 4 on page 13, Activity 1 on page 13, Activity 3 on page 14, Activity 4 on page 15, Activity 4 on page 16, Activity 1 on page 16, Activity 2 on page 17, Activity 3 on page 17, Activity 1 on page 22, Activity 2 on page 24, Activity 3 on page 25, Activity 4 on page 28, Activity 5 on page 30, Activity 1 on page 31, Activity 2 on page 32 and Activity 4 on page 33.

ii) Critical thinking

This competence is enhanced when learners carry out activities that require learners to think critically, solve problems and find out more information on certain concepts and answer questions. These activities should demand learner examination of the contents' demands. In this topic, they include: carrying out individual research on the concept and examples of Genocide, group discussions and presentations on causes, consequences and prevention of genocide in general and the Genocide against the Tutsi in particular, analysis of Genocide related resources, visits to Genocide memorial sites analysis of video clips about scenarios where people are manipulated and incited to commit evil and violent actions and role plays on how learners would respond to manipulation and incitement to commit evil and making use of testimonies from peace building projects' initiations. Guide the learners into thinking critically about how the content resonates with the whole concept of genocide.

Such activities include the following; Activity 1 on page 1, Activity 2 on page 3, Activity 2 on page 7, Activity 3 on page 7, Activity 1 on page 7, Activity 2 on page 10, Activity 3 on page 11, Activity 4 on page 13, Activity 1 on page 13, Activity 2 on page 13, Activity 3 on page 14, Activity 4 on page 15, Activity 5 on page 16, Activity 2 on page 17, Activity 3 on page 17, Activity 4 on page 18, Activity 1 on page 20, Activity 2 on page 21, Activity 3 on page 22, Activity 1 on page 22, Activity 2 on page 24, Activity 3 on page 25, Activity 4 on page 28, Activity 5 on page 30, Activity 1 on page 31, Activity 2 on page 32 and Activity

3 on page 33.

iii) Research and problem solving

This competence is enhanced when learners do independent investigation on the breadth and width of the whole concept of genocide. They are required to carry out research from the internet, reference books or journals. The information they get from such sources is used to answer questions given in several activities in the Student's Book. Such activities include; Activity 1 on page 1, Activity 4 on page 3, Activity 1 on page 4, Activity 3 on page 7.

iv) Co-operation and communication skills

This competence is enhanced when learners are involved in sharing knowledge, skills and developing attitudes among themselves. This is evidently seen when learners engage in group, pair or teamwork activities and exercises, role plays and debates provided in the Student's Book. Such activities require learners to collaborate and co-operate in order to carry out various tasks. Encourage learners to share resources and information among themselves as this will help in their communication skills during discussions and when making presentations of their findings. Such activities in the Student's Book include the following; Activity 1 on page 1, Activity 2 on page 3, Activity 3 on page 3, Activity 1 on page 4, Activity 2 on page 6, Activity 3 on page 7, Activity 1 on page 7, Activity 2 on page 10, Activity 4 on page 11, Activity 2 on page 13, Activity 3 on page 14, Activity 5 on page 16, Activity 1 on page 16, Activity 3 on page 17, Activity 4 on page 18, Activity 1 on page 20, Activity 2 on page 21, Activity 3 on page 22, Activity 1 on page 22, Activity 2 on page 24, Activity 3 on page 25, Activity 5 on page 30, Activity 1 on page 31, Activity 2 on page 32 and Activity 3 on page 33.

v) Creativity and innovation

This competence is developed through learners conducting a role play. Learners have to be creative in order to showcase something captivating, entertaining and leads to the acquisition of knowledge, skills and attitudes. Such an activity includes Activity 7 on page 36 (question 2).

1.5: Key concepts

Genocide, continuum, social cohesion, critical thinking, empathy, bystander, individual responsibility, manipulation, social reconstruction, reconciliation, forgiveness, resilience, peace-building, dialogue, consensus building

1.6: Guidance on the problem statement

The questions on the first activity on page 1 of the Student's Book are meant to find out what learners know on genocide. Let learners attempt the questions and give answers. Give them a chance to present their answers. This will enable them build on their previous knowledge from other subjects. This activity will broaden their knowledge and interest in the unit.

1.7: Attention to learners with special needs

In this unit, give attention to learners with special needs by doing the following:

a) For learners with hearing impairments

- Ensure such learners have hearing aids. You can liaise with the administrative staff, their parents or guardians for the acquisition of such equipment.
- Talk louder in class for such learners to hear properly. Put more emphasis on stimulus variation modes such as body movements in class, facial expression, use of hands to express an issue and other appropriate stimulus variation modes and use sign language.
- Use face-to-face instructional approach when conducting classroom presentation and always maintain close eye contact with such learners.
- Speak louder using simple and clear facial expressions. At times, sentences or words should be repeated for these learners to effectively hear and understand.
- Such learners should be organised to sit in front of the classroom.
- These learners should be given more time to express themselves during class discussion and presentation.
- Write down summary key notes on the chalkboard/ whiteboard for the benefit of such learners.
- Discourage noise making in class as too much noise will distract these learners.

b) For learners with visual impairments

- Books and printed materials for such learners should be of high quality and large print layout.
- The teacher's chalkboard/whiteboard writings should be large enough to be legible to those who are partially blind.
- These learners should be given more time to read, take notes or write. For individual assignment, they need more time to complete or accomplish their tasks.
- In class organisation, these learners should be encouraged to sit in front of the classroom.
- Braille should be offered for reading and writing purposes. Other tactile materials should also be available to such learners with special educational needs.

c) For learners with physical impairments

- In classroom organisation, these learners should sit in a comfortable position
- In group discussion or presentation, other learners should form groups around them.
- Those learners without one or both arms / hands should be allowed to audio-record or audio-document the activities in this unit. They are allowed to use

- tape recorders or other electronic recording equipment when giving their responses for questions that need them to write something lengthy.
- Extra time should be given to them to complete the activity tasks.
 - If there is academic outing to interview resource persons in the community regarding specific issues mentioned in the activities of this unit, prior arrangement should be made to ensure they get there safely and comfortably

1.8: List of lessons: 9

Lesson number	Lesson title
1	Concept of genocide
2	Stages/steps of genocide
3	The Genocide against the Tutsi
4	The Holocaust/ Shoah
5	Consequences of genocide in general
6	Prevention of genocide in general
7	Consequences of Genocide against the Tutsi in Rwanda
8	Ways of addressing the consequences of genocide
9	Prevention of any or future occurrence of genocide

LESSON DEVELOPMENT

1.1 Concept of genocide

Lesson 1

Student's Book Page 1-4

Learning objectives

By the end of the lesson, a learner should be able to:

- Explain the concept of genocide

Introduction

Introduce the topic by finding out what learners know about genocide. Let them discuss what they learnt about on Genocide against the Tutsi in History and Citizenship.

Teaching and learning resources: Pictures, charts, internet, chalk board, Student's Book.

Learning activities/Teaching steps

Step 1: Let learners carry out Activity 1 on page 1 of the Student's Book in pairs. Ensure that each pair records their findings. This activity enhances the following

specific competences: co-operation and communication, critical thinking, research and problem solving and lifelong learning.

Step 2: Explain the concept of genocide to the learners as discussed on page 1 of the Student's Book. Using information from the respective pairs, elaborate the meaning of the concept of genocide.

Step 3: Let learners carry out Activity 2 on page 3 of the Student's Book in pairs. This activity enhances the following competences: co-operation and communication skills, lifelong learning and critical thinking.

Step 4: Explain to the learners examples of places in the world where acts of genocide have taken place. Clarify to the learners the difference between mass killings and genocide such as killing members of a certain group with intent. Let learners carry out Activity 3 on page 3 of the Student's Book in groups. This activity enhances the following competences: research and problem solving, critical thinking, co-operation and communication skills and lifelong learning.

Step 5: Let learners carry out Activity 4 on page 3 of the Student's Book. This will enable them be resourceful in research and problem solving skills as they find out answers to the questions.

Extended activity: Citing examples, explain the concept of genocide.

Synthesis: Make a summary of the concept of genocide. Ask questions on the differences between genocide and the other forms of mass atrocities. Let learners given an explanation of the genocide and at least be able give two differences between genocide and other mass atrocities.

Possible answers for introductory activity;

Learners will give their opinions for qn 1,2,3 and the teacher will intervene

Assessment

1. Explain the concept of genocide.

Expected answers

Answers to Activity 1 (page 1)

1. Refer to the Student's Book page 1.
2. Massacres or mass killings do not involve an ethnic, racial or religious group due to its persuasion. Comparatively the deaths are fewer and by extension their injuries and damages. Genocide refers to a planned act of killing in whole or part of a group of people either because of their race, ethnicity, religious or political persuasion with the intent of eliminating them completely from the face of the earth. Massacre—it is the indiscriminate and deliberate murder of people. Mass killing—it is the murder of a large number of people, simultaneously, over a short period of time and in close geographical proximity for example, mass killings in Darfur, Sudan.

3. Ref pg 1 in student book

Answers to Activity 2 (page 3)

1. Germany (Jews were targeted) and Rwanda (Tutsi were targeted).
2. Murder of the Tutsi, rape of women and children, chopping of body parts, infection of Tutsi women with HIV and AIDS, inflicting psychological torture to victims
3. a) They should be punished according to the law.
b) They should equally be punished according to the law.

Answers to Activity 3 (page 3)

1. a) **Chile:** Under General Augusto Pinochet (1973-90) Chile went through an orgy of mass killings. The government went into a 'systematic suppression of political parties and the persecution of dissidents' in unprecedented magnitudes. Those opposed to its undemocratic way were tortured, killed or imprisoned.
b) **Sudan (Darfur):** The mass killing began when the Sudan Liberation Movement (SLM) and the justice and Equality (JEM) rebels took up arms in defence of the non-Arab population in Darfur who were the target of the Arab-led forces from Sudan. The government responded with a heavy hand and organised ethnic cleansing against the non-Arab populations in Darfur. Many people lost their lives. The government got support from a local militia, Janjaweed.
c) **Bosnia:** Mass killings in Bosnia came in the wake of the collapse of the state of Yugoslavia. Bosnian Serbs targeted Muslim Bosnians and Bosnian Croats. The Serbs feared that the other groups would take over power from them.
d) **Tibet:** In Tibet, the Chinese communists carried out a cultural genocide against the Tibetans. The latter were perceived to be a threat to communism hence had to be eliminated. It began by dealing with those opposed to the communists authority (many who happened to be Tibetans).
2. These forms of violence occurred in the four countries other than crucifixion in Tibet. These include being burned alive, beheading, rape and defilement, torture (both physical and mental), killings/murder, destruction of property, sexual assault, chopping of body parts, dropping of bombs, beatings, robbery, deportation, plunder of property, destruction of places of worship.
3. Yes. If the international community would have intervened in good time to stop the wicked activities of the perpetrating groups. Active by-standership would have equally gone a long way in addressing the problem.

Answers to Activity 4 (page 3)

1. (a) In Rwanda, the Tutsi were defined by the government propaganda as the enemy.

- b) In Germany, the Jews were portrayed as having been the cause of all the problems facing Germany.
2. a) Leaders, who due to fear of losing power, organise their supporters through propaganda to commit genocide. In virtually all the countries where genocide has occurred, the political leadership has been highly culpable.
 - b) Yes, prior preparations and financing were done to commit acts of genocide such as buying weapons and training of militia.

1.2 Stages or steps of genocide

Lesson 2

Student's Book page 4-7

Learning objectives

By the end of the lesson, learners should be able to:

- Explain the factors that lead to the stages of genocide
- Describe the continuum of violence in 10 steps as developed by Gregory H. Stanton

Introduction

Review the previous lesson on the concept of genocide and link it to the stages of genocide.

Teaching and learning resources: Charts, Student's Book, Internet, chalk board

Step 1: Explain the stages of Genocide develops. Learners should understand that it takes place in distinct steps. Let the students carry out Activity 1 on page 4 of the Student's Book in pairs. This activity enhances the following competences: co-operation and communication skills, research and problem solving, lifelong learning and critical thinking. This activity is open, therefore, answers may differ from one pair to another based on their thoughts, research and observations.

Step 2: Explain the continuum of violence in 10 steps as developed by Gregory H. Stanton. Give more explanation for each step and provide relevant examples to enable learners understand the concepts.

Step 3: Let learners carry out Activity 2 on page 6 of the Student's Book in groups. Let them compare the steps they identified in Activity 1 on page 3 of the Student's Book and the ones developed by Stanton. Let them write how the genocide occurs using the steps explained by Stanton. Each pair of learners to present their findings in class. This activity enhances the following competences: co-operation and communication skills, lifelong learning and critical thinking.

Step 4: Let learners carry out Activity 3 on page 4 of the Student's Book in groups. Let them find out on the stages of genocide as devised by Ervin Staub. This

activity enhances the following competences: co-operation and communication skills, research and problem solving, lifelong learning and critical thinking.

Synthesis: Review and summarise on the development of genocide according to Stanton. Ask learners to explain at least five steps on the development of genocide.

Assessment

Describe the development of genocide as developed by Gregory H. Stanton.

Expected answers

Answers to Activity 1 (page4)

1. Genocide ideology, hate, propaganda
2. Expulsion of the Tutsi from Rwanda into exile, waging of government-led propaganda against the Tutsi, mass training of the militia groups, occurrence of violence on the Tutsi, discrimination of the Tutsi, arming of the militia groups

ADDITIONAL INFORMATION FOR TEACHER'S GUIDE ABOUT FOR FULL EXPLANATIONS ABOUT 10 STAGES OF GENOCIDE BY © 2020 Gregory H. Stanton.

Genocide is a process that develops in ten stages that are predictable but not inexorable. At each stage, preventive measures can stop it. The process is not linear. Stages may occur simultaneously. Each stage is itself a process. Logically, later stages are preceded by earlier stages. But all stages continue to operate throughout the process.

I. CLASSIFICATION

All cultures have categories to distinguish people into “us and them” by ethnicity, race, religion, or nationality: German and Jew, Hutu and Tutsi. Bipolar societies that lack mixed categories, such as Rwanda and Burundi, are the most likely to have genocide. One of most important classifications in the current nation-state system is citizenship in a nationality. Removal or denial of a group's citizenship is a legal way to deny the group's civil and human rights. The first step toward the genocide of Jews and Roma in Nazi Germany were the laws to strip them of their German citizenship. Burma's 1982 citizenship law classified Rohingyas out of national citizenship. In India, the Citizenship Act denies a route to citizenship for Muslim refugees. Native Americans were not granted citizenship in the USA until 1924, after centuries of genocide that decimated their populations. The main preventive measure at this early stage is to develop universalistic institutions that transcend ethnic or racial divisions, that actively promote tolerance and understanding, and that promote classifications that transcend the divisions. The Catholic church could have played this role in Rwanda, had it not been riven by the same ethnic cleavages as Rwandan society. Promotion of a common language in countries like Tanzania has also promoted transcendent national identity. Laws that provide routes for citizenship to immigrants and refugees break down barriers to civil rights. This search for common ground is vital to early prevention of genocide.

II. SYMBOLIZATION

We give names or other symbols to the classifications. We name people “Jews” or “Gypsies”, or distinguish them by colors or dress; and apply the symbols to members of groups. Classification and symbolization are universally human and do not necessarily result in genocide unless they lead to dehumanization. When combined with hatred, symbols may be forced upon unwilling members of pariah groups: the yellow star for Jews under Nazi rule, the blue scarf for people from the Eastern Zone in Khmer Rouge Cambodia. To combat symbolization, hate symbols can be legally forbidden (swastikas) as can hate speech. Group marking like gang clothing or tribal scarring can be outlawed, as well. The problem is that legal limitations will fail if unsupported by popular cultural enforcement. Though Hutu and Tutsi were forbidden words in Burundi until the 1980’s, code words replaced them. If widely supported, however, denial of symbolization can be powerful, as it was in Bulgaria, where the government refused to supply enough yellow badges and at least eighty percent of Jews did not wear them, depriving the yellow star of its significance as a Nazi symbol for Jews.

III. DISCRIMINATION

A dominant group uses law, custom, and political power to deny the rights of other groups. The powerless group may not be accorded full civil rights, voting rights, or even citizenship. The dominant group is driven by an exclusionary ideology that would deprive less powerful groups of their rights. The ideology advocates monopolization or expansion of power by the dominant group. It legitimizes the victimization of weaker groups. Advocates of exclusionary ideologies are often charismatic, expressing the resentments of their followers. Examples include the Nuremberg Laws of 1935 in Nazi Germany, which stripped Jews of their German citizenship, and prohibited their employment by the government and by universities. Discrimination against native Americans and African-Americans was enshrined in the US Constitution until the post Civil War Amendments and mid-20th century laws to enforce them. Denial of citizenship to the Rohingya Muslim minority in Myanmar led to genocide in 2017 and the displacement of over a million refugees. Prevention against discrimination means full political empowerment and citizenship rights for all groups in a society. Discrimination on the basis of nationality, ethnicity, race or religion should be outlawed. Individuals should have the right to sue the state, corporations, and other individuals if their rights are violated.

IV. DEHUMANIZATION

One group denies the humanity of the other group. Members of it are equated with animals, vermin, insects or diseases. Dehumanization overcomes the normal human revulsion against murder. At this stage, hate propaganda in print, on hate radios, and in social media is used to vilify the victim group. It may even be incorporated into school textbooks. Indoctrination prepares the way for incitement. The majority group is taught to regard the other group as less than human, and even alien to their society. They are indoctrinated to believe that “ We are better off without them.” The powerless group

can become so depersonalized that they are actually given numbers rather than names, as Jews were in the death camps. They are equated with filth, impurity, and immorality. Hate speech fills the propaganda of official radio, newspapers, and speeches. To combat dehumanization, incitement to genocide should not be confused with protected speech. Genocidal societies lack constitutional protection for countervailing speech, and should be treated differently than democracies. Local and international leaders should condemn the use of hate speech and make it culturally unacceptable. Leaders who incite genocide should be prosecuted in national courts. They should be banned from international travel and have their foreign finances frozen. Hate radio stations should be jammed or shut down, and hate propaganda and its sources banned from social media and the internet. Hate crimes and atrocities should be promptly punished.

V. ORGANIZATION

Genocide is always organized, usually by the state, often using militias to provide deniability of state responsibility (the Janjaweed in Darfur.) Sometimes organization is informal (Hindu mobs led by local RSS militants) or decentralized (terrorist groups.) Special army units or militias are often trained and armed. Plans are made for genocidal killings. Genocide often occurs during civil or international wars. Arms flows to states and militias (even in violation of UN Arms Embargoes) facilitate acts of genocide. States organize secret police to spy on, arrest, torture, and murder people suspected of opposition to political leaders. Motivations for targeting a group are indoctrinated through mass media and special training for murderous militias, death squads, and special army killing units like the Nazi Einsatzgruppen, which murdered 1.5 million Jews in Eastern Europe. To combat organization, membership in genocidal militias should be outlawed. Their leaders should be denied visas for foreign travel and their foreign assets frozen. The UN should impose arms embargoes on governments and citizens of countries involved in genocidal massacres, and create commissions to investigate violations, as was done in post-genocide Rwanda. National legal systems should prosecute and disarm groups that plan and commit hate crimes.

VI. POLARIZATION

Extremists drive the groups apart. Hate groups broadcast polarizing propaganda. Laws may forbid intermarriage or social interaction. Extremist terrorism targets moderates, intimidating and silencing the center. Moderates from the perpetrators' own group are most able to stop genocide, so are the first to be arrested and killed. Leaders in targeted groups are the next to be arrested and murdered. The dominant group passes emergency laws or decrees that grants them total power over the targeted group. The laws erode fundamental civil rights and liberties. Targeted groups are disarmed to make them incapable of self-defense, and to ensure that the dominant group has total control. Prevention may mean security protection for moderate leaders or assistance to human rights groups. Assets of extremists should be seized, and visas for international travel denied to them. Coups d'état by extremists should be opposed by international sanctions and regional isolation of extremist leaders. Vigorous objections should

be raised to arrests of members of opposition groups. If necessary, targeted groups should be armed to defend themselves. National government leaders should denounce polarizing hate speech. Educators should teach tolerance.

VII. PREPARATION

National or perpetrator group leaders plan the “Final Solution” to the Jewish, Armenian, Tutsi or other targeted group “question.” They often use euphemisms to cloak their intentions, such as referring to their goals as “ethnic cleansing,” “purification,” or “counter-terrorism.” They build armies, buy weapons and train their troops and militias. They indoctrinate the populace with fear of the victim group. Leaders often claim that “if we don’t kill them, they will kill us,” disguising genocide as self-defense. There is a sudden increase in inflammatory rhetoric and hate propaganda with the objective of creating fear of the other group. Political processes such as peace accords that threaten the dominance of the ruling group through elections or prosecution for corruption may actually trigger genocide.

Prevention of preparation may include arms embargoes and commissions to enforce them. It should include prosecution of incitement and conspiracy to commit genocide, both crimes under Article 3 of the Genocide Convention. National law enforcement authorities should arrest and prosecute leaders of groups planning genocidal massacres.

VIII. PERSECUTION

Victims are identified and separated out because of their national, ethnic, racial or religious identity. The victim group’s most basic human rights are systematically violated through extrajudicial killings, torture and forced displacement. Death lists are drawn up. In state sponsored genocide, members of victim groups may be forced to wear identifying symbols. Their property is often expropriated. Sometimes they are segregated into ghettos, deported to concentration camps, or confined to a famine-struck region and starved. They are deliberately deprived of resources such as water or food in order to slowly destroy the group. Programs are implemented to prevent procreation through forced sterilization or abortions. Children are forcibly taken from their parents. Genocidal massacres begin. All of these destructive acts are acts of genocide outlawed by the Genocide Convention. They are acts of genocide because they intentionally destroy part of a group. The perpetrators watch for whether such massacres are opposed by any effective international response. If there is no reaction, they realize they can get away with genocide. The perpetrators know that the U.N., regional organizations, and nations with powerful militaries will again be bystanders and permit another genocide. At this stage, a Genocide Emergency must be declared. If the political will of the great powers, regional alliances, or U.N. Security Council or the U.N. General Assembly can be mobilized, vigorous diplomacy, targeted economic sanctions, and even armed international intervention should be prepared. Assistance should be provided to the victim group to prepare for its self-defense. Humanitarian assistance should be organized by the U.N. and private relief groups for the inevitable tide of refugees to come.

IX. EXTERMINATION

Extermination begins, and quickly becomes the mass killing legally called “genocide.” It is “extermination” to the killers because they do not believe their victims to be fully human. When it is sponsored by the state, the armed forces often work with militias to do the killing. The goal of total genocides is to kill all the members of the targeted group. But most genocides are genocides "in part." All educated members of the targeted group might be murdered (Burundi 1972). All men and boys of fighting age may be murdered (Srebrenica, Bosnia 1995). All women and girls may be raped (Darfur, Myanmar.) Mass rapes of women have become a characteristic of all modern genocides. Rape is used as a means to genetically alter and destroy the victim group. Sometimes the genocide results in revenge killings by groups against each other, creating the downward whirlpool-like cycle of bilateral genocide (as in Burundi). Destruction of cultural and religious property is employed to annihilate the group’s existence from history (Armenia 1915 - 1922, Da'esh/ISIS 2014 - 2018).

“Total war” between nations or ethnic groups is inherently genocidal because it does not differentiate civilians from non-combatants. "Carpet" bombing, firebombing, bombing hospitals, and use of chemical or biological weapons are war crimes and also acts of genocide. Terrorism does not differentiate civilians and combatants, and when intended to destroy members of a national, ethnic, racial, or religious group is genocidal. Use of nuclear weapons is the ultimate act of genocide because it is consciously intended to destroy a substantial part of a national group.

During active genocide, only rapid and overwhelming armed intervention can stop genocide. Real safe areas or refugee escape corridors should be established with heavily armed international protection. (An unsafe “safe” area is worse than none at all.) For armed interventions, a multilateral force authorized by the U.N. should intervene if politically possible. The Standing High Readiness Brigade, EU Rapid Response Force, or regional forces (NATO, ASEAN, ECOWAS) — should be authorized to act by the U.N. Security Council. The UN General Assembly may authorize action under the Uniting for Peace Resolution G A Res. 330 (1950), which has been used 13 times for such armed intervention. If the U.N. is paralyzed, regional alliances must act under Chapter VIII of the U.N. Charter. The international responsibility to protect transcends the narrow interests of individual nation states. If strong nations will not provide troops to intervene directly, they should provide the airlift, equipment, and financial means necessary for regional states to intervene.

X. DENIAL

Denial is the final stage that lasts throughout and always follows genocide. It is among the surest indicators of further genocidal massacres. The perpetrators of genocide dig up the mass graves, burn the bodies, try to cover up the evidence and intimidate the witnesses. They deny that they committed any crimes, and often blame what happened on the victims. Acts of genocide are disguised as counter-insurgency if there is an ongoing armed conflict or civil war. Perpetrators block investigations of the crimes,

and continue to govern until driven from power by force, when they flee into exile. There they remain with impunity, like Pol Pot or Idi Amin, unless they are captured and a tribunal is established to try them. During and after genocide, lawyers, diplomats, and others who oppose forceful action often deny that these crimes meet the definition of genocide. They call them euphemisms like "ethnic cleansing" instead. They question whether intent to destroy a group can be proven, ignoring thousands of murders. They overlook deliberate imposition of conditions that destroy part of a group. They claim that only courts can determine whether there has been genocide, demanding "proof beyond a reasonable doubt", when prevention only requires action based on compelling evidence.

The best response to denial is punishment by an international tribunal or national courts. There the evidence can be heard, and the perpetrators punished. Tribunals like the Yugoslav, Rwanda or Sierra Leone Tribunals, the tribunal to try the Khmer Rouge in Cambodia, or the International Criminal Court may not deter the worst genocidal killers. But with the political will to arrest and prosecute them, some may be brought to justice. Local justice and truth commissions and public school education are also antidotes to denial. They may open ways to reconciliation and preventive education.

This processual model demonstrates that there is a logic to the genocidal process, though it does not proceed in a linear order. By helping us understand the logic of genocide, people can see the early warning signs of counteract the forces that drive each of the stages.

This stage model of the genocidal process was first set forth in 1987 in the Faulds Lecture at Warren Wilson College, "Blue Scarves and Yellow Stars: Classification and Symbolization in the Cambodian Genocide." The model was presented as a briefing paper, "The Eight Stages of Genocide" at the US State Department in 1996. Discrimination and Persecution have been added to the 1996 model.

I am grateful to many people for improvements in my original eight stage model, in particular to Prof. Alan Whitehorn of the Royal Military College of Canada, and Prof. Elisa von Joeden-Forgey for noting the gendered aspects of genocides.

No model is ever perfect. All are merely ideal-typical representations of reality that are meant to help us think more clearly about social and cultural processes. It is important not to confuse any stage with a status. Each stage is a process. It is like a fluctuating point on a thermometer that rises and falls as the social temperature in a potential area of conflict rises and falls. It is crucial not to confuse this model with a linear one. In all genocides, many stages occur simultaneously.

The purpose of this model is to place the risk factors in Barbara Harff's pioneering analysis of country risks of genocide and politicide into a processual structure. Risks of political instability are characteristic of what Kuper called "divided societies," with deep rifts in Classification. Targeted groups of state-led discrimination are victims of Discrimination. An exclusionary ideology is central to Discrimination

and Dehumanization. Autocratic regimes foster the Organization of hate groups. An ethnically polarized elite is characteristic of Polarization. Lack of openness to trade and other influences from outside a state's borders is characteristic of Preparation for genocide or politicide. Massive violation of human rights is evidence of Persecution. Impunity after previous genocides or politicides is evidence of Denial.

This model aims to describe the processes that lead to genocide and actions to oppose those processes. It goes beyond statistical risk factors to describe events that signal warnings of genocidal processes. It is a model to guide policy makers to take actions to prevent and stop genocide. It has been successfully applied by policy makers to prevent or stop genocides in Mozambique, East Timor, Kosovo, Macedonia, Liberia, Cote d'Ivoire, Burundi, Ethiopia, and Kenya. However, when national or world leaders lack the political will to prevent genocide, thousands of people die.

Ultimately the best antidote to genocide is popular education and the development of social and cultural tolerance for diversity. That is why Genocide Watch and the Alliance Against Genocide hope to educate people around the world to resist genocidal forces whenever they see them.

Finally the movement that will end genocide must come not from international armed interventions, but rather from popular resistance to every form of discrimination; dehumanization, hate speech, and formation of hate groups; rise of political parties that preach hatred, racism or xenophobia; rule by polarizing elites that advocate exclusionary ideologies; police states that massively violate human rights; closure of borders to international trade or communications; and denial of past genocides or crimes against humanity against victim groups.

The movement that will end genocide in this century must arise from each of us who have the courage to challenge discrimination, hatred, and tyranny. We must never let the wreckage of humanity's barbaric past keep us from envisioning a peaceful future when law and democratic freedom will rule the earth.

For those who doubt there is any direction in history, our common humanity is enough to give meaning to our cause. To those of us who know that history is not some directionless accident, this is our calling and our destiny. John F. Kennedy said, "On earth, God's work must truly be our own.

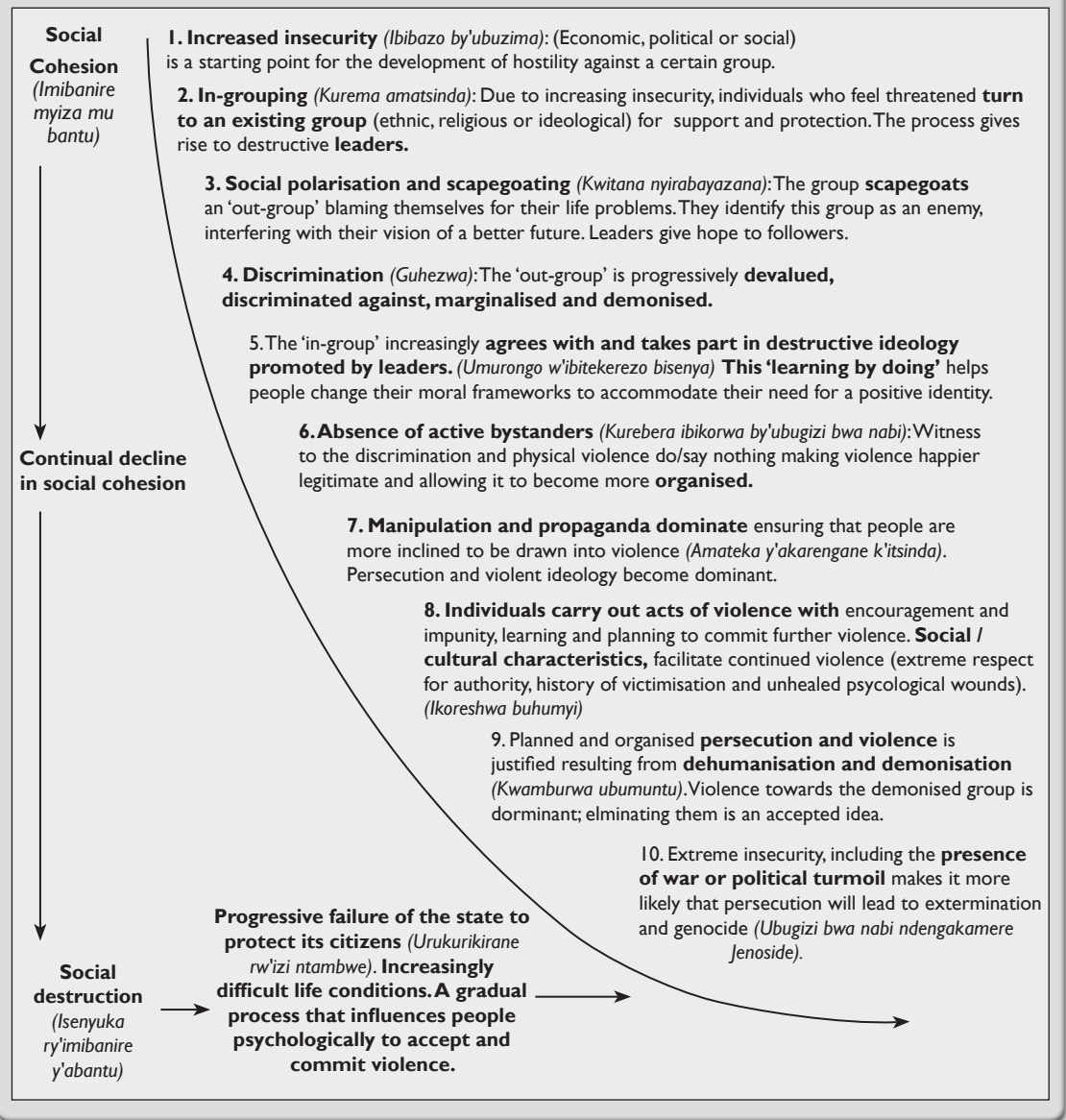
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Answers to Activity 2 (page 6)

1. The ten steps of the development of genocide according to Gregory Stanton are:
 - a) **Classification:** Distinguishing people into 'us' and 'them' by ethnicity, race, religion or nationality.
 - b) **Symbolisation:** This involves giving names or symbols to classify the victim group to distinguish them.

- c) **Discrimination:** Usually takes a legal, cultural, custom, or political form done by the perpetrator group. They use power and authority to deny the rights of the victim group.
 - d) **Dehumanisation:** The perpetrator group treats the victim group as second class citizens. Dehumanisation makes the victim group easily vulnerable to the dominant group.
 - e) **Organisation:** Special army units or militias are usually trained and supplied with arms in readiness to carry out the nefarious activities.
 - f) **Polarisation:** Efforts are made by the dominant group to draw a sharp wedge between them and the victim group. Hate groups spread propaganda to reinforce prejudice and hatred between the two groups.
 - g) **Preparation:** This is done to ensure that everything takes place. Adequate preparations that entail identification of victims and tools for use are made.
 - h) **Persecution:** This stage begins with identification and separation of victims due to differences between them and the perpetrators. Death lists are drawn.
 - i) **Extermination:** Killing of all the members of the victim group begins at this stage. With time, the killings take genocidal proportions.
 - j) **Denial:** Denial is the surest indicator of further genocidal massacres. Perpetrators go to great lengths to conceal their acts and deny having committed any crime.
2. Classification, dehumanisation, organisation, polarisation
 3. Refer to the Student's Book page 3

Answers to Activity 3 (page 7)



1.3 Examples of genocide in the world

1.3.1 The Genocide against the Tutsi

Lesson 3

Student's Book page 7-10

Learning objectives

By the end of the lesson, learners should be able to:

- Describe the process of the Genocide against the Tutsi
- Compare and contrast the Genocide against the Tutsi with the Holocaust.

Introduction: Review the previous lesson and link it to the current. Ask the learners to explain how the Genocide against the Tutsi was prepared as you improve on their responses.

Teaching and learning resources: Films, pictures, charts, internet, newspapers, audio-visuals, Student's Book.

Learning activities/Teaching steps

Step 1: Ask learners to tackle Activity 1 on page 7 of the Student's Book. This activity enhances the following competences: co-operation, communication skills, research and problem solving, lifelong learning and critical thinking.

Step 2: Explain to the learners the stages of Genocide against the Tutsi touching on what caused it, its course, consequences and how it came to an end?

Step 3: Ask the learners to do Activity 2 on page 10 of the Student's Book. Let each group present their findings to the class and allow learners to react to each groups' presentation. This activity enhances the following competences: co-operation and communication skills, lifelong learning and critical thinking.

Synthesis: Review the stages of Genocide against the Tutsi. Ask the learners questions to find out if they have understood how the genocide happened. For the areas that learners are having difficulties, explain them one more time before giving an assessment exercise.

Assessment

1. Explain the stages of the Genocide against the Tutsi.

Expected answers

Answers to Activity 1 (page 7)

1. After the death of president Habyarimana, there was execution of genocide against the Tutsi in the country.
2. Yes, it was a culmination of an already planned move because prior to the plane crash, the government of president Habyarimana had organised training of

militias in different parts of the country. There was spread of propaganda from the government. Leading radio stations were also targeting the Tutsi perceived to be anti-government.

3. The government used money to purchase them from other countries such as China.
4. Learners should look at the whole process of the Genocide against the Tutsi and align it to the ten steps according to the continuum of violence developed by Gregory H. Stanton.

Answers to Activity 2 (page 10)

1. The International community and regional organisations should have intervened militarily to stop the genocide. In addition, countries which sold arms to the government for use by the militia and security forces should also have been stopped from doing the same.
2. Testimonies, genocide memorials and reports of the genocide have been very effective to the people of Rwanda. They have enabled forgiveness and healing and led to reconstruction of the country. Today, Rwandans live peacefully with one another.
3. Discrimination and hate propaganda
4. Laws against genocide ideology and discrimination, inclusiveness

1.3.2 The Holocaust/Shoah

Lesson 4

Students Book page 11-13

Learning objectives

By the end of the lesson, learners should be able to describe the occurrence of Holocaust.

Introduction: Review the previous lesson on the Genocide against the Tutsi and link it to the Holocaust. Explain to the learners the meaning of the term Holocaust.

Teaching and learning resources: Films, pictures, charts, internet, audio-visual materials, Student's Book

Learning activities/Teaching steps

Step 1: Look for a movie or documentary film based on the Holocaust and show it to the learners. Ensure that the movie is producing good sound to enable learners with hearing impairments follow it with ease.

Step 2: After watching the movie/film, let the learners carry out Activity 3 on page 11 of the Student's Book in groups. This activity enhances the following competences:

co-operation and communication skills, lifelong learning and critical thinking. Ask each group to present their findings as the other class members react to the presentations.

Step 3: Explain to the learners how the Germans were able to exterminate the Jews during the Holocaust.

Step 4: Guide the students through Activity 4 on page 13 of the Student's Book. Organise them in groups of five as they undertake the research. This activity enhances the following competences: co-operation and communication skills, research and problem solving and critical thinking.

Synthesis: Summarise the genocide against the Jews. Ask learners to explain in brief how it happened. For the areas that learners are having difficulties, explain them one more time before giving an assessment exercise.

Assessment

Describe how the Holocaust happened in Europe.

Expected answers

Answers to Activity 3 (page 11)

1. The Germans had been made to believe, through propaganda from their leaders that the Jewish community were behind all their problems. The government went ahead to enact laws against the Jews. The Second World War gave the NAZI a chance to exterminate the Jews and other groups they did not want.
2. Right to life, right to privacy, freedom of association, right to liberty, right to ownership of property.
3. They used to mark the Jews with symbols such as a yellow star referred to as 'Star of David'.
4. Some were hidden by the Germans who were against the Holocaust. Those in the concentration camps were liberated by the Allied powers upon defeating Germany. Others managed to flee to countries where German authorities could not reach them.

Answers to Activity 4 (page 13)

1. The Nazi wanted to use the Jews as a scapegoat for their problems. They found this in the Jews who comparatively, were more successful than most Germans.
2. Jews were selected and taken to the concentration camps. Many thought they were being located to other countries. In those camps, they were subjected to hard labour or left to starve to death.
3. Refer to the Student's Book page 3
4. Yes, but they did not do so because they were equally embroiled in the war against the NAZIs. If the USA would have entered the war earlier, it would have managed to help defeat Germany hence stopping the genocide.
5. Germany's military power was stronger than the Allied powers. Germany kept secret of the atrocities meted on the Jews. Each country was only concerned of

its selfish interest thus paid no attention to what was happening to the Jews in Germany. The League of Nations was weak, thus it could do little to address challenges facing the world.

6. Punishing perpetrators. Commemoration of genocide. Prosecuting perpetrators at an international court which listens to the cases. Keeping alive the genocide memory by opening libraries and museums where literature and artefacts are kept for viewing. Nuremberg International Tribunal was established.
7. Writing and publishing literature on genocide. Establishing museums and libraries on commemorating the Holocaust annually. Creating relations with non-Jewish communities in different parts of the world.
8. Hate propaganda is dangerous and we should not take part in it, we should embrace one another and not discriminate each other.
9. The comparison and contrasting should revolve around the following:
Underlying reasons, course, violent acts meted on victims, response of the international community, effects of genocide.
10. Yes, it was similar because the international community did not intervene to prevent or stop the genocide, the international community knew about the planning of the two genocides but did not act on them.

1.4 Consequences of genocide in general

Lesson 5

Student's Book page 13-16

Learning objective

By the end of the lesson, learners should be able to recognise consequences of genocide in general.

Introduction: Review the previous lesson on the Holocaust and link it to the consequences of genocide. Ask learners to mention some of the consequences of the Genocide against the Tutsi and the Holocaust.

Teaching and learning resources: Films and pictures on the Holocaust and the Genocide against the Tutsi, internet, writing board, Student's Book

Learning activities/Teaching steps

Step 1: Ask learners to tackle Activity 1 on page 13 of the Student's Book individually. This activity enhances the following competences: lifelong learning and critical thinking.

Step 2: Explain to the learners the general consequences of genocide as you cite examples from the two genocides.

Step 3: Let learners attempt Activity 2 on page 13 of the Student's Book in pairs. This activity enhances the following competences: co-operation and communication

skills, lifelong learning and critical thinking.

Step 4: Explain the effects of PTSD and displacement of persons during genocide.

Step 5: Let the learners attempt Activity 3 on page 14 of the Student's Book in groups. Seek permission from the relevant authorities to carry out this field study. Let learners ask questions from a genocide survivor for them to understand the adverse effects of PTSD. This activity enhances the following competences: co-operation and communication skills, lifelong learning and critical thinking.

Step 6: Let learners carry out Activity 4 on page 15 of the Student's Book. This activity demands that learners find out how the issue of orphans has been addressed by the society. This activity enhances the following competences: lifelong learning and critical thinking.

Step 7: Explain how the spread of HIV and AIDS and other sexually transmitted diseases increased during the genocide. Caution has to be taken not to offend learners who live with the disease or have relatives who are going through the same. Counselling on the stigma of HIV and AIDS can also be addressed at this point. Also bring to the learners' attention that having broken relationships between the victims and the perpetrators can be resolved. Therefore, they should not view each other with suspicion.

Step 8: Ask the learners to do Activity 5 on page 16 of the Student's Book in pairs. Let learners make a presentation in class after carrying out this activity. This activity enhances the following competences: co-operation and communication skills, lifelong learning and critical thinking.

Synthesis: Review the consequences of genocide with the learners. Let them give at least five consequences of genocide.

Assessment

1. Explain the consequences of genocide in general.

Expected answers

Answers to Activity 1 (page 13)

Refer to the Student's Book page 9-11.

Answers to Activity 2 (page 13)

1. Some victims had their limbs-hands and legs chopped off, had deep cuts on their bodies and women were sexually abused. Some victims had burns in parts of their bodies. Other males were castrated. Starvation caused malnutrition which was responsible for slow growth development.
2. The victims who sustained injuries during the Genocide against the Tutsi were unable to operate at the optimum level they used to especially those who had their limbs chopped off, therefore, many became dependants.

For answers of qn 3,4,5 learners will give their views based on what the genocide survivor told them.

1.5 Prevention of genocide in general

Lesson 6

Student's Book page 16-20

Learning objective

By the end of the lesson, a learner should be able to explain how genocide can be prevented.

Introduction: Review the previous lesson on consequences of genocide in general. Ask the learners to provide their views on how genocide may be prevented generally in the society.

Teaching and learning resources: Internet, Journals of Gregory H. Stanton on prevention of genocide, Student's Book, writing board

Learning activities/Teaching steps

Step 1: Ask learners, in pairs, to do Activity 1 on page 16 of the Student's Book in pairs. This activity enhances the following competences: co-operation, communication skills, problem solving, lifelong learning and critical thinking.

Step 2: Explain to the learners how genocide can be prevented by promotion of social cohesion through development of critical thinking. Let learners carry out Activity 2 on page 17 of the Student's Book in pairs. This activity enhances the following competences; co-operation and communication skills, problem solving, lifelong learning and critical thinking.

Step 3: Explain the concepts of promotion of empathy and active bystandership among people to prevent genocide.

Step 4: Let learners carry out Activity 3 on page 17 of the Student's Book in pairs. This activity is meant to bring to the learners' attention the importance of empathy and active bystandership towards the prevention of genocide and care for other people's welfare. This activity enhances the following competences: lifelong learning, co-operation and communication skills and critical thinking.

Step 5: Learners to carry out Activity 4 on page 18 of the Student's Book in groups of four. This activity enhances the following competences; co-operation and communication skills, lifelong learning and critical thinking.

Step 6: Explain the concept of individual responsibility and resistance to manipulation or incitement as a way of preventing genocide or eradicating promotion of genocide ideology. Let learners read the poem on page 19 of the Student's Book and carry out Activity 5 on page 20 of the Student's Book in groups.

Synthesis: Summarise on the prevention of genocide in general with the learners. Ask them to explain at least five points on the prevention of genocide in general.

Assessment

1. Describe how the promotion of active bystanders in the society can prevent genocide.
2. Explain how genocide can be prevented.

Expected answers

Answers to Activity 1 (page 16)

Inclusivity of all persons should be promoted, prevention of hate propaganda and ethnic/racial profiling, promotion of critical thinking, saying no to genocidal ideology, promotion of active bystanders and enactment and enforcement of laws against genocide at the national, regional and international level

Answers to Activity 2 (page 17)

1. Propaganda, stereotyping and racial and ethnic profiling prevents rational judgement on the part of individuals. As a result, those who don't reason will surrender to the propaganda, stereotyping and racial profiling thus engage in activities that destroy peace in the society.
2. To counter propaganda, stereotyping and racial profiling, people need to reason and understand that they should not follow what they are being misadvised. The law should be enforced to ensure there is peace in the society. People should also be encouraged to interact across racial, ethnic and other divisions to realise oneness of humanity.
3. Incitement and bad politics, poverty and unemployment bring about hatred in a country.

Answers to Activity 3 (page 17)

1. Street families, orphans, child-headed families
2. By helping them meet their basic needs. Taking orphans to children homes

Answers to Activity 4 (page 18)

1. Mob justice, harassment, domestic violence and child abuse can be avoided if members of the society are empathetic or acted as active bystanders.
2. Accept a correct narration of the members of the public wanting to beat up a street boy for stealing a bunch of bananas. However, an active bystander rescues the child and gives him a second chance in life.

Answers to Activity 5 (page 20)

1. It is vital to come out and challenge cases of injustice even where it does not affect one directly. Individuals should be concerned the welfare of other citizens especially those whose rights are violated.
2. Martin Niemoller was a passive bystander.
3. Giving people a chance to know how other people have stood for the rights of others when they were being violated. Rewarding those who take individual

responsibility to help others. Honouring those who take individual responsibility by naming things after them to enable future generation to remember them.

4. Answers to questions 4, 5 and 6 vary from learner to learner.

1.6 Consequences of Genocide against the Tutsi in Rwanda

Lesson 7

Student's Book 20-22

Learning objectives

By the end of the lesson, a learner should be able to identify the consequences of the Genocide against the Tutsi.

Introduction: Review the previous lesson on prevention of genocide in general. Ask learners to describe the consequences of the Genocide against the Tutsi.

Teaching and learning resources: Testimonies, reports and publications on the Genocide against the Tutsi, Students Book

Learning activities/Teaching steps

Step 1: Let learners carry out Activity 1 on page 20 of the Student's Book in pairs. Let them discuss and write a report on the consequences of Genocide against the Tutsi that they already know. This activity enhances the following competences: co-operation, communication skills, lifelong learning and critical thinking.

Step 2: Initiate a discussion among the learners on the consequences of the Genocide against the Tutsi. Citing local examples, explain to the learners the consequences of Genocide against the Tutsi in Rwanda.

Step 3: Let the learners tackle Activity 2 on page 21 of the Student's Book in pairs. This activity enhances the following competences: co-operation and communication skills, lifelong learning and critical thinking.

Step 4: Learners to carry out Activity 3 on page 22 of the Student's Book in pairs. This activity enhances the following competences: co-operation and communication skills, lifelong learning and critical thinking.

Synthesis: Summarise on the consequences of Genocide against the Tutsi. Ask the learners questions to find out if they have understood them. For the areas that learners are having difficulties, explain them one more time before giving an assessment exercise.

Assessment

1. Assess the consequences of the Genocide against the Tutsi.

Expected answers

Answers to Activity 1 (page 20)

Massive loss of lives, displacement of persons, destruction of property, increased insecurity, post-traumatic stress, high incidence of orphans, human rights violation, destruction of social systems and mistrust among neighbours

Answers to Activity 2 (page 21)

1. Right to life, right to privacy and fundamental freedoms such as freedom expression, association, freedom from torture, movement and ownership of property
2. Violation of Human Rights lead to loss of lives, destruction of property, bodily harm and injury, development of PTSD among survivors, many children were orphaned, spread of sexually transmitted diseases and HIV and AIDS.
3. Children homes were set up to take care of orphans, reuniting orphans with their communities/relatives, offering financial and medical support to organisations or children homes taking care of orphans, offering educational scholarships for orphaned children in institutions of higher education, provision of shelter for orphaned youths, giving orphans specialised agricultural skills and tools so that they are able to make a living.

Answers to Activity 3 (page 22)

Family structure has been rebuilt/family re-unions, community systems have been rebuilt and strengthened, inter-ethnic interactions have been encouraged, education systems have been transformed and invigorated and efforts at poverty reduction have been put in place.

1.7 Ways of addressing the consequences of genocide

Lesson 8

Student's Book page 22-31

Learning objective

By the end of the lesson, a learner should be able to:

- Describe how the consequences of genocide can be addressed by social reconstruction and reconciliation.
- Schematise the process of social reconstruction with special application to Rwanda.
- Explain how the consequences of genocide may be addressed through forgiveness and benevolence
- Describe Rwandan values and how they can contribute to combating genocide ideology

- Explain how benevolence can be used to address the consequences of genocide.

Introduction: Review the consequences of the Genocide against the Tutsi. Ask learners to suggest ways of addressing the consequences of genocide.

Teaching and learning resources: Writing board, internet, Student's Book

Learning activities/Teaching steps

Step 1: Ask learners to attempt Activity 1 on page 22 of the student's book. Organise them in groups of five students. This activity enhances the following competences: co-operation and communication skills, lifelong learning and critical thinking.

Step 2: Explain the concepts of social reconstruction and reconciliation to the learners. Let the students carry out Activity 2 on page 24 of the Student's Book in pairs. This activity enhances the following competences: co-operation and communication skills, lifelong learning and critical thinking.

Step 3: Explain the 11-step process vital in the reconciliation process as provided by Trudy Govier.

Step 4: Let learners attempt Activity 3 on page 25 of the Student's Book in groups. This activity enhances the following competences: co-operation and communication skills, research and problem solving, lifelong learning and critical thinking.

Step 5: Guide the learners in a discussion on how the consequences of genocide may be addressed through forgiveness according to Trudy Govier and Ervin Staub.

Step 6: Let the learners do Activity 4 on page 28-29 or the Student's Book individually. This activity enhances the following competences: lifelong learning and critical thinking.

Step 7: Explain to the learners the meaning of the term benevolence. Discuss continuum of benevolence in 10 steps as developed by Thomas Vincent Flores with ideas from Ervin Staub and adapted by Aegis Trust. Using the 10 steps, explain to the learners how benevolence can be used to address the consequences of genocide.

Step 8: Explain to the learners how the 8th step, community, is aligned with *Ndi Umunyarwanda*. This is a call to individual and collective responsibility in rebuilding the broken social structures in the Rwandan society.

Step 9: Ask learners to conduct a role play which culminates into *Ndi Umunyarwanda*, from unity to destruction of unity and then into unity.

Step 10: Let the learners undertake Activity 5 on page 30 of the Student's Book in groups. This activity strives to promote the following competences, critical thinking, co-operation and communication skills, and lifelong learning.

Synthesis: Give a summary on the ways of addressing the consequences of genocide. Ask the learners questions to find out if the concepts have been well understood. For the areas that learners are having difficulties, explain them one more time before giving an assessment exercise.

Assessment

1. Explain the continuum of benevolence as developed by Vincent Flores with ideas from Ervin Staub and adapted by Aegis Trust.
2. Describe how forgiveness is important towards addressing the consequences of genocide.

Expected answers

Answers to Activity 1 (page 22)

1. Building of the social structures which had been destroyed, organising reconciliation between perpetrators and victims, encouraging victims to forgive perpetrators, encouraging both victims and villains to be kind towards one another and engaging in community activities as united people.
2. Encouraging the two sides to work together, encouraging them to visit and utilise resources in religious institutions, attending learning institutions and entertainment places together, encouraging intermarriages between the two groups, participating in commemorations of the genocide together, exchanging gifts and participating in social and welfare activities together.
3. Refer to page 17 of Learner's Book

Answers to Activity 2 (page 24)

Re-uniting family members, especially orphaned children, resettling victims back to their land, living together in harmony between the victims and perpetrators, use of Gacaca courts to administer justice and re-integrating perpetrators into the community and working with them on communal activities such as Umuganda activities, religious activities, social activities and helping in construction work

Answers to Activity 3 (page 25)

1. The steps were not different from those by Trudy Govier.
2. Trudy Govier's steps as we have already observed, greatly informed the ones adopted in Rwanda in the post-genocide period.
3. The government, its citizens being the victims and perpetrators, encouraged social reconstruction and reconciliation in the society. It ensured that social structures were rebuilt, people were reconciled and anything which could run counter to the whole process was kept at bay. Families were re-united, victims and perpetrators were empowered economically through various measures, churches and schools were re-built, perpetrators were given opportunity to confess their misdeeds and the victims were asked to forgive and reconcile with the perpetrators.
4. Limited financial resources, suspicion and mistrust of the perpetrators by victims, high number of orphans who were still too young to reconcile with the perpetrators, some perpetrators had fled to foreign countries for fear of retribution and incitement from refugee leadership who were based in foreign countries.

5. The government beefed up security along its borders to stop incursions from the rebels in refugee camps outside the country, donor assistance/support, introduction of poverty alleviation programmes and resettlement of refugees both from the villain and victim divide.
6. Acknowledgement of committing wrongful acts, being sorry for the wrongful acts committed, acknowledgement of bearing moral responsibility for the acts committed, accepting responsibility, reconciliatory response from those to whom the apology is addressed, acknowledging the acts in question were wrong hence implying that those who were victims deserved a better treatment and apologising (communicates a commitment that wrongs will not be committed again).

Answers to Activity 4 (page 28)

1. The pictures show two neighbours who are in conflict because one neighbour's cows strayed into the farm and ate crops. However, a third person talks to the two neighbours bringing room for forgiveness and reconciliation.
2. It contributes to high self-esteem in the victim, it liberates the villain, it does not cause physical injury on either the victim or villain, it does not violate the law and it is recommended by various religions.
3. It increases tension and division in the villain and victim, it may lead to physical injury or death of either victim or villain, it disrupts the social order in the society and may engender political upheavals.

Answers to Activity 5 (page 30)

1. Most of these acts have been developed by the government. Some have also arisen from individuals and non-state organisations. Practices such as Gira inka Munyarwanda, Abunzi, Ubudehe and Umuganda, showing acts of kindness to other people.
2. The 8th step resonates well with “*Ndi Umunyarwanda*”. It encourages oneness in humanity. Through community initiatives, victims will undergo a healing process. The perpetrators will, in equal measure, also learn the mistakes they made and appreciate the humanity in individuals as all belong to the same community.
3. It is upon individuals and members of the community to address poverty. There are various measures that have been put in place to address the issue. They include; building or strengthening social systems, creating more employment opportunities, encouraging self-employment and organising social welfare programmes.
4. Answer to question 4 and 5 vary from learner to learner.

1.8 Prevention of any future occurrence of genocide in Rwanda

Lesson 9

Student's Book 31-37

Learning objective

By the end of the lesson, a learner should be able to:

- Explain how the Rwandan society can prevent any or future occurrence of genocide in the country through the promotion of humanistic and national values to combat genocide ideology.

Introduction: Review the previous lesson and link it to the current. Ask learners to explain the meaning of the terms humanistic and national values.

Teaching and learning resources: Writing board, internet, Student's Book.

Learning activities/Teaching steps

Step 1: Ask learners, in pairs, to tackle Activity 1 on page 31 of the Student's Book in pairs. This activity enhances the following competences: long life learning, critical thinking, co-operation and communication skills.

Step 2: Initiate a discussion with the learners on how national and humanistic values such as peace-building, resilience and benevolence have been applied to prevent a re-occurrence of genocide in Rwanda.

Step 3: Ask the learners to undertake Activity 2 on page 32 of the Student's Book in groups. Seek permission from the relevant authorities and invite a peace ambassador to give a talk to the learners. This activity enhances the following competences: lifelong learning, critical thinking, co-operation and communication skills.

Step 4: Explain the concepts of resilience and benevolence towards prevention of genocide in Rwanda. Let learners carry out Activity 3 on page 33 of the Student's Book in groups. This activity enhances the following competences: lifelong learning, critical thinking, research and problem-solving, co-operation and communication skills. Accept a correct testimony based on the account of how the heroes saved the lives of the Tutsi during the Genocide against the Tutsi. Each group to select one student to make a presentation of a hero/heroine of their choice in class.

Step 5: Discuss how the creation of genocide awareness and memory prevent future occurrence of genocide in the country. Organise for a field study to a genocide memorial site near your school and let the learners carry out Activity 4 on page 33 of the Student's Book. This activity enhances the following competences: lifelong learning, critical thinking, research and problem-solving, co-operation and communication skills.

Step 6: Explain how values like telling the truth, repentance and forgiveness, reconciliation, dialogue and consensus building, active listening and inclusiveness

help prevent any or future occurrence of genocide in the country.

Step 7: Let learners carry out the following activities, Activities 5, 6, 7 and 8 in pairs or groups. These activities are found on page 34 and 37 of the Student's Book respectively. These activities enable learners acquire the following competences; co-operation and communication skills, lifelong learning, creativity and innovation, research and problem solving and critical thinking.

Step 8: Learners to carry out a project research on the Holocaust and the Genocide against the Tutsi in groups. Let them compare how prevention of the two genocides has been done. Discuss ways in which Rwandans can borrow from Europeans in prevention of future occurrence of genocide in the country. Let them present their findings in class.

Synthesis: Summarise the concepts discussed on prevention of any or future occurrence of genocide in Rwanda. Ensure learners can explain at least 3 concepts.

Assessment

Explain how the promotion of humanistic and national values can prevent any or future occurrence of genocide in Rwanda.

Expected answers

Answers to Activity 1 (page 31)

Peace-building, resilience, truth, repentance and forgiveness, reconciliation, dialogue and consensus building, active listening and inclusiveness, poverty eradication.

Answers to Activity 2 (page 32)

1. Helping victims rebuild their lives, encouraging interaction between the victims and perpetrators, organising counselling to the victims, empowering victims economically and organising, mobilisation and sensitisation of peace-building activities
2. Strong held traditional beliefs and practices, suspicion and mistrust, poverty and poor communication
3. Each of the hurdles is unique, thus, demands an individual's ingenuity. Generally open communication, fairness, building trust and engaging in community activities as you respect its members will help improve the problems.
4. The peace ambassador should highlight the following issues:
Achievement of trust in the community, lowering of poverty levels due to economic empowerment, peaceful co-existence between former reformed perpetrators and the victims, participating in community development ventures collectively for the two groups and fairness and respect in their day-to-day activities by the two sides in the genocide

Answers to Activity 3 (page 33)

Students are free to pick as many individuals they know who protected or sheltered the Tutsi from the genocide in Rwanda. Some of them include the following:

Lieutenant General Romeo Delleaire (Commander-UNAMIR), Henry Kwami

Anyidoho (Deputy Commander-UNAMIR), Carl Wilkens, Jacqueline Mukansonera, Andre Sibomana, Pierantonio Costa, Captain Mbaye Diagne (UN Peace Keeper), Antonia Locatelli, Jean Francois Gisimba, Agatha Uwilingiyimana, Felicite Niyitegeka and the six students from Nyange Secondary School.

Answers to Activity 4 (page 33)

1. The responses will vary depending on the genocide memorial site that the learners visit. Learners should possess good interviewing skills to be able to get the information required.
2. Hate propaganda was spread verbally, through newspapers and electronic media. The perpetrators were well prepared by the government and prominent personalities among their ranks. The executions were done using modern and crude weapons. Male and female, children and adults were not spared. Execution of mass killings at the site will vary from one site to another.
3. Some people in churches, in the bush and farms, some lay among the dead. Survival of victims also varies depending on the site.
4. Arrests of the perpetrators, bringing of the atrocities to the attention of the world through mass-media and taking away of the weapons used by the perpetrators
5. Inclusion of genocide studies in the curriculum helps, keep memory of the atrocities in the minds of current and past generation and enables people to draw lessons from the genocide against the Tutsi.

Additional questions

6. **Explain how the preservation of photographs, clothes worn by victims and other memorabilia will prevent future occurrence of genocide in the country.**

Preservation of the clothes worn by genocide victims, their photographs and other memorabilia will help keep the memory of the atrocities alive thus preventing future occurrence of the same.

7. **Examine important lessons that Rwandans and other people get from visiting genocide memorials.**

Visitors get to see the reality of genocide against the Tutsi at a glance. They also get to hear/watch some of the accounts from the survivors. Such first-hand accounts/ information give an individual a reality check on the consequence of genocide. Individuals also get to learn on the devastating effects of propaganda and racial or ethnic profiling.

Answers to Activity 5 (page 34)

1. Revenge may engender further animosity hence lead to more deaths as it is counterproductive, leads to breakdown of peace, failure to heal the 'wounds' caused by the genocide and failure to achieve reconciliation between the villains and victims.
2. It makes the villains to be freed of the burden of their atrocities, enables the victims to complete the healing process, promotes harmonious living between

the villains and victims in their community and encourages members of the community to contribute to the development of their society.

Answers to Activity 6 (page 36)

1. Post-traumatic stress disorder and other psychological disorders, loss of livelihood, high levels of mistrust in the population and attacks from genocidaires from the DR Congo
2. The government and other stakeholders such as non-governmental organisations promoted public education geared towards reconciliation and prevention of violence between the victims and perpetrator groups. Use of the mass media to promote healing and reconciliation among the communities. Participation in communal activities to reduce the mistrust that had prevented close relations between the victim and perpetrator groups. Security was beefed up to prevent attacks from genocidaires exiles especially from the DR Congo. The government also participated in regional conferences aimed at promoting peace. Use of Gacaca courts to administer justice. Inclusion of Genocide against the Tutsi education in the co-curriculum. Joint commemorations of the genocide greatly reduced the mistrust and suspicion which had characterised the two groups. Government initiated efforts aimed at fostering a sense of shared identity such as Umuganda. Introduction of poverty reduction strategies such as (EDPRS) to help reduce the poverty levels in the society. Introduction of democratic principles in the political realm. This has gone hand-in-hand with respect for the rule of law and promotion of human rights in the society.

Answers to Activity 7 (page 36)

1. The instances will vary from learner to learner.
2. Let learners role-play freely, check whether in their various roles, they are able to bring out dialogue, consensus building, active listening, inclusiveness and ways of addressing poverty levels in the society.
3. They are crucial in promoting socio-economic and political development in Rwanda. Through these humanistic values, genocide and other social ills are kept at bay.

Answers to Activity 8 (page 37)

The learners should be divided into two groups; those supporting the motion and those opposing the same. Those supporting the motion should dwell on enactment of international laws, meting out punishment to the major perpetrators of genocide, holding memorials and anniversaries to commemorate the genocide and funding of victims' recovery. Those opposing should highlight the fact that such communities have been left on their own to address the problem.

END OF UNIT

Summary of the unit

We have examined the concept of genocide, stages/steps of genocide, examples of genocide experienced in different parts of the world, consequences of genocide in general, prevention of genocide in general, causes and consequences of the Genocide against the Tutsi and ways of addressing the consequences of genocide. Attention has also been directed to prevention of any or future occurrence of genocide in Rwanda through promotion of humanistic and national values. From this content, it is expected that learners will be able to play the role of active bystanders in an event of any sign to re-occurrence of the problem.

Additional information

It is important you tackle the topic tactfully and with care as the survivors and perpetrators of the genocide are all together in the Rwandan society. The language used should not be offensive. Involve all learners as much as you can to make the lessons interactive. Where possible, use local examples.

The Tutsi are not the only group in the world who have suffered from genocide. However, the Genocide against the Tutsi was the most speedy. Genocide has also been experienced by the Jews. Although the consequences of genocide are general, many are peculiar to Rwandans. As you go through this aspect, bring out areas of commonality and differences.

The Rwandan government is keen on preventing the recurrence of genocide in the country. It has come up with the following measures to address this: peace building, resilience, benevolence, awareness and memory, telling the truth, repentance and forgiveness, reconciliation, dialogue and consensus building, active listening and, finally, inclusiveness. Try to engage the learners on these measures and any other they may come up with. During the discussions, try to draw learners' attention to the fact that it is the responsibility of every individual to prevent the occurrence of genocide in the society. Having suffered as a society, every individual's effort should thus be directed towards this.

End of unit assessment

In a class discussion, do a recap of what learners have learnt in this unit. Clarify what learners may have a problem with. Explain the concepts once more for them to understand. Let learners attempt the assessment exercise on page 29 of the Student's Book individually.

Expected answers

Answers to Assessment Exercise 1.0

1. Refer to the Student's Book.
2. Refer to the Student's Book.
- 3.

	Holocaust/Shoah	Genocide against the Tutsi
Year	1939-1945	April to July 1994
Place	Germany, Poland	Rwanda
Method	Removal of Jews from their homes, deportation to concentration camps and killing in "gas chambers" or extermination camps.	Removal of people from their homes; killing them in their homes, churches and schools and other places where they escaped to.
Weapons used	Asphyxiation in the gas chambers, guns, bombs	Guns, grenades, crude weapons
Propaganda spread	Jewish were responsible for all the ills facing Germany	Defined by the regime as Tutsi enemies
Tactics used	Use of laws, force, persecution	Invasion of homes, waylaying of victims on roads, use of coded language
Victims killed	6 million Jews, 5 million other groups	1,074,017 Tutsi
Victims	Soviet citizens and prisoners of war, poles, physically and mentally challenged Germans, members of Jehovah Witness, Romans, sexual and political minorities in Germany	Moderate Hutu and UN Peace-keeping forces
Response of the international community	Slow and not forthcoming	None
Forms of atrocities	Killings, confiscation of property, stripping of citizenship, segregation and denial of food and other supplies	Rape, killings, confiscation and destruction of property, cutting off of limbs using machetes

Response of perpetrating group	Acceptance of the genocide	Acceptance of the genocide
Event used as a scapegoat	World War II	Death of the president Habyarimana
Main executors	The army Specialised units (Einsatzgruppen)	Security forces and armed militia groups: <i>Interahamwe</i> and <i>Impuzamugambi</i>
How the perpetrators were dealt with	Arrested, tried and sentenced during the Nuremberg trials	Arrested, tried and sentenced during the sessions of the ICTR held in Arusha, Tanzania and Gacaca courts in the country

4. Refer to the Student's Book page.
5. Refer to the Student's Book page.
6. **Causes:** Hate propaganda, genocide ideology
Consequences: Massive loss of lives, displacement of persons, straining of resources of the host community to the refugees, destruction of property, increased insecurity, post-traumatic stress, high incidence of orphans, human rights violation, breakdown in the rule of law, destruction of social systems, and mistrust among neighbours
7. Social reconstruction and reconciliation, forgiveness, benevolence
8. Peace-building, resilience, benevolence, awareness and memory, telling the truth, repentance and forgiveness, reconciliation, dialogue and consensus building, active listening, inclusiveness, poverty alleviation, reduction/elimination of illiteracy by opening doors of education to all citizens
9. "*Ndi umunyarwanda*" which calls for oneness of humanity despite our differences enables us to view one another from a brotherhood and sisterhood perspective. This will thus discourage us from killing those whom we are different with in one way or the other. This value encourages us to exploit our diversity to develop our country. It promotes unity in diversity.
10. Working together, going to church together, doing business together, helping each other in the community
11. Speak out on doing good and forbidding evil deeds, preaching peace messages, speaking out against senseless violence and evil ideology.
12. A learners should express displeasure of genocide in all its manifestations. The teacher should advise learners to have negative feelings towards genocide and should abhor positive feelings. Learners who express their negative feelings towards genocide indicate that learning has taken effect. Some of the correct views include the following:

- Genocide is a crime and should not be encouraged in any way.
- Those found guilty of its perpetration should be severely punished
- Victims should forgive but never forget what they went through.
- Both survivors and perpetrators should reconcile and work together as members of the society.

Remedial activities

List the violent acts meted on victims during the occurrence of genocide.

Killing of members of a certain group. Causing grave bodily or mental harm to members of a group. Deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part. Imposing measures intended to prevent births within the group. Forcibly transferring children of the group to another group.

Extended activities

1. Analyse the extent to which the government of Rwanda has made efforts to prevent future occurrence of genocide.

Peace building efforts, poverty alleviation measures, resilience, benevolence, awareness and commemoration, telling the truth, repentance and forgiveness, reconciliation, dialogue and consensus, active listening and inclusiveness

2. Discuss lessons the society has learnt from the genocide against the Tutsi.

Negative ethnicity is bad. Standing against divisive propaganda is crucial. Following blindly what those in authority are advocating is wrong. It is vital for the individual and community members to address the issues of poverty, ignorance and illiteracy in the society.

Democracy and good governance

Student's Book page 30-43

2.1: Key unit competence: To be able to analyse and appreciate the role of democracy in enhancing good governance.

2.2: Prerequisites of this unit

This unit should be linked to Democracy and Justice in History and Citizenship. Ask learners to review the topic on Leadership, governance and management (Unit 2), Secondary 5, General Studies and Communication Skills. This topic will enable learners understand the concept of governance and the relationship between leadership and governance.

2.3: Cross-cutting issues to be addressed

Peace and values education: Observance of the rule of law and respect for other peoples' opinions gives room for peaceful co-existence. This leads to promotion of democracy and maintains peaceful relations among people.

Inclusive education: All learners should actively participate in the teaching and learning process. This unit takes into account both genders, male and female, in the illustrations and content. There are also illustrations that show the inclusion of persons with disability.

Gender: Promotion of gender equality and equity is a role of democracy in enhancing good governance. Learners should be made to appreciate how democracy has promoted equity and equity in the governance problem.

2.4: Generic competences

i) *Lifelong learning*

Democracy and good governance are issues that transcend school life. Learners are thus bound to still find the concept useful in their life. What they learn will be relevant in their life today and in future. Of particular interest is state governance and the three powers, and role of democracy in promoting individual citizenship and enhancing good governance in the society. Through carrying out activities in this unit, learners are encouraged to find more information on the content. This means that the competence is enhanced when learners discover knowledge and are able to apply it in the teaching and learning process and in life. Such activities in the Student's Book include the following; Activity 1 on page 39, Activity 2 on page 40, Activity 3 on page 40, Activity 1 on page 40,

Activity 2 on page 41, Activity 3 on page 42, Activity 4 on page 42, Activity 5 on page 42, Activity 1 on page 43, Activity 2 on page 44, Activity 3 on page 45, Activity 1 on page 46, Activity 2 on page 47, Activity 1 on page 48, Activity 2 on page 48, Activity 1 on page 49, Activity 2 on page 51, Activity 3 on page 51 and Activity 4 on page 52.

ii) Critical thinking

Analysis and inferring the role and relationships between the three powers, and democracy in promoting individual citizenship and enhancing good governance demands critical thinking. Let learners examine issues from a multi-perspective as they conduct activities that require them to think critically. This competence is enhanced when learners are able to solve problems and give a detailed analysis to questions given in various activities in this unit. Such activities include the following; Activity 1 on page 39, Activity 2 on page 40, Activity 3 on page 40, Activity 1 on page 40, Activity 2 on page 41, Activity 3 on page 42, Activity 4 on page 42, Activity 5 on page 43, Activity 1 on page 43, Activity 2 on page 44, Activity 3 on page 45, Activity 1 on page 46, Activity 2 on page 47, Activity 1 on page 48, Activity 2 on page 48, Activity 1 on page 50, Activity 2 on page 51, Activity 3 on page 51 and Activity 4 on page 52.

iii) Co-operation and communication skills

Learners should communicate with each other while carrying out group or pair work activities in this unit. This is clearly brought out during research on the concepts of Democracy and Good Governance, group discussions and as each group presents its findings to the whole class. Let learners freely express their views. In a similar way, sharing of information among learners helps them appreciate the importance of working together which develops co-operation. During the group or pair work activities, learners have to actively participate in the discussions and give their contribution towards the discussions. Communication skills are also enhanced during the discussion when learners are making presentations of their findings. Such activities in the Student's Book include the following; Activity 1 on page 39, Activity 2 on page 40, Activity 1 on page 40, Activity 2 on page 41, Activity 3 on page 42, Activity 4 on page 42, Activity 5 on page 43, Activity 1 on page 43, Activity 2 on page 44, Activity 3 on page 45, Activity 1 on page 46, Activity 2 on page 47, Activity 1 on page 48, Activity 2 on page 48, Activity 1 on page 50, Activity 2 on page 51 and Activity 4 on page 52.

iv) Research and problem solving

This competence is enhanced when learners are able to find out information and answer questions in some of the activities in this unit. This enables them to find information on their own and solve the problems by giving answers. Such activities in the Student's Book include the following; Activity 1 on page 39, Activity 2 on page 40, Activity 2 on page 41, Activity 3 on page 42, Activity 5 on page 43, Activity 1 on page 46 and Activity 2 on page 47.

v) Creativity and innovation

This competence is enhanced when learners carry out an activity that enables them to creatively use their talents and imagination while conducting a role-play. This competence is developed when learners carry out a role-play in Activity 4 on page 33 of the Student's Book. Learners are supposed to role-play two incidences in class that show direct democracy and another showing indirect democracy at school. Through learners role-playing those two scenarios, they will be able to tell the differences between direct and indirect democracy and are better placed at grasping the content on types of democracy.

2.5: Vocabulary or keywords or concepts

Democracy, good governance, transparency, accountability, state, Legislature, Executive, Judiciary, citizenship, power, impunity.

2.6: Guidance on the problem statement

Learners to carry out the first activity on page 30 of the Student's Book in pairs. This activity is meant to get the learners' views on the concepts of a state democracy and good governance. They should also attempt the role of democracy in enhancing good governance.

2.7: Attention to learners with special needs

In this unit, give attention to learners with special needs by doing the following:

a) For learners with hearing impairments

- Ensure such learners have hearing aids. You can liaise with the administrative staff, their parents or guardians for the acquisition of such equipment.
- Talk louder in class for such learners to hear properly. Put more emphasis on stimulus variation modes such as body movements in class, facial expression, use of hands to express an issue and other appropriate stimulus variation modes and use sign language.
- Use face-to-face instructional approach when conducting classroom presentation and always maintain close eye contact with such learners.
- Speak louder using simple and clear facial expressions. At times, sentences or words should be repeated for these learners to effectively hear and understand.
- Such learners should be organised to sit in front of the classroom.
- These learners should be given more time to express themselves during class discussion and presentation.
- Write down summary key notes on the chalkboard/whiteboard for the benefit of such learners.
- Discourage noise making in class as too much noise will destruct these learners.

b) Visual impairment

- Books and printed materials for such learners should be of high quality and large print layout.
- The teacher’s chalkboard/whiteboard writings should be large enough to be legible to those who are partially blind.
- These learners should be given more time to read, take notes or write. For individual assignment, they need more time to complete or accomplish their tasks.
- In class organisation, these learners should be encouraged to sit in front of the classroom.
- Braille should be offered for reading and writing purposes. Other tactile materials should also be availed to such learners with special educational needs.

c) Physically impaired

- In classroom organisation, these learners should sit in a comfortable position
- In group discussion or presentation, other learners should form groups around them.
- Those learners without one or both arms / hands should be allowed to audio-record or audio-document the activities in this unit. They are allowed to use tape recorders or other electronic recording equipment when giving their responses for questions that need them to write something lengthy.
- Extra time should be given to them to complete the activity tasks.
- If there is an academic outing to interview resource persons in the community regarding specific issues mentioned in the activities of this unit, prior arrangement should be made to ensure they get there safely and comfortably.

2.8: List of lessons: 6

Lesson number	Lesson title
1	Concept of state
2	Concept of democracy
3	Concept of good governance
4	State governance and the three powers
5	The role of democracy in promoting individual citizenship
6	Role of democracy in enhancing good governance

LESSON DEVELOPMENT

2.1 Concept of state

Lesson 1

Student's Book page 39-40

Lesson objectives

By the end of this lesson, the learner should be able to:

- Explain the concept of state.
- Appreciate the importance of the state.

Introduction

Find out from the learners the meaning of *State*. They can check the definition of the word from the dictionary. Let learners to carry out Activity 1 on page 30 of the Student's Book. This activity serves as an introduction to the topic. It also enables learners to examine the concept of state from varied perspectives before applying the knowledge gained to provide the identity of Rwanda.

Teaching and learning resources: Student's Book, atlas, dictionary, internet, writing board

Learning activities/Teaching steps

Step 1: Let the learners carry out Activity 1 on page 39 of the Student's Book in pairs. Ensure that each pair writes notes for presentation to class. This activity enhances the following competences: co-operation and communication skills, research and problem solving, lifelong learning and critical thinking.

Step 2: Ask each pair to present the key points from their discussions. Let other students react to the presentation. Try to allow as many pairs as possible.

Step 3: Guide the learners in a discussion on the concept of state. Incorporate a variety of teaching and learning resources in the lesson teaching and to enrich the learning process.

Step 4: Let learners attempt Activity 2 on page 40 of the Student's Book in groups. Organise the learners in groups of five. Learners to conduct research from the internet, books or hold an interview with a resource person. This activity enhances the following competences: co-operation and communication skills, research and problem solving, lifelong learning and critical thinking.

Step 5: Explain the duties of a state. Let the learners carry out Activity 3 on page 40 of the Student's Book individually. This activity enhances the following competences: lifelong learning, and critical thinking.

Synthesis: Summarise on the concept of state and ask learners to give an explanation on

its meaning. Ensure learners can explain the meaning of a state and give five examples of states they know and duties of a state as envisaged by Thomas Hobbes.

Assessment

1. Explain the concept of state.

A state refers to a sovereign political power made up of human population, other resources, boundaries, leadership and symbols of identification.

2. Why is the constitution vital in harmonious operations of a state?

- It guides its day-to-day operations
- It regulates leaders' and citizens' relations
- It is always a point of reference on key issues on the state.
- It gives the state an identity.

Expected answers

Answers to Activity 1 (Page 39)

1. Refer to the Student's Book page 39.
2. Rwanda, Uganda, South Africa, France, Australia, China
3. Rwanda is an example of a state. As a state, it has its own symbols of unity. The constitution guides its day-to-day operations.

Answers to Activity 2 (Page 40)

1. Rwanda was formed during the period of European scramble and partition of Africa in the late 19th Century. It was a Belgian colonial state. Previously it used to be a kingdom under traditional African kings.
2. Rwanda, in the precolonial period, was a kingdom under various kings. From the 1850s, the Europeans invaded Africa, conquered the communities and established colonial rule. Rwanda was under the Belgian rule. Africans detested foreign rule from the 1920s. This culminated to Rwanda's independence in 1962. From this date, it has been under various presidents.
3. Participating in various regional and international organisations where it articulates its position on various issues, forging bi-lateral relations with countries in Africa and the rest of the world, establishing trade contacts with countries in the region and beyond, protecting the rights of its citizens within and outside its borders, sponsoring regional activities such as sports, hosting conferences on various global issues to create awareness at the regional and international level and defending the country whenever it is threatened by external or internal enemies.
4. I am proud because all Rwandans are committed to rebuilding the country, there is peace in Rwanda, the achievements Rwanda has made that have led to development in the country. Rwandans are united, work together and help each other. Use of home-grown solutions that have helped rebuild the country.

Answers to Activity 3 (Page 40)

1. Defending the nation against foreign enemies, preserving peace and internal security, allowing subjects to enrich themselves and allowing freedom that does not compromise security.
2. Somalia – there is no political stability and inter-clan wars from time to time.
Syria – conflicts that led to wars and lack of peace
South Sudan – wars and lack of peace in the country
Iraq – civil unrest and violence
Central African Republic – civil wars and unrest
3. The states mentioned above should have addressed the issues of preservation of peace and internal security and allowing their citizens to enjoy their freedom.

2.2 Concept of democracy

Lesson 2

Student's Book page 40-43

Learning objectives

By the end of the lesson, a learner should be able to:

- Explain the concepts of democracy and good governance.
- Appreciate the importance of democracy and good governance.

Introduction

Review the concept of state and link it to the concept of democracy. Ask the learners what they understand by the term democracy.

Teaching and learning resources: Internet, Student's Book, dictionary

Learning activities/Teaching steps

Step 1: Let learners attempt Activity 1 on page 40 of the Student's Book in pairs. This activity enhances the following competences: co-operation and communication skills, lifelong learning and critical thinking.

Step 2: Explain to the learners the concept of democracy and the origin of the word.

Step 3: Let learners, in groups of five, carry out Activity 2 on pages 41-42 of the Student's Book. This activity enhances the following competences: co-operation and communication skills, research and problem solving, lifelong learning and critical thinking.

Step 4: Let learners attempt Activity 3 on page 42 of the Student's Book in pairs. Give them five minutes to attempt this activity. This activity enhances the following competences: co-operation and communication skills, research and problem solving, lifelong learning and critical thinking.

Step 5: Explain the different forms of democracy practised in the world. Let the learners attempt Activity 4 on page 42 of the Student's Book in pairs. This activity enhances the following competences: co-operation and communication skills, creativity and innovation, lifelong learning and critical thinking.

Step 6: Let learners undertake Activity 5 on page 43 of the Student's Book in groups of five. This activity enhances the following competences: co-operation and communication skills, research and problem solving, lifelong learning and critical thinking.

Synthesis: Recap the concept of democracy and types of democracy with the learners. Ensure learners can give an explanation of the term democracy and can differentiate the two types of democracy.

Assessment

1. **Explain the concept of democracy.**

Democracy refers to power being put in the hands of the citizens or people. The latter exercise their authority on vital issues governing them.

2. **Outline some of the obstacles to smooth democratic flow in the society.**

Poverty in society, ignorance, greed for power by leaders, poor leadership, executive dictatorship, high levels of illiteracy and limited finance.

Expected answers

Answers to Activity 1 (Page 40)

1. Refer to the Student's Book.

2. The answer to this question will vary from school to school. Nonetheless, most schools allow the freedom of democracy in the classroom and outside, for example, when making decisions about the subjects they want to study or when choosing the school head boy or girl and other prefects.

3. **Pros include the following.**

Allows learners' feelings to be heard by the school authorities; promotes harmonious co-existence between the learners and other members of the school; allows learners to choose their prefects or leaders and prepares them to respect/accommodate divergent views

The cons of democracy in school are:

Learners may abuse the freedom of democracy and choose bad leaders; it may take a lot of time whenever learners exercise it hence end up hampering syllabus coverage; some learners may encourage unfair practices/favouritism to get support to being chosen as leaders

4. Participation in the election of their leaders on a periodic basis, exercising their fundamental freedoms on a day to day basis, ensuring their leaders exercise transparency and accountability in the management of the state's

affairs, exercising their powers on vital issues through referendum whenever the need arises and observing the rule of law in their day to day activities

5. a) The first three pictures
- b) The first picture (A) shows a political leader campaigning. The second picture (B) shows people participating in an election. This is basically what democracy is all about. The third picture (C) shows people participating in a peaceful demonstration without manipulation or interference. The last picture (D) shows protesters being beaten by the police during a demonstration. In a democracy, people have a right to protest. By the police brutally dispersing them means their rights are being trampled upon by the state.
- c) The last picture (D) does not depict the true meaning of democracy.

Answers to Activity 2 (Page 41)

1. There are many countries in Africa which are democratic such as Rwanda, Tanzania, Kenya, Ghana, Nigeria, Senegal, South Africa, Botswana, Zambia and Malawi among others. In the world we have USA, Britain, France, Belgium, Germany, India, Japan, Austria, Brazil and New Zealand among others. In these countries, the following are in place: periodic, free, fair and informed elections. All citizens, regardless of their status, are bound by the rule of law. Human Rights and fundamental freedoms are respected. Citizens are allowed to participate actively in the affairs of state. The spirit of tolerance is observed by both the state and citizens alike. Citizens and non-citizens alike are allowed a chance to develop their potential. A strong feeling of fraternity transcends on all the citizens. Citizens are adequately educated by the state on public affairs. Undemocratic countries include North Korea, DR Congo, Somalia, Eritrea, Saudi Arabia, Bahrain, Cuba and Sudan. In these countries, the citizens are denied some of their rights, in others, the president or monarch exercises full political power without involving the citizens. In most, elections are not held e.g. Saudi Arabia. In others, wars and lawlessness reign supreme, e.g., Somalia.
2. **Pros of living in democratic countries:** Socio-political and economic development are encouraged in the society. Citizens are allowed to exercise their freedoms. Promotion of checks and balances in governance. Promotion of transparency and accountability in the society.
The cons of living in undemocratic countries: The citizens have been denied their fundamental freedoms or have their rights violated by the state, its leaders and the military. The majority may exercise tyrannical tendencies on the minority thus engender feelings of exclusivity. It is costly as lots of money and other resources are expended towards its promotion.
3. President Paul Kagame, the late Nelson Mandela, Abraham Lincoln of USA, former president Kaunda of Zambia, former president Nyerere of Tanzania, Jawahral Nehru of India, Wangari Maathai of Kenya, among others.

4. Let learners research on a personality they have chosen and write a brief history of the life and times of the individual. They should put emphasis on the contribution of the individual's fight for democracy in their country.

Answers to Activity 3 (page 42)

1. Direct (pure or participatory) - citizens run the affairs of government and indirect (representative) democracy - citizens elect representatives who make laws and govern them on their behalf.
2. Direct democracy was practised in Athens in Ancient Greece. Today, other than during a referendum or recall of representatives, it is practised in smaller cantons of Switzerland and local town governments in a few of the USA states. Indirect democracy is widely practised in the world in countries such as Rwanda and many African countries like Kenya, Nigeria, South Africa, USA, Britain, Germany, France, Japan and India.

Answers to Activity 4 (page 42)

1. Direct democracy has been practised in Rwanda through a referendum. This involves the citizens themselves initiating legislations and referring it to the legislature for consideration. The people are given a chance to contribute their views of the country's development agenda through their involvement and implementation of the home grown solutions.
2. Let the learners role-play incidences showing direct and indirect democracy.

Answers to Activity 5 (page 43)

1. Merits of direct democracy

It is founded on peoples' consent. It recognises equality irrespective of the differences in humanity. It has a moral and educative value. It balances the liberty of an individual with the power of state. It promotes patriotism and reduces possibilities of revolution. It renders great service to the world peaceful co-existence.

Demerits of indirect democracy

It leads to tyranny and impunity of the majority. It is the rule of a few (the few give direction to the many). It places premium on quantity rather than quality. Its ethical value is questionable as it discounts honesty in the sense of reasoned conviction, refined habit and integrity of character. It has encouraged class struggle and corruption.

2. The struggle for democracy in Africa has been a fight. People have suffered in various ways to enable society enjoy democracy. Lives have been lost, properties destroyed and injuries sustained all in a bid to promote democracy. The path of democracy has been marked by divergence of opinions. Whenever people have taken democracy for granted, tears have flowed in their eyes.
3. This motion demands that students bring out the merits and demerits of democracy as they anchor them to their views and experiences. Those supporting should give the merits while those opposed should bring out the demerits.

2.3 Concept of good governance

Lesson 3

Student's Book page 43-45

Learning objective

By the end of the lesson, a learner should be able to explain the concept of good governance.

Introduction

Review the previous lesson on concepts of democracy and link it to the concept of good governance. Ask the learners what they understand by the term good governance.

Teaching and learning resources: Student's Book, internet

Learning activities/Teaching steps

Step 1: Let the learners to do Activity 1 on page 43 of the Student's Book in pairs. This activity enhances the following competences: critical thinking, lifelong learning, co-operation and communication skills.

Step 2: Explain the concept of good governance and give examples to the learners. Discuss with the learners the characteristics of good governance.

Step 3: Let the learners, in groups of five, attempt Activity 2 on page 44 of the Student's Book. This activity enhances various competences such as co-operation and communication skills, critical thinking and lifelong learning.

Step 4: Discuss with the learners the use of Irembo portal towards accessing government services. E-governance has greatly contributed towards improved services in Rwanda thus contributing to good governance. Ensure learners understand that government services are available online and if possible, organise for a demonstration of how it works in class or the computer lab.

Step 5: Let learners attempt Activity 3 on page 45 of the Student's Book in groups. This activity enhances the following competences: co-operation and communication skills, lifelong learning and critical thinking.

Synthesis: Review the concept of good governance. Ask learners to explain the concept of good governance and issues that are promoted by good governance towards the citizenry.

Assessment

1. Explain the concept of good governance.
Good governance refers to public facilities/institutions' ability to deliver quality services to stakeholders.

Expected answers

Answers to Activity 1 (page 43)

1. Refer to the Student's Book page 43.
2. Promotion of e-governance. Increased citizenship participation. Promotion of transparency and accountability. Poverty reduction strategies. Promotion of democracy in socio-economic and political sectors. Liberalisation of the economy. Increased access to education and other social services. Promotion of the rule of law and encouragement of efficiency and effectiveness in service delivery by public servants.

Answers to Activity 2 (page 44)

1. Elimination/reduction of poverty levels through EDPRS II in society, stakeholder engagement, promotion of transparency and accountability, distribution of national resources equally, observation of moral governance, legitimacy and socio-economic equity, satisfaction of citizen's basic needs, respecting Human Rights, observation of the rule of law, encouraging citizenry participation in democratic elections and nation-building activities, promotion of judicial independence from the other arms of government, observance of sound financial management and encouragement of strategic visionary leadership.
2. Limited finance, individual interests, corruption and mismanagement, illiteracy/low awareness level among the citizenry and lack/poor internet connectivity in rural areas.
3. Punishing those guilty of corruption and mismanagement. Sourcing for funds from within and outside the country. Increasing access to education. Finding alternative ways of supplying power especially to the rural areas and encouraging people to abandon selfish tendencies and adopt communal spirit at both individual and community levels.
4. Good governance involves assessing steps made towards their realisation. These are:

Attempts at eliminating poverty, stakeholder engagement, transparency and accountability, the equality agenda (gender, ethnic, race, age, ability, religion), ethical, honest behaviour and absence of corruption, legitimacy and socio-economic equity, fulfilling peoples' basic needs, respect for Human Rights and the rule of law, participation in democratic elections and nation building activities, judicial independence from other arms of government, and effective utilisation of public resources (sound financial management) and strategic vision of leaders.

Answers to Activity 3 (page 45)

1. Encourage transparency and accountability in day-to-day activities, increase in speed of service delivery, ease of access to government services, reducing costs citizens and other members of the public incur in their quest to get government services and reduction in risks involved in governance

2. Time taken in service delivery has been reduced, close monitoring of those charged with service provision is in place, bureaucracy has greatly been reduced and records of service provision are traceable
3. Creation of awareness in the citizenry on consumer rights. Engaging the government from time to time on issues touching on good governance. Helping the government in maintaining and/or checking standards on service promotion, and championing the cause of observance of the rule of law and respect for human rights.
4. Application for a national identity card, marriage certificate, criminal record clearance certificate, driving license, marriage certificate and birth certificate. One can also renew a driving license and applying for registration of a driving test

2.4 State governance and the three powers

Lesson 4

Student's Book page 45-47

Learning objectives

By the end of the lesson, a learner should be able to:

- Analyse the role and the relationships between the three powers.
- Appreciate the importance of a state.

Introduction

Review the previous lesson on the concept of good governance. Ask the learners to explain what is meant by the three powers of government.

Teaching and learning resources: The constitution of the Republic of Rwanda, Student's Book, chart showing the three arms

Learning activities/Teaching steps

Step 1: Let the learners attempt Activity 1 on page 46 of the Student's Book in groups of five. This activity enhances the following competences: co-operation and communication skills, research and problem solving, lifelong learning and critical thinking.

Step 2: Guide learners in a discussion on the role and relationship between the three powers.

Step 3: Ask the learners to attempt Activity 2 on page 47 of the Student's Book in pairs. This activity enhances the following competences: co-operation and communication skills, research and problem solving, lifelong learning and critical thinking.

Synthesis: Recap the three powers of government with the learners. Ask them questions to find out if they understood the work of each of the three powers of government. For the areas that learners are having difficulties, explain them one more time before giving an assessment exercise

Assessment

1. **Describe the relationship between the three powers of government.**

Governance at the state level proceeds well where separation of powers exists. Explain to the students that each power (arm) has distinct functions upon which it is expected to undertake. Separation of powers forms a firm foundation for democracy. If there is friction between the Judiciary and the Executive or the Legislature, it causes problems in state governance and dysfunction of democracy in a state. The Judiciary should function independently in the execution of its powers.

2. **Explain the functions of the state.**

Provision of security, arbitration in disputes, formulation of laws and policies, implementation of laws policies and generation, distribution and storage of resources for citizen's use

Expected answers

Answers to Activity 1 (page 46)

1. Forming laws (Legislature), execution of policies (Executive), administration of justice (Judiciary), informing, educating and entertaining (media) and promotion of citizenry's welfare in diverse ways (civil society)
2. Interference from other actors, poverty, illiteracy and conflict between traditional values and modernity
3. Elimination or reduction of poverty by introduction of programmes towards the same, education of the public on rights and responsibilities and observance of the rule of law

Answers to Activity 2 (page 47)

1. **Executive:** Formulating policies, management of public property, maintenance of peace and security in the country, promotion of basic Human Rights and fundamental freedoms within the country, appointment of public servants and harmonisation of peoples' needs and planning for them

Legislature: Debating motions of local, national and international importance, making decision on collection of revenue and expenditure, approval of war declarations and extensions of states of emergency/policy approval and election of the speaker(s) of both houses of parliament

Judiciary: Interpretation of the constitution/guardian of the constitution, helping in the development of the law/creating precedent with the force of law and tendering advice or opinion on questions of law at the request of the legislature or executive

2. The three powers of government are able to promote transparency and accountability in their operations by exercising the principle of separation of powers. This enables each power to check the other. This keeps away the concentration of authority and tyranny at bay. Consequently, a system of checks and balances is created in the governance process hence promoting transparency and accountability.

2.5 The role of democracy in promoting individual citizenship

Lesson 5

Student's Book page 48-50

Learning objectives

By the end of the lesson, a learner should be able to explain the role of democracy in promoting individual citizenship.

Introduction

Review the previous lesson and link it to the current. Ask learners to explain the role of democracy. Improve on learners' responses as you provide examples from a local experience.

Teaching and learning resources: Student's Book, writing board, Constitution of Rwanda

Learning activities/Teaching steps

Step 1: Let learners attempt Activity 1 on page 48 of the Student's Book in pairs. This activity enhances the following competences: co-operation and communication skills, lifelong learning and critical thinking.

Step 2: Guide the learners in a discussion on the role of democracy in promoting individual citizenship. As you facilitate the discussion, incorporate the use of a variety of teaching and learning resources.

Step 3: Let learners, in pairs, undertake Activity 2 on page 48 of the Student's Book. This activity enhances the following competences: co-operation and communication skills, lifelong learning and critical thinking.

Step 4: Let learners attempt activities 3, 4 and 5 on pages 49-50 of the Student's Book. These activities enhance the following competences: co-operation and communication skills, lifelong learning and critical thinking.

Synthesis: Review the role of democracy in promoting individual citizenship. Ask learners to at least mention five roles of democracy in promoting individual citizenship.

Assessment

1. Explain the role of democracy in promoting good governance.

Expected answers

Answers to Activity 1 (page 50)

1. Citizenship refers to the legal right to belong to a particular country.
2. In Rwanda, we can become citizens by birth, by origin (nationality), by marriage, naturalisation and recovery of Rwandan citizenship.
3. The rights and responsibilities of citizens in a country:

The rights include: Right to life, equal protection and equal benefit of the law, possession of inherent dignity and right to have the dignity respected and protected, right to freedom and security, privacy, access to information, assemble; demonstrate; picket and petition, acquire and own property, fair labour practices and finally, right to a clean and healthy environment, among others

Responsibilities are: Obeying the law, participating in work to improve individual and collective life, defending the country whenever threatened by external and internal enemies, respecting lawful authority, respecting the rights and freedoms of other citizens, participating in civic responsibilities, paying taxes to the authorities, safeguarding public property from waste and damage, eliminating corruption and other vices from society, protecting environment, fostering national unity and helping law enforcement agencies in their work among others

Answers to Activity 2 (page 51)

1. They can exercise their civic duty to vote for their preferred candidate, participate in political discussion, attend political rallies, lobbying for laws that are of special interest to the citizens, protest or demonstrate, run or hold a public office and provide government support of citizens participation.
2. They can't hold or attend political rallies, they cannot lobby for laws that are of special interest to citizens, they cannot run or hold a public office and, some freedom, and Human rights are also denied.
3. Freedom of speech, right to know, right to own property, freedom from torture, right to life

Answers to Activity 3 (page 51)

1. Democracy calls on people to respect divergent opinions. This enables individuals to tolerate other peoples' ideas/opinions and actions.
2. Formulation of strict laws on impunity, enforcement of the law to those who violate it regardless of one's status in society, creation of awareness on the harm of impunity and making the laws easily accessible to members of the public
(From these points learners should give examples)

Answers to Activity 4 (page 49)

1. People are allowed to freely express their views on diverse issues, there are many

information outlets in the country, laws have been enacted to allow information to be freely given to the people, allowing free movement of persons in different parts of the country and those expressing views are held responsible for the same.

2. Discrimination of gender is prohibited by law, punishment is given to those found guilty, equal opportunity is given to citizens of both genders, affirmative action is extended to the female gender, traditional practices against gender equality and equity are discouraged and promotion of awareness on gender equality and equity
3. Introducing legislations towards gender equality and equity, introduction of affirmative action, encouraging awareness on gender equality and equity, eradication of discriminative traditional practices towards a given gender and punishment of those found going against gender equity and equality

Answers to Activity 5 (page 50)

1. People, regardless of their position in life are held accountable for what they say and do, those found guilty of lying or behaving wrongly are punished or reprimanded and people have been forced to follow the democratic ideals and principles such as openness.
2. Poverty, illiteracy, inadequate finance, deep held traditions which hinder democracy, dictatorial leadership
3. Promotion of the rule of law, eradication of poverty from the society, education of the masses on citizenship responsibilities, accountable leadership and improving the economies of the country
4. Exercising one's rights and freedoms, participation in various activities at different levels, discouraging division, toleration of different opinions and practices, observance of the rule of law, receiving and passing information, promoting gender equity and equality and being of high integrity and honesty.

2.6 Role of democracy in enhancing good governance

Lesson 6

Student's Book page 50-52

Learning objectives

By the end of the lesson, a learner should be able to:

- Explain the role of democracy in enhancing good governance.
- Infer the role of democracy in enhancing good governance.

Introduction

Review the previous lesson on role of democracy in promoting individual citizenship. Ask learners to explain the role of democracy in enhancing good governance.

Teaching and learning resources: Student's Book, writing board, pictures.

Learning activities/Teaching steps

Step 1: Let the learners attempt Activity 1 on page 50 of the Student's Book in pairs. This activity seeks to enable learners link how democracy and good governance reflects in their day-to-day lives as individuals. This activity enhances the following competences: co-operation and communication skills, lifelong learning and critical thinking.

Step 2: Explain to the learners how democracy enhances good governance in the society. Use a variety of resources as you cite examples from the country.

Step 3: Let the learners attempt Activity 2 on page 51 of the Student's Book in groups. This activity enhances the following competences: co-operation and communication skills, lifelong learning and critical thinking.

Step 4: Let learners attempt Activity 3 on page 51 of the Student's Book. This is an individual activity. It aims to enable a learner to apply the role of democracy in areas of decision-making. This activity enhances the following competences: lifelong learning and critical thinking.

Step 5: Let learners carry out Activity 4 on page 50 of the Student's Book in teams. Allow the learners to divide themselves in two teams; one will discuss the strengths and the other weaknesses. After the discussion, let the learners select two students from each team to give their presentation. Let the learners understand that in any democracy, opposition is essential and important. This activity enhances the following competences: co-operation and communication skills, lifelong learning and critical thinking.

Step 6: Learners to undertake project work in teams. Let them research on ways in which democracy enhances good governance. They should discuss ways that can be applied in their country. Let them present their findings in class.

Synthesis: Recap the role of democracy in enhancing good governance. Ask the learners questions to find out if the concepts have been well understood. For the areas that learners are having difficulties, explain them one more time before giving an assessment exercise.

Assessment

Explain how democracy enhances good governance in our country.

Expected answers

Answers to Activity 1 (page 50)

Students should analyse scenarios that show the following:

Show how checks and balances in service delivery by the three powers are done, show transparency and accountability by state actors, public officers and people in the private sector, show efficiency in service delivery by public officers in public offices, people in the private sector or conducting personal businesses with good service delivery, show people obeying the rule of law, show people participating in decision making processes, promotion of equity and equality and show people communicating openly

Answers to Activity 2 (page 51)

1. Each power checks the other, it enables balance/equilibrium to be maintained in the governance process by the three powers, each power/arm is given unlimited chance to execute its functions, independence of each arm is religiously observed and the decision of each power/arm where legally made is binding on the other.
2. It has encouraged transparency in the governance process at different levels among various players, it has engendered accountability in the governance process and has allowed for freedom of choice in consumer goods thus forcing manufacturers and consumers to go for what they deem is best.
3. If there are no checks and balances in the three arms of government, impunity may thrive. This is enabled by abuse of power by those in office and corruption sets in. One arm of government ought to keep the other in check to ensure there is transparency and accountability for all public officers and those in power.

Answers to Activity 3 (page 51)

1. People are allowed to elect their leaders at various levels on a periodic basis, citizens can question the behaviour of their leaders on various issues, vital decisions are put through a referendum to get the majority's views, liberalisation of the economy makes consumers buy what they prefer the constitution was enforced by the citizens and citizenry participation in the decision-making process is observed strictly
2. Democracy grants individuals freedom as long as they operate within the law, gives rise to peace which is crucial in creating an enabling environment for individual initiative, encourages private enterprise, is anchored on the rule of law hence making people respect individual property and opinions, allows for private ownership of property and instils healthy competition among individuals hence enabling people to be industrious.

Answers to Activity 4 (page 52)

Strengths : Opposition puts the government on its toes, provides alternative policy

to those provided by the government, ensures that the national interests of a country are promoted, co-ordinates legislators elected on their parties to pursue a common position and keeps the nation politically active and 'alive'.

Weaknesses: Disrupts national unity by polarising and dividing citizens into camps, may engender nepotism and favouritism, kills the individuality of members by making them docile 'dehumanised camp followers' and lowers moral tone of the society as it may thrive on falsehood and suppression of the truth in favour of a party's position.

END OF UNIT

Summary of the unit

This unit has explored various aspects of democracy and good governance. Attention has also been directed on how democracy contributes to good governance. The three powers in state governance and other critical actors in the governance process have also been articulated. Finally, the role of democracy on the two issues of promoting individual citizenship and enhancing good governance has been addressed. Therefore, democracy is essential in the promotion of good governance.

Additional information

Democracy and good governance are issues at the centre of global and national development today. All the world states are keen in promoting good governance. States arose as a result of increase in the number of people in different parts of the globe. Democracy began in the Ancient Greek city-state of Athens. Democratic governments are preferred in the world. Each country has tried to demonstrate democracy to suit its unique circumstances. The same applies to the types of democracy practised in different parts of the world. All governments in the world strive to promote good governance. However, achievement of this is hardly attainable in most societies. This is what makes the concept to bear a normative value. Nonetheless, to a large measure, states have achieved this ideal.

End of unit assessment

In a class discussion, do a recap of what learners have learnt in this unit. Clarify what learners may have a problem with. Explain the concepts once more for them to understand. Let learners carry out the end of unit assessment exercise on page 43 of the Student's Book individually.

Expected answers

Answers to Assessment Exercise 2.0 (page 53)

1. a) A state is a geographical entity with people, territory, boundaries, other resources and leadership. It usually possesses legitimacy to exercise power within and without its borders. All states have written or unwritten constitutions to guide their day-to-day activities.
b) Democracy is a form of government where power ultimately resides with

- the people.
- c) Good governance refers to management in a qualitative manner for the purpose of promoting the overall well-being of the people.
 - d) Transparency refers to openness in dealings with members of the public or other persons or institutions and organisations.
 - e) Accountability refers to being or taking responsibility for one's actions and/or omissions.
2. Transparency and accountability are epitomes of good governance. Those in management are expected to be open and responsible for their actions or omissions.
 3. Enabling an individual to exercise his/her rights and freedoms, allowing for active participation of individuals in various activities, development of tolerance, promotion of respect for the rule of law, free flow of information, promotion of gender equity, commitment to negotiation, promotion of equality in society and observation of honesty and integrity
 4. **Legislature:** Law making, policy approval, expenditure approval (resource allocation), watchdog of the people/oversight role, debating issues of importance and election of speaker(s)
Executive: Policy implementation, service provision, appointment of public servants, initiation of national policies, harmonisation of peoples' needs and planning for them, protection of the constitution of the country, maintenance of peace and security, promotion of basic Human Rights and freedoms.
Judiciary: Interpretation of laws, arbitration, helping in the development of the law/creating precedent with the force of law, giving tendering advice or opinion on questions of law at the request of the legislature or executive and performing other functions that are quasi-judicial.
 5. The three powers operate on the principle or theory of doctrine of the separation of powers. Each power or arm has distinct powers and provides checks and balances to the other (s). This philosophy of government is meant to check abuse or tyranny of one power over the others and by extension the citizens. Abuse of authority and tyranny over the people is thus checked.
 6. Refer to the Student's Book page 50-52.
 7. It encourages individual initiative, engenders respect for the rule of law, enables leaders to be transparent and accountable in their actions or omissions, creates an enabling environment for development and encourages respect for human rights and fundamental freedoms.

Remedial activities

1. Why is leadership important in a state?

Gives direction to the people, encourages the people to work hard in their responsibilities, represents the people at different levels, is a source of motivation to the people and executes the people's decisions

2. **Why is democracy the best form of government?**

It is founded on the consent of the people, it recognises equality among the people in spite of the differences that might exist in them, has a moral and educative value, it balances the liberty of the individual with the power of the state, promotes patriotism and reduces possibilities of revolution and it renders great service to the cause of world peace as it is founded on the principle of peaceful co-existence.

3. **Discuss the demerits of democracy.**

It leads to the tyranny of the majority, it is a rule of a few, its ethical value is doubted or questionable, it has engendered class struggle and corruption and it is slow and wasteful.

Extended activities

1. **Explain the conditions necessary for the success of democracy in a country.**

Enlightenment and active citizenship, educated population, national unity, a responsible, free and fearless media/press, existence of strong political parties, economic equalities of citizenry, good leadership, presence of democratic traditions and a proper system of local self-government which encourages people to participate in public affairs at the lower level to enable them acquire training in the art of government.

2. **Explain the concept of parliamentary supremacy in a democracy.**

The laws it makes cut across all sectors, it is the sole institution which makes, amends and repeals laws, performs a watchdog role over the other arms/powers of government, exercises control over government/public finance, executive is accountable to parliament for its activities and can pass a vote of no confidence in the head of the other two arms or their senior members.

3. **Discuss the limitations of parliamentary supremacy.**

It is checked equally by the other two arms, citizens have the final authority on issues of governance, its supremacy is limited to international laws, a national crisis allows the head of the executive to sidestep the legislature and bi-cameral system of parliament enables each chamber to exert control over the other.

4. **Explain the principles of the rule of law.**

Laws should be relatively stable and should not change too often, the discretion of the security forces should not be allowed to prevent the application of the law, all laws should be prospective (take place in future) and open, courts should be easily accessible, courts should have powers to review the implementation of these principles at all times, the principle of natural justice must be adhered to, the independence of the judiciary must be guaranteed and the making of laws should be guided by open, stable, clear and general rules.

National service and self-reliance

Student's Book page 54-69

3.1: Key unit competence: To be able to analyse and appreciate the importance of national service and self-reliance in development.

3.2: Prerequisites of this unit

Link this unit to History of genocide in History and Citizenship. This will enable learners understand the concept of self-reliance in promoting economic development which keeps genocide at bay. It also enables learners to apply knowledge of home-grown solutions and their importance to national service and self-reliance of Rwanda.

3.3. Cross-cutting issues to be addressed

The following cross cutting issues are addressed in this unit.

Genocide studies: It is covered in the various activities through which national service is carried out in Rwanda such as *Umuganda*. These activities bring out the essence of unity among citizens despite their differences. Let learners understand that had the people been united, the Genocide against the Tutsi would not have taken place. The government has also put measures in place to achieve self-reliance by introducing policies aimed at building inclusion and social cohesion among the people. This keeps genocide ideology at bay as the people are united and the society is cohesive.

Peace and values education: National service and self-reliance can only be successful in a peaceful environment. Let learners understand that peace is of importance for the country to achieve self-reliance.

Inclusive education: National service and self-reliance activities in the country call for active participation of all able bodied-people. Therefore, all people should participate in the activities when called upon.

3.4: Generic competences

i) *Critical thinking*

This competence is enhanced when learners think critically and reflectively in their explanations on various issues touching on self-reliance and national service and also when debating about Africans' ability to achieve self-reliance. Learners should view their responses critically from a two-sided perspective especially when conducting the debate and when giving the strengths and limitations of each opinion or issues. Such activities in the Student's Book

include the following; Activity 1 on page 54, Activity 2 on page 55, Activity 1 on page 56, Activity 2 on page 56, Activity 2 on page 58, Activity 3 on page 58, Activity 4 on page 60, Activity 5 on page 61, Activity 6 on page 62, Activity 1 on page 62, Activity 2 on page 64, Activity 3 on page 65, Activity 4 on page 65, Activity 1 on page 67, Activity 2 on page 67, Activity 3 on page 68 and Activity 4 on page 68.

ii) Co-operation and communication skills

Co-operation is enhanced when learners develop life skills that enable them to relate with one another especially when carrying out group, pair or teamwork activities. These skills help learners to have good interpersonal relations as they co-operate with those they come into contact with. Group and pair work activities also enable learners to develop their communication skills during the discussions and when making presentations to the whole class.

Such activities in the Student's Book include the following; Activity 1 on page 44, Activity 2 on page 45, Activity 3 on page 55, Activity 1 on page 56, Activity 2 on page 56, Activity 1 on page 57, Activity 2 on page 58, Activity 3 on page 58, Activity 4 on page 60, Activity 5 on page 61, Activity 6 on page 62, Activity 1 on page 62, Activity 2 on page 64, Activity 3 on page 65, Activity 4 on page 65, Activity 1 on page 67 and Activity 4 on page 68.

iii) Research and problem solving

Carrying out research about the concepts of national service and self-reliance enables learners to develop the competence of research and problem solving. Further to this, by participating in group discussion and reporting findings on national service and self-reliance activities in the country and provision of national service in selected countries in the world learners develop the competence of research and problem solving. Such activities in the Student's Book include the following; Activity 1 on page 57, Activity 3 on page 58, Activity 4 on page 60, Activity 5 on page 61, Activity 6 on page 62, Activity 1 on page 62, Activity 2 on page 64, Activity 3 on page 65, Activity 4 on page 65, Activity 1 on page 67 and Activity 4 on page 68.

iv) Lifelong learning

The concept of national service and self-reliance is of importance to all learners now and in future. Therefore, several activities in this unit enhance this competence to ensure learners acquire the necessary knowledge and skills that will help them understand the need to carry out national service activities and engage in self-reliance activities in the country. Such activities in the Student's Book include the following; Activity 1 on page 54, Activity 2 on page 55, Activity 3 on page 55, Activity 1 on page 56, Activity 2 on page 56, Activity 1 on page 57, Activity 2 on page 58, Activity 3 on page 58, Activity 4 on page 60, Activity 5 on page 61 and Activity 6 on page 62.

v) Creativity and innovation

This competence is enhanced where learners role-play how they would advocate for national service to the young people in their district. This activity is on page

58, Activity 2 (questions 3). Learners have to put in creativity in the role play so that they conduct something entertaining and educative as well. They have to use their creativity to pass an important message on the need for all young people to participate in national service in their district. This competence is also enhanced when learners write a letter urging the young people to participate in national service activities in the country. Learners, therefore, have an opportunity to creatively write a letter that can help sensitise the young people to participate. Such an activity is found on page 63 of the Student's Book (question 2) Activity 1.

3.5: Vocabulary/ keywords /concepts

National service, self-reliance, Umuganda, Urugerero, Ubukorerabushake, volunteerism

3.6: Guidance on problem statement

Learners to carry out the first Activity on page 54 of the Student's Book. This activity aims at enabling learners to find out how national service is carried out in Rwanda. They should also find out the traditional african values practised by communities and how they promote socio-political and economic development of people. Traditional African societies were based on communalism which is one of the aims of national service and self-reliance as we have them today. It is vital for the modern society to borrow from such traditional practices to undertake the duty today.

3.7: Attention to learners with special needs

In this unit, give attention to learners with special needs by doing the following:

a) For learners with hearing impairment

- Ensure such learners have hearing aids. You can liaise with the administrative staff, their parents or guardians for the acquisition of such equipment.
- Talk louder in class for such learners to hear properly. Put more emphasis on stimulus variation modes such as body movements in class, facial expression, use of hands to express an issue and other appropriate stimulus variation modes and use sign language.
- Use face-to-face instructional approach when conducting classroom presentation and always maintain close eye contact with such learners.
- Speak louder using simple and clear facial expressions. At times, sentences or words should be repeated for these learners to effectively hear and understand.
- Such learners should be organised to sit in front of the classroom.
- These learners should be given more time to express themselves during class discussion and presentation.
- Write down summary key notes on the chalkboard/ whiteboard for the benefit of such learners.
- Discourage noise making in class as too much noise will distract these learners.

b) For learners with visual impairment

- Books and printed materials for such learners should be of high quality and large print layout.
- The teacher’s chalkboard/whiteboard writings should be large enough to be legible to those who are partially blind.
- These learners should be given more time to read, take notes or write. For individual assignment, they need more time to complete or accomplish their tasks.
- In class organisation, these learners should be encouraged to sit in front of the classroom.
- Braille should be offered for reading and writing purposes. Other tactile materials should also be availed to such learners with special educational needs.

c) For learners with physical impairment

- In classroom organisation, these learners should sit in a comfortable position.
- In group discussions or presentation, other learners should form groups around them.
- Those learners without one or both arms / hands should be allowed to audio-record or audio-document the activities in this unit. They are allowed to use tape recorders or other electronic recording equipment when giving their responses for questions that need them to write something lengthy.
- Extra time should be given to them to complete the activity tasks.
- If there is an academic outing to interview resource persons in the community regarding specific issues mentioned in the activities of this unit, prior arrangement should be made to ensure they get there safely and comfortably.

3.8: List of lessons: 5

Lesson number	Lesson title
1	Concepts of national service and self-reliance
2	Provision of national service in Rwanda
3	Provision of national service in Kenya
4	Provision of national service in South Africa
5	Provision of national service in Israel
6	Activities through which national service is carried out in Rwanda
7	Measures put in place to achieve self-reliance in Rwanda

LESSON DEVELOPMENT

3.1 Concept of national service

3.2 Concept of self-reliance

Lesson 1

Student's Book page 54-56

Learning objectives

By the end of this lesson, a learner should be able to:

- Explain the concepts of national service and self-reliance.
- Describe the models of national service.

Introduction

Introduce the topic by examining the importance of communities working together. Learners should examine life in the traditional African society where communalism was practised. They should relate the traditional African practices and find out what can be adopted to spearhead socio-political and economic developments in Africa.

Teaching and learning resources: Student's Book, writing board, internet, Student's Book

Learning activities/Teaching steps

Step 1: Let learners carry out Activity 1 on page 54 of the Student's Book in pairs. This activity enhances the following competences: co-operation and communication skills, lifelong learning and critical thinking.

Step 2: Discuss with the learners the concept of national service. Bring out the essence of national service in a country and the models practised in different parts of the world. Start with the Rwandan model- blended-before you guide them through compulsory and voluntary models.

Step 3: Let learners attempt Activity 2 on page 55 of the Student's Book in groups of five. This activity enhances the following competences: co-operation and communication skills, lifelong learning and critical thinking.

Step 4: Let learners attempt Activity 3 on page 55 of the Student's Book in pairs. This activity enhances the following competences: co-operation and communication skills and lifelong learning.

Step 5: Discuss the concept of self-reliance to the learners. Give examples where applicable so that they grasp the meaning of the concept.

Step 6: Let learners carry out Activity 1 on page 56 of the Student's Book in groups. This activity enhances the following competences: co-operation and communication skills, lifelong learning critical thinking.

Step 7: Let the learners carry out Activity 2 on page 56 of the Student's Book in pairs. This activity enhances the following competences: co-operation and communication skills, critical thinking and lifelong learning.

Synthesis: Recap the concepts of national service and self-reliance that have been taught during this lesson. Ask the learners to explain the meaning of the two concepts and give examples.

Assessment

1. **Explain the concepts of national service and self-reliance.**

National service is a system where citizens, upon reaching a certain age, and meeting certain conditions, are enlisted in the military or community service for a specified period. Self-reliance refers to the act of being independent in finding for ones' needs.

2. **Outline the characteristics of national service.**

Non-payment for service rendered, involvement of citizens, adoption of a specific model of service, limitation of service to a specific age, promotion of a sense of patriotism and selflessness, volunteerism and instilment of responsibility.

3. **Mention the models of national service practised in the world.**

Compulsory, voluntary and blended

4. **Explain the essentials of self-reliance.**

Diligence, sacrifice, patriotism and commitment

Expected answers

Answers to Activity 1 (Page 54)

1. National service refers to a system where the youth in a country, upon attaining a given age or/and completing a given level of education and meeting certain conditions, are enlisted for military service/ or give voluntary services to the nation. Self-reliance refers to being independent and relying on one's resources to satisfy one's own needs
2. Yes. National service is carried out in Rwanda.

Answers to Activity 2 (Page 55)

1. Urugerero is based on the following ideals; fraternity, national identity and participation of the citizenry in national service. The socio-cultural values it hinges on are: peace, democracy, social justice, patriotism, and equality and equity.
2. Creation of awareness on development issues, promotion of national unity and patriotism, eradication of drug and substance abuse in the community, spearheading efforts of community mobilisation for development, promotion of good health practices and promotion of gender equality in society.

Answers to Activity 3 (Page 55)

Non-payment for service rendered (recruits only get an allowance in some cases), involvement of citizens, adoption of any of the three models (compulsory, voluntary and blended), limitation to recruits of a given age group, promotion of a sense of patriotism and selflessness, volunteerism, instilling of responsibility among the recruits.

Answers to Activity 1 (Page 56)

When people are self-reliant, the nation equally strives to be self-reliant, contributes to development among individuals and the community in various sectors, contributes towards poverty reduction, they lead to independence of individuals and citizens, demands co-operation of citizens for success, promotes patriotism among the citizens and can only operate in a peaceful environment.

Answer to Activity 2 (Page 56)

1. Girinka, VUP, formation of co-operative societies, improving household access to livelihood assets, irrigation farming
2. Lack of funds, high population density, population pressure on available arable land, inadequate food, poor agricultural marketing
3. Applying intensive agricultural practices, irrigation farming, saving part of their income and making investments, marketing of agricultural produce, improved coordination mechanism

3.3 Provision of national service in Rwanda, Africa and the world

3.3.1 Provision of national service in Rwanda

Lesson 2

Student's Book page 57-58

Learning objective

By the end of the lesson, a learner should be able to describe national service in Rwanda.

Introduction

Review the previous lesson and link it to the current. Ask learners to discuss activities done by the national service in the country. Ask them questions on what they have seen as you improve on their responses.

Teaching and learning resources: Student's Book, writing board

Learning activities/Teaching steps

Step 1: Let learners carry out Activity 1 on page 47 of the Student's Book in pairs. This activity enhances the following competences: co-operation and communication skills, lifelong learning and research and problem solving.

Step 2: Initiate a discussion with the learners on national service in Rwanda. Let them provide details on how the exercise is undertaken in the country.

Step 3: Learners to attempt Activity 2 on page 48 of the Student's Book in groups. This activity enhances the following competences: co-operation and communication skills, lifelong learning, creativity and innovation and critical thinking.

Step 4: Learners to attempt Activity 3 on page 48 of the Student's Book in groups. This activity enhances the following competences: co-operation and communication skills, research and problem solving, lifelong learning and critical thinking.

Synthesis: Review the provision of national service in Rwanda. Ask learners to give a brief description of how national service is carried out in Rwanda.

Assessment

1. Describe Rwanda's model of national service.

Blended

2. Mention areas where Urugerero usually focuses on.

Unity, health, education, environment, conservation, promotion of progressive cultural practices, personal hygiene and cleanliness.

Expected answers

Answers to Activity 1 (Page 57)

1. Kenya, South Africa, Namibia, Nigeria, Ghana, Cameroon, Botswana
2. It is voluntary, has youths aged between 16-35 years, it faces financial challenges.

Answers to Activity 2 (Page 58)

Increased solidarity, strengthened national identity, reduced stereotypic thinking by interfacing with the realities of the communities and the country in general, increased patriotism and civic participation especially among the young generation, receive committed and motivated workers who expect no financial reward, increases social integration and cohesion, realisation or self-actualisation because of recognition of participants' efforts in people's lives or other forms of change emanating from their efforts, the participation empowers those involved in different ways including gaining new skills, interaction with others, bridging the gap between communities and participants who may not otherwise get such an opportunity, gaining practical skills that bridges the gap between theory and practices thus exposing participants to the world of work, increases a sense of responsibility and love for the country, increases connection between the well do not and the poor through getting understanding of community life experience and increased opportunities for employment.

Challenges: Limited finance, poor mobilisation by leaders, individual/self-interests and high poverty levels

Answers to Activity 3 (Page 58)

1. **Mobilisation and training:** people are mobilised from the community. Once chosen, they undergo training related to domains of service, civic education and basic military training. They are expected to apply what they learned upon going to the field. Training takes 2 months. **Placement,** most of the recruits are posted back to work in the community and service takes 12 months. **Graduation:** It is after this that the recruits graduate and may in future come back and join the voluntary component of the service.
2. Increasing facilitation provided to recruits, giving priority to the recruits in employment, improving mobilisation ventures and enriching the curriculum of training so that it may have components that may enable the recruits to develop 21st Century skills, for example, financial literacy and ICT skills

3.3.2 Provision of national service in Kenya

Lesson 3

Student's Book page 58-60

Learning objective

By the end of the lesson, a learner should be able to compare the provision of national service in Rwanda with that of Kenya.

Introduction

Review the previous lesson on national service in Rwanda and link it to national service in Kenya. Ask the learners questions on what they have heard about the provision of national service in Kenya.

Teaching and learning resources: Student's Book, writing board, internet

Learning activities/Teaching steps

Step 1: Guide the learners in a discussion on the Kenyan model of national service. Learners can do a research on how national service is carried out in Kenya.

Step 2: Let the learners do Activity 4 on page 60 of the Student's Book in groups. The learners should be in groups of five. This activity enhances the following competences: co-operation and communication skills, research and problem solving, lifelong learning and critical thinking.

Synthesis: Give a summary on how national service is carried out in Kenya. Ask learners to highlight the similarities and differences between national service in Rwanda and Kenya.

Assessment

1. Describe Kenya's model of national service.

Created by an Act of Parliament, is voluntary but 1985 to 1989 it was blended. Recruits are given a stipend. Upon completion of service, recruits are enrolled in various crafts/skill courses. Service enjoys state funding and recruits provide service to the communities in different parts of the country.

2. Mention the challenges facing the Kenya National Youth Service.

Inadequate funding, political interference in its operation, government bureaucracy, poor administration, corruption and mismanagement, ineffective organisational structure, poor strategic leadership, poor linkages within alumni and insistence on non-market driven courses

Expected answers

Answers to Activity 4 (Page 60)

1. Corruption and mismanagement, limited funds, limited space for training, lack of employment opportunity upon graduation, government bureaucracy which has hampered its operations, poor administration, negative perception, ineffective organisational structure, poor strategic leadership and interference from politicians and senior government officials
2. All with the exception of bureaucratic red-tape, negative perception, and ineffective organisational structure
3. Enforcement of laws against corruption and mismanagement of resources, sourcing for more funds, giving prominence to self-employment skills during training, improving efficiency in administration and reducing politician's role in the management of the service
4. **Similarities:** All were created by acts of parliament, target the youth, their efforts are geared towards addressing unemployment, offer community development services, training involves employment of youth to hone their work skills, recruits are given an allowance during training and instil national values in the youth.

Differences: Rwanda is blended while Kenya is voluntary. Rwanda allows other members of the public to participate in the activities of the recruits while Kenya does not.

3.3.3 Provision of national service in South Africa

Lesson 4

Student's Book page 60-61

Learning objectives

By the end of the lesson, a learner should be able to compare the provision of national service in South Africa with that of Rwanda.

Introduction

Review national service in Kenya and ask learners to give a description on what they know of national service in South Africa.

Teaching and learning resources: Student's Book, internet, writing board

Learning activities/Teaching steps

Step 1: Explain to the learners the provision of national service in South Africa. Ask learners to carry out a research on national service in South Africa.

Step 2: Ask learners, in groups of five, to attempt Activity 5 on page 51 of Student's Book. This activity enhances the following competences: co-operation and communication skills, research and problem solving, lifelong learning and critical thinking.

Synthesis: Summarise on national service in South Africa. Ask learners to describe how it is carried out and give the similarities and differences between provision of national service in Rwanda and South Africa.

Assessment

1. **State the aims of the National Youth Development Agency.**

Inculcation of a culture of service by the youth in national building, promotion of civic awareness and national reconstruction, development of skills, knowledge and ability of the youth to enable them transit smoothly to adulthood, improvement of youth employability and harnessing the nation's untapped human resources to provide a vehicle for enhancing the delivery of the country's development objectives.

2. **Identify the models of national service found in other African countries.**

Zambia - Voluntary, Zimbabwe - Voluntary, Namibia - Voluntary, Lesotho - Voluntary.

Expected answers

Answers to Activity 5 (Page 61)

1. **Similarities:** They both have a common objective, enjoy the full blessings of the governments, managed by the respective governments, are supervised by the office of the president, target the youth of a given age, geared towards community development and involve intensive training prior to going to the field.

Differences: Rwanda's is blended while South African's is voluntary, Rwanda's puts a lot of emphasis on prevention of genocide and South Africa has various forms of national service targeting specific disciplines, for example, National Rural Youth Service Corps, Youth Environmental Service and the community service for health graduates.

2. Poor leadership/lack of government goodwill or seriousness, corruption and mismanagement, political interference, negative attitude of the youth towards the programme, high unemployment rate, lack of proper post-service plans for the beneficiaries and relevance of the skills to the job market

3. **a) Provision of national service in Botswana**

The Botswana National Service is known locally as Tirelo Setshaba. It is a voluntary programme. It is run by the Ministry of youth, sports and culture through the national internship programme. The service began in April 2014. The aim of the service includes promotion of good citizenship, inculcation of the spirit of volunteerism and promotion of self-reliance.

Candidates meeting the criteria set are expected to apply before being selected and admitted to the programme. Selection is often based on first come basis. Then programme targets non tertiary level youth of between 20-30 years of age. Those from tertiary institutions are excluded because they have more opportunities for employment than their counterparts with primary school level of education, brigade and trade qualifications to certificate level. Those without tertiary level of education are the hardest hit by unemployment. This is something that the national service seeks to address.

Upon being recruited, trainees are expected to volunteer their services for a period not less than 12 months. They are posted in their villages or where they can find accommodation. Here, they work in government and non-governmental organisations. During the service, the volunteers are paid a stipend of P500 with an additional P200 per month which is saved into an interest earning account. The latter is only given to the volunteers at the end of their service. Usually, they get the lump sum plus interest which may have accrued. The stipend of P500 is given on a monthly basis to the volunteers for their upkeep during the exercise.

The Botswana National Service Programme expects candidates to serve their nation to the best of their abilities, act responsibly and serve their communities diligently. This programme is based on the principle of ‘all to the service for all Botswana’ –something that calls on all citizens to individually and collectively contribute towards the well-being of the society.

Through the service, volunteers are able to get valuable experiences which are crucial in the modern labour market. Generally, the programme has an in-built mechanism upon which participants develop a value system that is cherished by the society. They are exposed to content on discipline, professionalism and commitment to community and national service. Unlike most other models of national service in Africa and elsewhere in the world, Botswana’s National Service strives to attain equity in selection of the volunteers. To achieve this, all the 57 constituencies are given equal quotas of candidates.

3. b) Provision of national service in Eritrea

Eritrea’s National Service is a compulsory model. It began in 1995. The service is open to everyone under the age of 50 years. Recruits serve for an indefinite period. Its aims are: instilling discipline among the recruits candidates, creation of a hard-working generation, strengthen of army and instilling a sense of national pride in the citizenry.

Upon recruitment, the candidates are posted to the far-flung areas in the desert. Here, they live in the barracks as they participate in construction projects, such as road building. This has led to neglect to other sectors of the economy such as agriculture and industry. These sectors are faced with labour shortages and decline in production. Before being posted, the recruits undergo military training. During service, the participants are entitled to a monthly allowance of not more than \$30. They must be released from military service to join university or get a formal job in the labour market.

4. **For:** The youth are able to get skills crucial in self-employment, the youth are able to have values useful in participating in socio-economic activities of the community, the spirit of national unity and patriotism which arises from national service is vital in creating an enabling environment for development and by mobilising other members of the community, the members are empowered to fend for themselves.

Against: Corruption and mismanagement fail to allow self-reliance to thrive, government interference in the programmes leads to failure, inadequate financial resources do not allow self-reliance, negative attitude among the youth towards the programmes makes them not apply skills learned, preference of white collar jobs by the youth is a hindrance as many remain jobless and most of the programmes are voluntary while other countries do not have national service.

3.3.4 Provision of national service in Israel

Lesson 5

Student's Book page 61-62

Learning objectives

By the end of the lesson, a learner should be able to:

- Compare and contrast the provision of national service in Rwanda with Israel.
- Advocate for national service and self-reliance.

Introduction

Review the previous lesson on national service in South Africa. Ask learners to describe the model of national service in Israel from what they know or have heard of.

Teaching and learning resources: Internet, writing board, Student's Book

Learning activities/Teaching steps

Step 1: Guide the learners in a discussion on Israel's national service. Incorporate a variety of resources in the lesson such as the internet.

Step 2: Let learners attempt Activity 6 on page 62 of the Student's Book in groups. This activity enhances the following competences: co-operation and communication skills, research and problem solving, lifelong learning and critical thinking.

Synthesis: Recap the provision of national service in Israel. Ask learners to give the similarities between national service in Israel and Rwanda.

Assessment

1. **Why do you think Israel's national service is geared towards military training?**

Because of the Israeli- Arab conflict which has been in place since 1948. Israel attaches importance to security in their nation.

2. **What is your view on the exemption from military service for females who are married or those who opt for community service?**

This exemption is important as there are some domestic or family demands which may hamper effective military service of this group of citizens.

3. **Explain the benefits those in national service are entitled to in Israel.**

Rented homes for living or being given an allowance to rent a house, a stipend, transport allowance, bonus at the end of service, reduced tuition, benefits of mortgages and allocation of land for settlement.

Expected answers

Answers to Activity 6 (Page 62)

1. **Similarities:** Both adopt blended model, target the youth, are controlled by the government, they have common objectives, are anchored in the countries' laws, recruits enjoy some benefits during training and are geared towards promoting community development.

Differences: The Israel one is too leaned to military activities. Although blended, the model of Israel is in favour of a compulsory model and some specific categories of females are exempted from Israel national service.

2. **For:** The blended model incorporates a large segment of the population into the service, the Rwandan model places national unity at the apex of the programme hence greatly helping combat any genocidal tendencies in the society, it enjoys flexibility which enables many groups of citizens to participate, it is cost effective, contributes to development of every part of the country and empowers the youth with employment skills.

Against: It's blended nature makes those unwilling to participate hence lowering its success, the idea of people working in the villages might heighten the inward looking nature of the people and its costs are often prohibitive.

3.4 Activities through which national service is carried out in Rwanda

Lesson 6

Student's Book page 62-66

Learning objectives

By the end of the lesson, a learner should be able to:

- Identify various activities through which national service is carried out in Rwanda with special focus on those S6 leavers are eligible to do.
- Show readiness to participate in national service and self-reliance activities.
- Advocate for national service and self-reliance.

Introduction

Review the previous lesson on provision of national service in Israel. Ask learners to mention some activities through which national service is carried out in the country.

Teaching and learning resources: Internet, writing board and Student's Book

Learning activities/Teaching steps

Step 1: Initiate a class discussion on various activities through which national service is carried out in Rwanda as you bring out to the learner those applicable to Secondary 6 leavers.

Step 2: Let learners, in groups of five, attempt Activity 1 on page 62-63 of the Student's Book. This activity seeks to enable learners critically look at the performance of Umuganda in our country. This activity is part of the country's Vision 2020 Development Programme. It is thus a vital component of the country's development blueprint. This activity enables learners to acquire the following competences: co-operation and communication skills, lifelong learning and critical thinking.

Step 3: Discuss with the students on the importance of Ubudehe policy of mutual assistance among the people. Explain to the learners that everyone should strive to be in category 4 because if they can get access to funds, healthcare and land, people in category 1 can work hard and move out of it. Let learners undertake Activity 2 on page 64 of the Student's Book in groups of five. The activity is intended to enable learners examine critically the Ubudehe policy. The policy is crucial in poverty alleviation in the community. This activity enables learners to acquire the following competences: co-operation and communication skills, lifelong learning and critical thinking.

Step 4: Discuss with the learners the practise of Itorero and Ingando. Let learners attempt Activity 3 on page 65 of the Student's Book in groups of five. Allow the groups to present their findings to the class. This activity aims at enabling learners to assess the performance of Itorero and Ingando. In addition, it makes the learners apply the culture of Itorero and Ingando. This activity enables learners to acquire the following competences: co-operation, communication skills, lifelong learning and critical thinking.

Step 5: Learners to carry out Activity 4 on page 65 of the Student's Book in pairs. This activity enhances the following competences: co-operation and communication skills, lifelong learning and critical thinking.

Synthesis: Summarise the activities through which national service is carried out in Rwanda. Ask learners to explain at least 3 activities.

Assessment

Discuss how community members can participate in activities that are crucial in the socio-political and economic development of our country.

Expected answers

Answers to Activity 1 (Page 62)

1. Umuganda, Ubudehe, Itorero, Ingando, Urugerero, Ubukorerabushake
2. The letter should show learners encouraging participation of students in various activities through which national service is carried out in Rwanda.

Answers to Activity 2 (Page 64)

1. Road construction and repair, building of schools, farming, afforestation and re-afforestation, home construction for vulnerable people, soil conservation measures, construction of canals and building hospitals or dispensaries
2. Limited finances, poor mobilisation, low participation due to lack of payment, individual interests and negative attitude towards manual labour

3. A token of appreciation should be introduced, partnership programmes with internal and external organisations should be forged, local leaders should be empowered on mobilisation skills and publicity and advocacy on goodness of manual labour.
4. Supplementing national resources by executing specific activities, instilling a culture of collective effort in the population, resolving problems faced by the population through community effort and restoring the dignity of labour.

Answers to Activity 3 (Page 65)

1. Allowing members of the community to work together in addressing poverty alleviation or reduction, fostering a culture of mutual help and assistance, increasing social cohesion by creating social capital among groups and enabling people settle disputes amicably
2. Families have been given livestock, good healthcare has been extended to communities, communities have gotten safe and clean water and community empowerment in various ways has been made.

Answers to Activity 4 (Page 65)

1. Nurturing and fostering the culture of volunteerism, they have trained and inculcated in the people's minds a set of values such as Indangagaciro; it has preached against taboos and vices such as Kivazira.
2. Through Ingando, ex-combatants of the genocide against the Tutsi have been re-integrated into the society, engendered feelings of patriotism in the people and promotion of responsibility and selflessness in the population.

3.5 Measures put in place to achieve self-reliance in Rwanda

Lesson 7

Student's Book page 66-68

Learning objectives

By the end of the lesson, a learner should be able to:

- Identify measures put in place in Rwanda to achieve self-reliance.
- Argue about the ability of Africans to achieve self-reliance.
- Demonstrate readiness to participate in national service and self-reliance activities.

Introduction

Review the previous lesson on activities through which national service is carried out in Rwanda. Ask learners to mention the measures put in place in their society to achieve self-reliance.

Teaching and learning resources: Writing board, Student's Book

Learning activities/Teaching steps

Step 1: Display a chart to the learners as you initiate a discussion among them on the measures put in place in Rwanda to achieve self-reliance.

Step 2: Ask learners to attempt Activity 1 on page 67 of the Student's Book in pairs. This activity enables learners to acquire the following competences: co-operation and communication skills, lifelong learning and critical thinking.

Step 3: Let learners undertake Activity 2 on page 67 of the Student's Book individually. This activity enables learners to acquire the following competences: lifelong learning and critical thinking.

Step 4: Learners to carry out Activity 3 on page 68 of the Student's Book individually. This activity enhances the following competences: lifelong learning and critical thinking.

Step 5: Let learners attempt Activity 4 on page 68 of the Student's Book in groups of five. This activity enables learners to acquire the following competences: co-operation and communication skills, lifelong learning and critical thinking.

Synthesis: Recap the measures put in place to achieve self-reliance in the country. Ask learners to explain at least 4 of them.

Assessment

1. **How has the Agaciro Development Fund helped promote self-reliance in the country.**

Financial resources have been marshalled to help the people and it has reduced external and internal borrowing by the government.

2. **How have co-operatives helped the country in attaining self-reliance?**

Creation of employment opportunities, empowerment of the members/community, provision of loans for self-development, encouragement of pooling of resources for development, assistance in marketing of the people's produce, creation of good inter-personal relations hence engendering community self-help spirit, increased food production and provision of increased revenue to the country

Expected answers

Answers to activity 1 (Page 67)

1. Poverty reduction, promotion of peace in society, positive conflict management strategies, introduction of national service, enactment of social cohesion and inclusivity friendly laws, promotion of the culture of Ubutore, introduction of Ubukorerabushake programme, promotion of health insurance scheme to all citizens, introduction of the Agaciro Development Fund, promotion of the co-operative movement and expansion of educational facilities
2. Eases the community members' mobilisation in self-reliance activities,

encourages active involvement of the people, promotes awareness on self-reliance activities among the members of the community, encourages effective utilization of community resources, encourages resource mobilisation among the community members, encourage inclusiveness among the community members, promotes effective communication among the members of the community.

3. Gira inka Munyarwanda initiative, introduction of national social security policy, ubudehe, promotion of health insurance scheme, forging of partnership programmes with external and internal partners and crop intensification strategy

Answers to Activity 2 (Page 67)

Enhancement of the community development approach, increased solidarity, strengthened national identity and reduced stereotypic thinking, increased patriotism and civic participation specially among the young generation, receive committed and motivated workers at no financial reward, the well-being of beneficiaries is improved with the injection of dedicated workers, increases social integration and cohesion, self-actualisation because of the recognition of participants' efforts in people's lives or other forms of change emanating from their efforts, the participation empowers those involved in different ways including gaining new skills and interaction with others etc, bridging the gap between communities and participants who may not otherwise get such an opportunity, gain practical skills that bridge the gap between theory and practise, increase a sense of responsibility and love for the country and increased opportunities for employment.

Answers to Activity 3 (Page 68)

Introduction of the health insurance scheme, construction and expansion of health facilities, promotion of partnership in the provision of health, promotion of awareness on the importance of Good health in the population, encouragement of research in medicine and use of sound traditional health practices in addressing some medical needs.

Answers to Activity 4 (Page 68)

1. Poverty, poor mobilisation of the community, limited finances, vested/individual interest insecurity and joblessness.
2. Promotion of poverty reduction strategies, creation of more employment opportunities by encouraging investors, formation/expansion of partnership programmes, beefing up of mobilisation and sensitisation ventures, scaling up efforts towards promotion of national unity and patriotism and expansion of security maintenance initiatives.

END OF UNIT

Summary of the unit

National service and self-reliance are vital in both individual and collective development. An examination has been made on how national service is undertaken in our country, other countries in Africa and the world. The activities through which national service is carried out in our country have been put in place. Measures put in place by our government to realise self-reliance in both the population and state has also been explored.

Additional information for the teacher

Secondary 6 leavers are about to be complete secondary education and contribute in national development. This makes the topic relevant for them. The issues addressed in the topic are aimed at preparing them to participate in national development and be self-reliant. It is vital to try as much as possible to tap the vast knowledge that learners have in this area. Make the teaching and learning process interactive. Draw from local and national examples. Where possible, organise for a field study in the locality where national service is been undertaken. Let the learners talk to the participants and beneficiaries to have the feel of the whole exercise.

The Rwandan government has come up with various activities through which national service is made. These are things that learners are familiar with. Pay special attention to; Umuganda, Itorero/Urugerero, Ubukorerabushake among others. These and many more are covered in the Student's Book. Like other countries in the world, it is the desire of our country to attain self-reliance. Towards this, the Rwandan government has introduced various measures. Some of the major ones are; Agaciro Development Fund, co-operatives, Urugerero, Ubukorerabushake, promotion of the culture of Ubutore, poverty reduction initiatives, introduction of policies aimed at building social cohesion and inclusion, promotion of health insurance and sensitisation of the community on importance of self-reliance.

End of unit assessment

In a class discussion, do a recap of what learners have learnt in this unit. Clarify what learners may have a problem with. Explain the concepts once more for them to understand. Let learners attempt end of unit Assessment Exercise 3.0 on page 59 of the Student's Book individually.

Expected answers

Answers to Assessment Exercise 3.0 (Page 69)

1. National service is a system where the youth upon meeting certain conditions are enlisted to offer free service to the state for a specified period. Self-reliance on the other hand refers to the ability of an individual, organisation or state to be independent in fending for its day-to-day needs.
2. Increased people's productivity, instilled nationalism and patriotism in the country thus made people to give their best to the state, encouragement of the spirit of community development, has helped reduce poverty levels in the society and promote responsibility among citizens in their day-to-day activities
3. Self-reliance and national service are closely related. This is because when individuals are self-reliant, the nation equally achieves self-reliance. Self-reliance among citizens contributes to development of individual and community members in various sectors. Self-reliance and national service contribute towards poverty reduction and both promote independence at the individual and national level.

Each demands co-operation of citizens for success, both promote patriotism among the citizens and each can only operate in an environment of peace.

4. a) *Umuganda, Ubudehe, itorero and Ingando, urugerero, Ubukorerabushake*
b) All the above activities are relevant to S6 leavers.
c) Expect varied responses from the learners.
5. Poverty reduction initiatives, introduction of policies aimed at building social cohesion and inclusion, promotion of health insurance, establishment of the Agaciro Development Fund, sensitisation and mobilisation of the community members on the importance of self-reliance and formation of co-operative societies.
6. Africans are endowed with vast resources and its huge population is a rich source of market for goods. With good leadership, Africans can attain self-reliance. With good global trade policies the people can be able to benefit from their vast resources.

Unfortunately, the following hamper efforts towards self-reliance:

Insecurity, poor leadership, poverty and unemployment, corruption and mismanagement of finances, exploitation of the continent's vast resources by foreign countries, high levels of illiteracy, high disease prevalence and unfavourable world trade policies

7. Accept correct responses from the learners.
8. The statement seeks to elicit learners' attitude towards participation in national service and self reliance activities. A positive response indicates a favourable attitude. This will mean the achievement of the effective-inclined objective. The reverse holds for a negative response.

Remedial Activity: Explain the three models of national service practised in Africa.

Compulsory, voluntary and blended

Extended Activity: Discuss measures that African countries should adopt to enable them benefit from their resources to be self-reliant.

Bargain for favourable trade policies, practise democracy to enable the rule of law be respected all people, give room to community development spirit, promote transparency and accountability in their day-to-day operations, exercise high levels of patriotism and self-sacrifice, promotion of regional co-operation and promotion of peace and security among all countries in Africa.

Pluralism in the world

Student's Book page 70-76

4.1: Key unit competence: To be able to analyse and appreciate the role of pluralism in fostering development in the world

4.2: Prerequisites of this unit

Link this topic with Unit 3 (General Studies and Communication Skills) Secondary 5. Learners will be able to understand the importance of international relations in world politics. For pluralism to occur, all nations must be committed towards its achievement.

4.3: Cross-cutting issues to be addressed

Peace values and education: Explain to the learners that pluralism promotes peaceful coexistence and unity among people. Therefore, there is need for people to uphold peace as this will reduce some of the consequences that arise from peoples' misunderstanding of the importance of pluralism.

Gender: Explain to the learners that natural pluralism is God-given, therefore, we should appreciate one another, male or female in the society. People of both genders should be given equal chances in the society. This will help reduce cases of domestic violence and gender inequality as a result of people's misunderstanding of the importance of pluralism.

Inclusive education: Explain to the learners that pluralism promotes equality and equity, where all persons are considered equal. Therefore, discrimination of persons should not be allowed. Pluralism also promotes respect for diversity among people and people should be united despite their differences.

4.4: Generic competences

i) *Lifelong learning*

Pluralism is relevant to the learner now and in future. Activities in this unit enhance lifelong learning and encourage learners to learn about pluralism. The role of pluralism in promoting development and consequences arising from peoples misunderstanding of the importance of pluralism are issues dear to the world today and affects our lives. When learners carry out the activities they are able to appreciate the content and find out more information on it. This eventually leads to learners practising pluralism in their lives.

Such activities in the Student's Book include the following; Activity 1 on page 70, Activity 2 on page 70, Activity 3 on page 71, Activity 4 on page 72, Activity 1 on page 72, Activity 2 on page 73, Activity 3 on page 74, Activity 4 on page 74, Activity 5 on page 75 and Activity 1 on page 76.

ii) Co-operation and communication skills

Working in groups and in pairs encourages learners to appreciate teamwork in getting content on different aspects of pluralism in the world. To co-operate, learners will develop their interpersonal relations and life skills. Ensure that every learner is participating and sharing information and other resources during the group or pair discussions and as they present what their groups or pairs have found out to the whole class. Ensure that they also listen to each other so that communication can be effective. Such activities in the Student's Book include the following; Activity 1 on page 70, Activity 2 on page 70, Activity 3 on page 71, Activity 4 on page 72, Activity 2 on page 73, Activity 3 on page 74, Activity 4 on page 74, Activity 5 on page 75 and Activity 1 on page 76.

iii) Research and problem solving

Learners should be resourceful in finding issues on different aspects of pluralism in the world. Encourage them to get new knowledge and to relate pluralism in the world to the new knowledge they have gathered. This competence is enhanced when learners carry out various research activities in this unit. Such activities in the Student's Book include the following; Activity 1 on page 70, Activity 4 on page 72, Activity 1 on page 72 and Activity 4 on page 74.

iv) Critical thinking

Learners should think critically, reflectively, broadly and logically about pluralism in the world. This should be done in individual, pair or group work activities in this unit. During the group or pair discussions, learners should weigh evidence of each other's argument and be able to evaluate the arguments accordingly. They should also explore and evaluate alternative arguments from their colleagues. Such activities in this unit include the following; Activity 1 on page 70, Activity 2 on page 70, Activity 3 on page 71, Activity 4 on page 72, Activity 1 on page 72, Activity 2 on page 73, Activity 3 on page 74, Activity 4 on page 74, Activity 5 on page 75 and Activity 1 on page 76.

v) Creativity and innovation

This competence is enhanced when learners are required to conduct a role-play that shows the need for tolerance and those that show problems that occur with being intolerant in a society (Activity 3 page 74). This is also enhanced when learners write the essay in Activity 1 on page 72 of the Student's Book. Learners have to use their creativity to write essays.

4.5: Vocabulary

Pluralism, natural pluralism, chosen pluralism, misunderstanding

4.6: Guidance on the problem statement

Understanding the concept of pluralism is vital in making one practise it. This can be done by letting learners carry out the first Activity on page 70 of the Student's Book. The concept's broad nature and applicability demands a good grasp of it to make its operation successful. This activity will enable learners to find out the meaning of pluralism.

4.7: Attention to learners with special needs

In this unit, give attention to learners with special needs by doing the following:

a) For learners with hearing impairments

- Ensure such learners have hearing aids. You can liaise with the administrative staff, their parents or guardians for the acquisition of such equipment.
- Talk louder in class for such learners to hear properly. Put more emphasis on stimulus variation modes such as body movements in class, facial expression, use of hands to express an issue and other appropriate stimulus variation modes and use sign language.
- Use face-to-face instructional approach when conducting classroom presentation and always maintain close eye contact with such learners.
- Speak louder using simple and clear facial expressions. At times, sentences or words should be repeated for these learners to effectively hear and understand.
- Such learners should be organised to sit in front of the classroom.
- These learners should be given more time to express themselves during class discussion and presentation.
- Write down summary key notes on the chalkboard/ whiteboard for the benefit of such learners.
- Discourage noise making in class as too much noise will distract these learners.

b) For learners with visual impairments

- Books and printed materials for such learners should be of high quality and large print layout.
- The teacher's chalkboard/whiteboard writings should be large enough to be legible to those who are partially blind.
- These learners should be given more time to read, take notes or write. For individual assignment, they need more time to complete or accomplish their tasks.
- In class organisation, these learners should be encouraged to sit in front of the classroom.
- Braille should be offered for reading and writing purposes. Other tactile materials should also be availed to such learners with special educational needs.

c) For learners with physical impairments

- In classroom organisation, these learners should sit in a comfortable position.
- In group discussions or presentation, other learners should form groups around them.
- Those learners without one or both arms / hands should be allowed to audio-record or audio-document the activities in this unit. They are allowed to use tape recorders or other electronic recording equipment when giving their responses for questions that need them to write something lengthy.
- Extra time should be given to them to complete the activity tasks.
- If there is academic outing to interview resource persons in the community regarding specific issues mentioned in the activities of this unit, prior arrangement should be made to ensure they get there safely and comfortably.

4.8: List of lessons: 5

Lesson number	Lesson title
1	The concept of pluralism
2	Forms of pluralism-natural
3	Forms of pluralism-chosen
4	Role of pluralism in promoting development
5	Consequence arising from people's misunderstanding of the importance of pluralism

LESSON DEVELOPMENT

4.1 The concept of pluralism

Lesson 1

Student's Book page 70

Learning objectives

By the end of the lesson, a learner should be able to explain the concept of pluralism.

Introduction

Ask learners to discuss ways in which the society is diverse. Write the points highlighted on the board.

Teaching and learning resources: Writing board, Student's Book

Learning activities/Teaching steps

Step 1: Let learners attempt Activity 1 on page 70 of the Student's Book in pairs. Let them use a variety of resources to find out the meaning of pluralism. This activity enables learners to acquire the following competences: co-operation and communication skills, research and problem solving, critical thinking and lifelong learning.

Step 2: Discuss with the learners the meaning of the concept of pluralism based on their responses from Activity 1 and information provided in the Student's Book page 70.

Step 3: Let the learners attempt Activity 2 on page 60 of the Student's Book in groups of five. This activity encourages learners to explore in depth pluralism and bring out its role in their day-to-day lives. It enables learners to acquire the following competences: co-operation and communication skills, lifelong learning and critical thinking.

Synthesis: Recap the meaning of the concept of pluralism. Ask learners to give a brief description of how our societies are pluralistic in nature.

Assessment

1. **Explain the concept of pluralism.**

It refers to a situation where people of diverse expressions and orientations live together harmoniously despite their differences.

2. **Describe what pluralism stresses on.**

Individual choice, collective compromise and mutual obligation

3. **Why are the three things in (2) above crucial for pluralism?**

They are seen as springboards to peace, stability and human development.

Expected answers

Answer to Activity 1 (page 70)

The term pluralism refers to diversity in various aspects such as race, ethnic, ability, class, status, religion, culture and political association. It may also mean the existence of many different groups of people in a society or belief that it is possible and good for different groups of people to live harmoniously in the society.

Answers to Activity 2 (page 70)

1. Ethnic composition, ability, racial composition, gender, personality and personal tastes
2. Encourages respect for diversity hence promoting dialogue and tolerance for divergence, promotes good governance, encourages development of strong civic institutions, promotes sound public policies, enables citizens to realise their rights and responsibilities, promotes equity in allocation of resources and guarantees transparency and accountability in the operations of various institutions in society

3. **Pluralistic society:** Existence of different racial groups and ethnic groups, diverse cultural practices, variances in gender and language, freedom in choice of political, religious, professional and ideological belonging and a pluralistic society is inclusive.

Non-pluralistic society: It is exclusive, does not appreciate diversity or race, language, culture, political, opinion, people are denied freedom and conflicts are common.

4. They are many and diverse. Some are:

Time – it is incremental, design – it involves making choices, constructive dialogue, compromise, process, inclusion – it calls for respect for differences, valuing diversity as a public good and seeking collaboration through compromise and commitment – it requires continuous investments of goodwill, resources and efforts and commitment is expressed through political will and leadership.

4.1.1 Forms of pluralism (natural)

Lesson 2

Student's Book page 71

Learning objective

By the end of the lesson, a learner should be able to explain the meaning of natural pluralism

Introduction

Review the previous lesson on the concept of pluralism. Let learners bring out the meaning of natural pluralism as you explain and give a few examples.

Teaching and learning resources: Pictures, Student's Book, writing board, internet

Learning activities/Teaching steps

Step 1: Discuss with the learners the concept of natural pluralism.

Step 2: Let the learners tackle Activity 3 in the Student's Book on page 71 in groups of five. Allow them 15 minutes to undertake the exercise. This activity assesses the following competences: co-operation and communication skills, lifelong learning and critical thinking.

Synthesis: Recap the concept of natural pluralism with the learners. Ask them to give examples of natural forms of pluralism present in the world.

Assessment

1. **What is the meaning of the term natural pluralism?**

This is a form of pluralism that is God-given. Human beings thus have no control over it. They are born with it.

2. **Outline examples of natural pluralism.**

Race, ethnicity, culture, gender, height, language, ability, personality, size, colour, strength/physique

Expected answers

Answers to Activity 3 (page 70)

1. Ability, temperance, size, colour, strength
2. Respecting diversity, tolerance of differences.
3. Exploiting the differences for societal development, promotion of cultural exchange to enrich each other's culture, learning other languages to encourage effective communication and understanding and promotion of racial and ethnic interaction to create peace and harmony in the society.

4.1.2 Forms of pluralism (chosen)

Lesson 3

Student's Book page 71-72

Learning objective

By the end of the lesson, a learner should be able to explain the concept of chosen pluralism.

Introduction

Review the previous lesson on natural pluralism. Ask the learners to explain the meaning of chosen pluralism.

Teaching and learning resources

Internet, writing board, Student's Book

Learning activities/Teaching steps

Step 1: Explain the concept of chosen pluralism to the learners.

Step 2: Let the learners attempt Activity 4 in the Student's Book on page 72. This activity should be done in groups of five. Allow the learners fifteen minutes to do the exercise. This activity enhances the following competences: co-operation and communication skills, research and problem solving, lifelong learning and critical thinking.

Step 3: Let the learners make a presentation of Activity 4. Initiate a discussion among the learners on the concept of chosen pluralism.

Synthesis: Recap the concept of chosen pluralism. Ask learners to give examples of chosen pluralism evident in the world relay.

Assessment

Explain how political pluralism can promote democracy in society.

Allowing people to belong to political parties of their choice, allowing candidates from respective parties to vie for various positions during election, people to elect leaders of their choice and for people to exercise their freedom of speech

Expected answers

Answers to Activity 4 (page 72)

1. This is a form of pluralism where individuals have the leeway to make a choice on either to belong or not. Examples include political, religious, occupational/professional and ideological views.
2. Characteristics include, having a say or choice in what one does or belongs to, right to participate in various social activities of one's choice and varies from individual to individual.
Mixing freely with other students from other schools, participating in co-curricular and extra curricula activities with those from other schools, share teaching and learning resources with other students. Holding rallies/matches/walks to sensitise members of the community on pluralism (advocacy), practising traditional and cultural practices which encourage cultural exclusivity, mobilisation and sensitisation programmes and inclusion in the school curriculum and publicity on the benefits of pluralism in society
3. Promotes peace and harmony in society, allows for the enjoyment of fundamental freedoms and basic Human Rights and encourages day-to-day human interactions.
4. **a) Christianity:** Main symbol – the cross, special text – the Bible, main figure – Jesus Christ, place of worship – church and day of worship – Sunday and/or Saturday. Basic religious practices - taking holy communion, repentance of sin, prayers, belief in one God, belief in life after death/ resurrection, baptism, teaching about tolerance and perseverance, belief in the existence of angels and prophets
b) Islam: Main symbol- crescent moon with a star, special text – the Qur'an, main figure - Prophet Muhammad, place of worship - mosque and day of worship – Friday. Basic beliefs and practices - Muhammad was the last prophet and final prophet of Allah, there is one God – Allah, belief in life after death, belief in the existence of angels and prophets, practising the five pillars of Islam and faith, keeping clean before prayers, teaching about tolerance and perseverance
c) Hinduism: Main symbol - Om/Aum, special text - Vedas, main figure - Hinduism is based in the belief of many gods and goddesses, the main

ones, being Brahma, Vishnu and Shiva, place of worship – temple and day of worship- Hindus worship daily, therefore, there is no specific day of worship. Basic beliefs and practices - Belief in gods and goddesses, belief that everything that is observed in the world around us follows an ordered rule and process, existence of the caste system, holding of two major festivals for each day of the year for each deity, and belief that the deities perform many functions.

4.2 Role of pluralism in promoting development

Lesson 4

Student's Book page 72-75

Learning objectives

By the end of the lesson, a learner should be able to describe the role of pluralism in promoting development.

Introduction

Review the previous lesson on chosen pluralism in the world. Ask learners to mention the role of pluralism in promoting development in the society.

Teaching and learning resources: Internet, writing board, student's Book

Learning activities/Teaching steps

Step 1: Guide the learners in a discussion on the role of pluralism in promoting societal development. Learners to carry out Activity 1 on page 72 of the Student's Book. This activity enhances the following competences: creativity and innovation, research and problem solving, lifelong learning and critical thinking.

Step 2: Ask the learners to read the case study in the Student's Book on pages 72-73 and let them attempt Activity 2 on page 73 of the Student's Book in pairs. Allow them to take ten minutes on this activity. This activity enables learners to acquire the following competences: co-operation and communication skills, lifelong learning and critical thinking.

Step 3: Let learners carry out Activity 3 on page 74 of the Student's Book in groups. This activity enables learners to acquire the following competences: co-operation and communication skills, creativity and innovation, lifelong learning and critical thinking.

Step 4: Let learners undertake Activity 4 on page 74 of the Student's Book in groups of five. This activity enables learners to acquire the following competences: co-operation and communication skills, research and problem solving, lifelong learning and critical thinking.

Step 5: Let the learners attempt Activity 5 on page 75 of the Student’s Book in groups of five. This activity enables learners to acquire the following competences: co-operation and communication skills, lifelong learning and critical thinking.

Synthesis: Recap the role of pluralism in promoting development. Ask learners to explain how pluralism promotes development in various ways.

Assessment

Explain how pluralism enables people to realise their rights and obligations.

Encourages enjoyment of basic Human Rights and freedoms, allows individuals to exploit their potential to the fullest and encourages people to interact with one another freely

Expected answers

Answer to Activity 1 (page 72)

1. The advantages of pluralism outweigh the disadvantages. Refer to the roles of pluralism in promoting development.
2. Citizens vote for their preferred candidates, people can express themselves, people can participate in political activities, people can vie for political positions without discrimination
3. Students are able to appreciate diversity among themselves they are able to be united, students are able to coexist peacefully and participate in various activities in harmony

Answers to Activity 2 (page 73)

1. It is important to appreciate different perspectives on an issue, tolerance is essential in life, diversity enriches our understanding of the whole and it is vital to listen to diverse opinions
2. Promotion of diversity enriches community because it enables people to live in harmony and peace, it makes them tolerate those different from them, it makes each strive to promote the welfare of society, allows democracy which encourages both individual and collective spirit in human endeavour and encourages respect for human rights and fundamental freedoms.

Answers to Activity 3 (page 74)

1. There is competition in virtually all the sectors of life while at the same time each vouches for the betterment of the whole, provides multi-talents thus enables undertakings to be made with ease and finesse, individuals or groups operate effectively, respect is paramount and promotes recognition for equal rights despite the differences inherent in society.
2. We should be tolerant to those who do not do the same to us because, it may make them stop being intolerant to us, makes us be role models to them, enables us not to bear the psychological pain associated with being intolerant, may

open the doors to communication between us and them hence contribute to understanding of one another and enables us to get their side of the story.

3. Ensure learners have understood and can portray acts of tolerance and can be able to identify acts that show intolerance among individuals in a society.

Answers to Activity 4 (page 74)

1. Introduction of affirmative action in all sectors of development, banning of discrimination, promotion of awareness on the importance of equality and equity in society and promotion of fair distribution of state resources to the population
2. This item seeks to obtain learner attitude towards exercising equity and equality in his/her day to day life. A positive response will not only indicate one values these concepts but equally posses a positive favourable attitude towards the same. This provides an indication of the attainment of the positive attitudes.

Answers to Activity 5 (page 75)

1. Encouraged unity in diversity, championed respect for Human Rights and fundamental freedoms thus allowed people to exploit their full potential, promoted tolerance of diverse opinions thus enabled the society to enjoy peace and tranquillity, give rise to the spirit of competition among individuals thus enabled them to participate in the development of society in various ways and promote respect for the rule of law hence creates harmony in society.
2. This question seeks to assess learners' attitude and values on the role of pluralism. Learners should show their appreciation of pluralism in promoting development in the country socially, economically and politically. Their comments should be positive to indicate their appreciation on the role of pluralism. Guide them to ensure they understand the question. Reinforce their positive attitudes.

4.3 Consequences arising from people's misunderstanding of the importance of pluralism

Lesson 5

Student's Book page 75-76

Learning objectives

By the end of the lesson, a learner should be able to identify consequences arising from people's misunderstanding of the importance of pluralism.

Introduction

Review the previous lesson on role of pluralism in promoting development. Ask learners to identify some of the incidents that may arise as a result of peoples' misunderstanding on the importance of pluralism.

Teaching and learning resources

Internet, writing board, Student's Book

Learning activities/Teaching steps

Step 1: Guide the learners in a discussion on the consequences arising from people's misunderstanding of the importance of pluralism.

Step 2: Let the learners attempt Activity 1 on page 66 of the Student's Book in pairs. This activity enables learners to acquire the following competences: co-operation, communication skills, creativity and innovation, lifelong learning and critical thinking.

Synthesis: Recap the consequences that may arise from people's misunderstanding on the importance of pluralism. Let learners provide a brief explanation on some consequences.

Assessment

Explain how gender-based violence is a product of misunderstanding of the importance of pluralism.

It is a product of misunderstanding between people of different gender, shows failure to accommodate each other's position, one gender feels it is superior to the other and demonstrates lack of appreciation for diversity.

Expected answers

Answers to Activity 1 (page 76)

1. Political conflicts and instability, domestic violence, gender inequality, intolerance, underdevelopment, mistrust among people and displacement of persons
2. Organising reconciliation among perpetrators and victims, educating people on dangers of misunderstanding the importance of pluralism, compensating the victims, resettling those displaced, promoting affirmative action and promoting the rule of law in society

END OF UNIT

Summary of the unit

Observance of pluralism in our communities and our country is vital for development. That is why we have discussed the two types of pluralism, role of pluralism in promoting development and consequences arising from people's misunderstanding of the importance of pluralism.

Additional information

The world is very pluralistic. This explains the existence of natural pluralism and chosen pluralism. The two forms of pluralism bring about diversity of humankind. Therefore, we are called to appreciate our diversity, respect and tolerate each other. However, the world over, people have misunderstood the importance of pluralism.

This has led to grave consequences in the society. Some of these include inter-ethnic conflicts, religious conflicts, political conflicts, political instability, domestic violence, gender inequality, economic exploitation, intolerance, underdevelopment, racial disharmony/discrimination, mistrust and displacement of persons. Try to elaborate on each of these consequences and where possible, draw from local examples as much as from the distant environment.

End of unit assessment

In a class discussion, do a recap of what learners have learnt in this unit. Clarify what learners may have a problem with. Explain the concepts once more for them to understand. Let learners attempt the assessment exercise on page 66 of the Student's Book individually.

Answers to Assessment Exercise 4.0 (page 76)

1. a) A situation where people of diverse persuasion live together despite their differences.
b) There are two forms of pluralism – natural (racial, cultural, gender, ability) and chosen (political, religious, and career).
2. Encouragement of respect for diversity, promotion of unity in diversity, promotion of tolerance, creation of harmony in society, creation of healthy competition, promotion of equality and equity in society, encouraging citizens to exploit their potential to the fullest and fostering people participation in societal activities.
3. There exists a close relationship between pluralism and development in the modern world. The former has encouraged the latter in various ways as seen in (2) above.
4. Inter-ethnic conflicts, religious conflicts, political conflicts and instability, domestic violence, gender inequality, genocide and mass killings, intolerance, underdevelopment, racial disharmony or discrimination, mistrust in the society and displacement of persons
5. This statement can enable the teacher gauge whether or not a learner appreciates pluralism in life. A positive comment will indicate one appreciates whereas the reverse holds for a negative view. It is hoped that where one provides a favourable comment to the statement he/she will practise what he/she observed.
6. This comment reinforces the meaning of pluralism and forms of pluralism. This means we should all appreciate our diversity as people and be able to accommodate the differences in us be it natural pluralism or chosen pluralism.

Remedial activities

1. Identify the two forms of pluralism.
2. Outline the role of pluralism in promoting development.
3. State the consequences arising from people's misunderstanding of the importance of pluralism.

Extended activity

How can the consequences arising from people's misunderstanding of the importance of pluralism be overcome?

Promotion of inclusive measures, promotion of education on importance of pluralism, beefing up conflict management strategies in society, promotion of the rule of law, reminding people of the consequences that result from people's misunderstanding on the importance of pluralism, promotion of measures aimed at building trust in members of the community and practising equality and equity in distribution of resources and services.

Communication, international relations and co-operation

Student's Book page 77-94

5.1: Key unit competence: The student should be able to analyse and appreciate the power of communication with special emphasis on speech and its impact on international relations and co-operation.

5.2: Prerequisites of this unit

Link this topic to Media in English and Interdependence in History and Citizenship. This will enable learners understand the different forms of media, how to write and present a speech and the importance of communication in fostering international relations.

5.3: Cross-cutting issues to be addressed

Environment and sustainability: Many international conferences are held to discuss various issues affecting the world nations. Environment is one of them, people discuss how to use the resources in our environment sustainably and where they have been misused, measures to maintain the resources are tabled. This is evident on the impact of communication on international relations and co-operation.

Peace values education: People communicate with each other to promote peace or where conflicts arise, communication is established to promote reconciliation. This is evident on the impact of communication on international relations and co-operation. This because communication carries the potential to enhance conflict resolution and promote peace building.

Inclusive education: All learners should actively participate in the teaching and learning process despite their different abilities. Encourage learners to speak in public with confidence and make presentations.

5.4: Generic competences

i) Lifelong learning

Communication is very important in our lives. Activities and content in this unit have been developed to help learners write and deliver good speeches, gives learners knowledge and skills to enable them be good speakers, develop skills on how to use PowerPoint to deliver effective presentations and learn on the impact of communication in international relations and communication. Mastery in these skills, knowledge and attitudes are vital in the learners lives

now in school and later in their life after school. Lifelong learning is enhanced in most activities where learners discover knowledge and learn from it. Such activities in the Student's Book include Activity 1 on page 77, Activity 2 on page 78, Activity 3 on page 79, Activity 1 on page 80, Activity 2 on page 81, Activity 3 on page 81, Activity 1 on page 86, Activity 2 on page 87, Activity 3 on page 87, Activity 4 on page 88, Activity 1 on page 88, Activity 2 on page 89, Activity 3 on page 89, Activity 4 on page 89, Activity 5 on page 90, Activity 6 on page 90, Activity 7 on page 91, Activity 1 on page 91, Activity 2 on page 93 and Activity 3 on page 93.

ii) Critical thinking

This competence is enhanced when learners carry out activities that require them to think critically, solve problems and find out more information on certain concepts and answer questions. These activities should demand learner examination of the contents' demands. Activity 1 on page 77, Activity 2 on page 78, Activity 3 on page 79, Activity 1 on page 80, Activity 2 on page 81, Activity 3 on page 81, Activity 1 on page 86, Activity 2 on page 87, Activity 3 on page 87, Activity 4 on page 88, Activity 1 on page 88, Activity 2 on page 89, Activity 3 on page 89, Activity 4 on page 89, Activity 5 on page 90, Activity 6 on page 90, Activity 7 on page 91, Activity 1 on page 91, Activity 2 on page 93 and Activity 3 on page 93.

iii) Research and problem solving

This competence is enhanced when learners carry out research on certain issues in this unit. These includes finding out the most famous speeches that have moved the world and impact of communication on international relations and co-operation. Such activities in the Student's Book include the following; Activity 2 on page 78, Activity 1 on page 86, Activity 2 on page 87, Activity 3 on page 87, Activity 2 on page 89, Activity 3 on page 89, Activity 4 on page 89, Activity 5 on page 90, Activity 6 on page 90 and Activity 7 on page 91.

iv) Co-operation and communication skills

This competence is enhanced when learners are involved in sharing knowledge, skills and developing attitudes among themselves. This is evidently seen when learners engage in group, pair or teamwork activities and exercises, delivering speeches and discussions provided in the Student's Book. Such activities require learners to collaborate and co-operate in order to carry out various tasks. Speech making and delivery helps develop learners' skills in writing and delivering powerful speeches. Encourage learners to make speeches, engage in public speaking and share information among themselves as this will help in their communication skills during discussions and when making presentations of their findings. Such activities in the Student's Book include the following;

Activity 3 on page 79, Activity 1 on page 80, Activity 2 on page 81, Activity 3 on page 81, Activity 1 on page 86, Activity 2 on page 87, Activity 3 on page 87, Activity 4 on page 88, Activity 1 on page 88, Activity 2 on page 89, Activity 3 on page 89, Activity 4 on page 89, Activity 5 on page 90, Activity 6 on page 90, Activity 1 on page 91, Activity 2 on page 93 and Activity 3 on page 93.

v) Creativity and innovation

This competence is developed through learners writing and delivering speeches and developing effective PowerPoint slides. There are several activities in this unit that enhance this competence. Such activities include the following; Activity 3 on page 79, Activity 2 on page 87, Activity 3 on page 87 and Activity 3 on page 93.

5.5: Keywords and concepts

Speech, audience, public speaking props, anecdote, credibility, international relations

5.6: Guidance on the problem statement

To come up with solutions for the problem statement, learners should attempt the first Activity on page 77 of the Student's Book. This activity relates to several of the objectives of this unit, including explaining the process of writing a good speech, explaining the characteristics of a good speaker and explaining how to make a good presentation using ICT.

5.7: Attention to learners with special needs

In this unit, give attention to learners with special needs by doing the following:

a) For learners with hearing impairments

- Ensure such learners have hearing aids. You can liaise with the administrative staff, their parents or guardians for the acquisition of such equipment.
- Talk louder in class for such learners to hear properly. Put more emphasis on stimulus variation modes such as body movements in class, facial expression, use of hands to express an issue and other appropriate stimulus variation modes and use sign language.
- Use face-to-face instructional approach when conducting classroom presentation and always maintain close eye contact with such learners.
- Speak louder using simple and clear facial expressions. At times, sentences or words should be repeated for these learners to effectively hear and understand.
- Such learners should be allowed to sit in front of the classroom.
- These learners should be given more time to express themselves during class discussion and presentation.
- Write down summary key notes on the chalkboard/ whiteboard for the benefit of such learners.

- Discourage noise making in class as too much noise will distract these learners.

b) For learners with visual impairment

- Books and printed materials for such learners should be of high quality and large print layout.
- The teacher’s chalkboard/whiteboard writings should be large enough to be legible to those who are partially blind.
- These learners should be given more time to read, take notes or write. For individual assignment, they need more time to complete or accomplish their tasks.
- In class organisation, these learners should be encouraged to sit in front of the classroom.
- Braille should be offered for reading and writing purposes. Other tactile materials should also be availed to such learners with special educational needs.

c) For learners with physical impairments

- In classroom organisation, these learners should sit in a comfortable position.
- In group discussions or presentation, other learners should form groups around them.
- Those learners without one or both arms / hands should be allowed to audio-record or audio-document the activities in this unit. They are allowed to use tape recorders or other electronic recording equipment when giving their responses for questions that need them to write something lengthy.
- Extra time should be given to them to complete the activity tasks.
- If there are academic outings to interview resource persons in the community regarding specific issues mentioned in the activities of this unit, prior arrangement should be made to ensure they get there safely and comfortably.

5.8: List of lessons: 11

Lesson number	Lesson title
1	Speech writing and delivery
2	How to write and deliver a good speech (Planning a speech)
3	How to write and deliver a good speech (Writing the speech)
4	How to write and deliver a good speech (Preparing to make a speech)
5	How to write and deliver a good speech (How to deliver a good speech)
6	How to write and deliver a good speech (Delivering the speech)

7	How to write and deliver a good speech Some Principles of speech writing)
8	Elements required for a public speech
9	Characteristics of a good speaker
10	Impact of communication on international relations and co-operation
11	Using technology (PowerPoint) to make effective presentations

LESSON DEVELOPMENT

5.1 Speech writing and delivery

Lesson 1

Student's Book page 77-78

Learning objective

By the end of this lesson, the learner should be able to explain the meaning of a speech

Introduction

Let the learners do Activity 1 on page 67 of the Student's Book individually. This activity is meant to get learners to draw from their own experience about speeches and what makes them interesting or unappealing. By carrying out this activity, learners will appreciate that speeches can be made interesting and memorable by the way they are delivered.

Learning and teaching materials: Student's Book, written speeches, the Internet

Learning activities/Teaching steps

Step 1: Before the lesson, collect a sample of speeches made for different occasions. These can be written speeches collected from newspaper articles, journals, magazines, recorded audio or video speeches.

Step 2: Ask learners to explain what they understand by the word speech. Let them give examples of different kind of speeches they have listened to in different occasions or contexts.

Step 3: Let the students carry out Activity 1 on page 77 of the Student's Book. Ask several students to share their responses in a brief presentation. This activity enhances the following competences: communication skills, critical thinking and lifelong learning.

Step 4: Explain the meaning of the term speech to the students. Let learners understand that some speeches are spontaneously delivered without prior preparation, while others are first written. Show the difference between these two types of speeches and their importance.

Step 5: Use the speeches you had collected and prepared earlier before the lesson. Let learners listen to a few recorded speeches, written speeches or speeches from the internet.

Step 6: After each speech, ask students to indicate whether or not they liked the speech and why. Lead the students in a discussion on why speeches are an important part of our official and social life. Some of the reasons that make speeches important and include; they are useful for motivating people, they important for transmitting information, they enable one to talk to many people at the same time.

Synthesis: Recap the meaning of speeches and their usefulness in communication. Let learners give examples of speeches they heard and what they learned from them.

Assessment

1. Why do some speeches leave a lasting memory while others are forgotten immediately?
2. Identify the purposes of a speech.

Expected responses for assessment

1. Some speeches are remembered because they have a strong impact on the audience such as moving them take an important action or decision or because they touch the audience emotionally. The speeches that are forgotten had little effect on the audience and faded away from memory easily.
2. To motivate or inspire, report on progress or achievement, console and celebrate a person or event.

5.1.1 How to write and deliver a good speech

Lesson 2

Student's Book page 78-79

Learning objectives

By the end of this lesson, the learner should be able to:

- Effectively plan a speech.
- Identify and analyse the occasion, theme and audience when planning a speech.
- Write out a plan for a speech by outlining points on the occasion, theme and the people.

Introduction: Review the previous lesson on what a speech is. Provide a topic for a speech and let learners describe in detail, the occasion, theme and audience of the speech. By outlining these points, learners will be introduced to basics of planning for a speech, and appreciate the critical importance of planning for a speech. Let learners understand that when planning a speech one discovers what ought to be written and what should not. Planning well gives a speaker confidence when he/she finally embarks on speech writing.

Teaching and learning aids: Student's Book, sample speeches, writing board

Learning activities/Teaching steps

Step 1: Before the lesson, identify a topic for a speech and let learners describe the occasion, theme and the audience intended for the speech.

Step 2: Explain the importance of planning a speech and the basic elements in planning, that is, the occasion, theme and audience. Emphasise the fact that the nature of an occasion for which one is writing a speech will determine the content of the speech, duration, tone and expectations of the audience. It is also critical to identify the theme or message conveyed during a speech which acts as a foundation for the speech. The speech writer needs to plan for the audience by writing what they know about the person or people for whom the speech is intended.

Step 3: Present to the class a topic/theme (identified in step 2) for a speech and ask students to describe in detail, the occasion, theme and audience for the speech. As students suggest points, list the points on the writing board. Explain that these points form the outline for developing a speech.

Step 4: Ask learners to suggest three different occasions or events that would require a speech and let the students analyse the occasion, theme and audience. Ask the learners to suggest how they will engage, entertain and stimulate the audience.

Step 5: Let learners analyse the differences and similarities in the occasion, theme and audience related to the different events.

Step 6: Let learners answer the question, Why is it necessary for one to know their audience before delivering a speech? To have an idea of what they already know and what their attitude towards the topic is, know what kinds of examples and stories would appeal to them, know what the audience have in common and determine the content of your speech, duration, tone and expectations of your audience.

Step 7: Learners to carry out the following activity in groups. Propose a speech and let learners identify the occasion, theme and audience. Ensure each group has learners of all abilities and everyone participates in the group work. Allow each group to present its discussion on occasion, theme and audience for the speech. After each presentation, facilitate questions and comments from other learners.

Step 8: Give a summary of the highlights of the presentations and issues that arose and then add on the input given by the groups.

Synthesis: Recap on how to plan a speech by organising it in terms of the occasion, theme and audience. Let learners describe in details how they can plan for a wedding speech.

Assessment

1. Explain the three basic elements to be considered in planning a speech.
2. Why is it critical to understand the nature of the occasion as you prepare to write a speech?

Expected responses for assessment

1. The three basic elements are occasion, theme and audience. The nature of the occasion for which you are writing a speech will determine the content of your speech, duration, tone, and expectations of your audience. For every speech, a theme (the single most important idea) must be conveyed. You need to understand the audience so that you plan how to engage, entertain and stimulate them. (These answers fit question 1, Activity 3 on page 79 of the Student's Book).
2. The nature of the occasion for which one is writing a speech is critical because it will determine the content of the speech, duration, tone to be used, and expectations of the audience.

5.1.2 Writing the speech

Lesson 3:

Student's Book page 78-79

Learning objectives

By the end of this lesson, the learner should be able to:

- Describe the structure of a speech
- Develop a well-structured and flowing speech.

Introduction

Review the previous lesson on planning a speech as the first step in the speech writing and delivery process. Ask learners to give a powerful introduction for a speech. This is to emphasise that a captivating introduction is critical for capturing the attention of the audience and ensuring they gain interest in what you will say in your speech. This lesson will focus on the second stage of speech writing and delivery which is the actual writing of the speech.

Teaching and learning resources: Sample speeches, internet, writing board, Student's Book

Learning activities/Teaching steps

Step 1: Before the lesson, identify some well written speeches to use for demonstration in class. In a good speech, the content of the speech is both meaningful and interesting.

Step 2: Explain to the learners that a speech is structured into three parts; introduction, the body (where the most information is given) and ending; (or summary).

Step 3: From the sample speeches you have collected, read one with a captivating introduction for the class. Explain in detail the characteristics of an introduction. Emphasise that it is important to have a good introduction. This is because the first

minutes of a speech are very critical for capturing the attention of an audience and ensuring they gain interest in what one has to say in his or her speech. Give examples of some of the ways of achieving this such as; posing a thought-provoking question, making a controversial statement, or telling a joke. Ask students to also suggest other ways of creating a powerful introduction. Students should give examples such as, creating an inspirational, motivational or true story or, using a relevant quote.

Step 4: Ask learners to discuss, in pairs, some specific examples of how to capture the attention of an audience in a farewell party speech for a colleague at work. Let some of the students share their examples with the rest of the class and allow them to deliberate on which examples are most captivating.

Step 5: Discuss with the learners the second and largest part of a speech, the body. Use samples of speeches to illustrate this. Building the body of a speech entails highlighting the points that you would like to make. The points should be organised in such a way that related points follow one another for the speech to have a logical flow of information. Ask students to give some few points that could be used to build the body of a wedding speech (or any other occasion you identify).

Step 6: Explain the third part of a speech, that is, the closing/conclusion. Use the samples of speech to illustrate this. The closing part of the speech should have strong content. Highlight some useful ways of creating content for the closing such as; providing a summary of the main points of your speech, offering some food for thought for listeners, leaving your audience with positive memories of your speech, ending the speech with a final thought or emotion and challenging the audience to take action on your idea.

Step 7: Ask learners to answer question 2 of Activity 3 on page 79 of the Student's Book. This activity should follow the format below, which is an example of a speech outline for a farewell party of a colleague.

Opening: Introduce myself.

Body: Acknowledge the key participants, describe how you became friends with your colleague, humorously talk about some of your colleague's admirable traits and give a few words of advice to him or her.

Closing: Request the audience to rise from their seats and appreciate the colleague by raising a toast.

Step 8: Explain to students that it is important to get some feedback on their draft speech from 2-3 people to enrich it before making a final draft. Allow students to get feedback on their speech drafts from others as part of their homework, before they write a final version of their speech.

Synthesis: Recap the second step of speech writing and delivery process that is the structure of a speech. Ensure learners can describe how a good speech is structured.

Assessment

1. Explain two ways of creating a good introduction for a speech.
2. Why is it important to first have a speech outline before embarking on writing the speech?

Expected response for assessment

1. There are several ways of achieving this such as; posing a thought-provoking question, making an attention-grabbing or controversial statement, giving a powerful or relevant quote, telling a joke, telling an inspirational and true story.
2. It important to first have a speech outline before embarking on writing the speech because an outline forms the skeleton upon which one adds flesh for the speech. It also keeps one from getting distracted as they write the speech.

5.1.3 Preparing to make a speech

Lesson 4

Student's Book page 78-79

Learning objectives

By the end of this lesson, the learner should to know the kind of preparations needed to make before delivering a speech.

Introduction

Review the previous lesson on the structure of a speech. Ask learners to prepare delivering a speech that they had written. This can be done by reading through the speech several times to be familiar with it without necessarily memorising it. This activity will enable the learners to appreciate the importance of preparing for the delivery of the speech in advance.

Teaching and learning resources: Sample speeches, internet, Student's Books, writing board

Learning activities/Teaching steps

Step 1: Explain to the learners that it is natural for one to feel nervous before they deliver a speech and especially if it is being done for the first time. Reassure them that it is possible to prepare oneself and put the mind at ease so that one feels more comfortable when delivering a speech.

Step 2: Let the learners read through the speech they have prepared several times to be familiar with it. Let them take a few minutes to practise how they will deliver the speech. Emphasise that they should not memorise it but rather, try to master the flow of ideas. This makes it easier to modify a speech during the actual presentation if necessary. Encourage them to record and listen to themselves practising the speech.

They could use mobile phones for this.

Step 3: Explain to the learners the four areas where they need to focus as they prepare to deliver a speech, which are:

- *The speech* - one needs to familiarise with the speech, not by reciting it, but by reading it severally, practising how to deliver the speech.
- *The audience* - the speaker has to be familiar with the audience to allow him/her engage them better.
- *The venue* - the speaker needs to be familiar with the venue to know the facilities available such as sound equipment, screens, lighting, size of hall and the standing position of speaker. This will ensure the speaker doesn't run into surprises and is comfortable during the speech presentation.
- *The public speaking props* - there is needed to plan for public speaking tools and props that will be used such as PowerPoint presentations and projectors, microphone and remote controls. For the electronic gadgets, ensure they are in good working order and have batteries or backup plan in case of failure.

This answers question 3, Activity 3 on page 79 of the Student's Book.

Step 4: Discuss with the students practical examples of the kind of preparation that would be required before they deliver the speech they had prepared in the previous lesson.

Step 5: Let one group deliver the speech from memory and another to read the speech from a notebook. The class should comment on the strong and weak points of each presentation from the groups.

Synthesis: Recap the preparations required to do before speech delivery, that is, familiarising with the speech, checking the venue and public speaking tools and being aware of your intended audience.

Assessment

1. Explain why one needs to know about the venue, public speaking tools and props before delivering a speech.
2. Why is it important to familiarise oneself with the speech but not memorise it?

Expected responses to assessment

1. You need to be familiar with your audience; this will allow you to engage them better. If you are addressing an unfamiliar audience, plan to build trust with the listeners.
2. Familiarising oneself with a speech enables an individual to be comfortable and at ease while delivering it. It reduces nervousness and boosts the confidence of a speaker. Reciting a speech spoils its effectiveness and you may end up simply voicing words without being passionate or in touch with the content.

5.1.4 How to deliver the speech

Lesson 5

Student's Book page 78-79

Learning objective

By the end of this lesson, the learner should be able to;

- Know the tips for delivering a speech effectively.

Introduction

Review the previous lesson on preparations to making a speech. Show the learners a recorded video of a powerful speech, such as that of Barrack Obama, Nelson Mandela or Martin Luther King Jr. This will enable learners to appreciate the importance of delivering a speech skilfully.

Teaching and learning resources: Sample speeches on videos, internet, Student's Book, writing board

Learning activities/Teaching steps

Step 1: Show a recorded video of a powerful speech, such as those of Barrack Obama, Nelson Mandela or Martin Luther King Jr.

Step 2: Let the students identify characteristics about the speech that they found powerful, interesting and appealing so that they may apply them later when delivering their prepared speeches.

Step 3: Explain to the learners the importance of delivering a speech with passion and confidence. They should remember that it is better not to read the entire speech from a script as this reduces eye contact with the audience. Therefore, they can use short notes or deliver the speech from memory if one has the confidence to do so.

Step 4: Talk about the tips of speech delivery and where possible ask some students to demonstrate individual tips such as speaking clearly and audibly, employing some pauses in the speech to emphasise a point, making eye contact with your audience, showing confidence, referring to points rather than recitation and using a humour to engage the audience. Ask students to demonstrate these tips to improve their confidence to speak in public.

Step 5: Allow learners to give comments on how effectively the tips of delivery have been demonstrated by their colleagues in step 4 above.

Synthesis: Recap the concepts of delivering a speech. Ask learners to give several tips they can apply to effectively deliver a speech.

Assessment

1. Identify four tips for delivering a speech effectively and explain how they improve the quality of a speech.

2. Explain why it is important to understand your audience before you can know the kind of humour to use in speech.

Expected response for assessment

1. Confidence-makes the audience to believe you and to feel that you know what you are saying. Referring to short points rather than reading entire speech – increases eye contact with audience. Using humour –this keeps the audience engaged and interested, good way to avoid boredom.
2. It is important to understand your audience before you know the kind of humour to use in a speech. This is because humour used will depend on the type of audience. Some jokes could offend people of a certain age, ethnicity, sex or profession.

5.1.5 Delivering the speech (Class presentations)

Lesson 6

Student's Book page 78-79

Learning objectives

By the end of this lesson:

- The learner should know the tips for delivering a speech effectively.
- The learner should have the ability to deliver a speech in public with confidence.

Introduction

Review the previous lesson on speech delivery as the last step in the speech writing and delivery process. Ask learners to identify tips learnt in the previous lesson such as showing passion and confidence, keeping eye contact and avoiding monotonous recitation. This lesson is designed to allow students put into practise the tips for speech delivery to enable them develop the ability to deliver a speech with confidence in public.

Teaching and learning resources: Internet, Student's Books, writing board

Learning activities/Teaching steps

Step 1: Let learners present short speeches that were written and ask them to apply the steps of speech delivery they have been taught. Let them answer question 4, Activity 3 on page 79 of the Student's Book.

Remind learners to do the following in their delivery of the speech:

Start off with a captivating question, anecdote or personal story to get their attention, show passion and confidence, maintain eye contact, avoid monotonous recitation speak clearly and audibly, avoid speaking too rapidly and employ pauses in the speech

to emphasise a point, or allow the audience to react to an anecdote or joke, do not fidget or make other nervous gestures with your hands, and never pocket, try to be natural, don't rush through the presentation, do not speak for too long, if you are nervous, do not apologise, engage your audience by asking a question or posing a problem, don't read your speech word for word, use humour to engage the audience, make the speech personal by drawing on your own experiences and show enthusiasm throughout the delivery.

Step 2: Ask learners to use the following assessment guide on a scale of 1 to 5 for each subsection to assess other learners' speeches as they deliver them. Remind them to make short notes about each presentation based on the guidelines for discussion after each presentation. Let them answer question 5, Activity 3 on page 79 of the Student's book.

NAME OF STUDENT: _____

TITLE OF SPEECH: _____

Aspect	Comments	1	2	3	4	5
Introduction						
Salutations						
Grabs attention						
Content Body						
Flow of information						
Organisation of facts						
Suitability of content						
Voice						
Voice quality (pitch, tone and pace, pronunciation of words)						
Avoiding monotonous recitation						
Use of gestures						
Maintaining eye contact						
Conclusion						
Effectiveness of strategies used						

Synthesis: Recap the steps involved in speech writing and delivery process. Let learners explain the process with examples where necessary.

Assessment

1. Identify three ways you could use body movements to improve the effectiveness of a speech delivery.
2. Explain three things that reduce the effectiveness of a speech.

Expected responses for assessment

1. Maintain eye contact, do not fidget or make other nervous gestures with your hands and never pocket, be natural and face the audience.
2. Rushing through the speech, speaking for too long, telling the audience that you are nervous, reading the speech word by word and showing enthusiasm throughout the delivery

5.1.6 Principles of speech writing

Lesson 7

Student's Book page 78-79

Learning objective

At the end of this lesson, the learner should be able to identify principles of speech writing.

Introduction

Begin the lesson by asking students to suggest some of the things they feel one should do or not do when writing a speech. This activity seeks to acquaint students with the principles of speech writing that they can apply in developing effective speeches.

Teaching and learning resources: Internet, Student's Books, writing board

Learning activities/Teaching steps

Step 1: Ask learners to suggest some of the things they think one should do or not do when writing a speech. This activity tests whether the students can apply the knowledge they have acquired so far to build some principles of speech writing.

Step 2: Discuss with the students principles of speech writing that should guide a speechwriter in choice of content and style: Start by explaining some of the 'dos' such as; use of quotes and humorous anecdotes to add spice to a speech, use statistics moderately, use short sentences, use contractions such as "I'm" instead of "I am" and use facts which are right and based on proper research.

Step 3: Give examples of 'dos' by referring to some of the good speeches you collected as teaching aids for classroom demonstration.

Step 4: Discuss with the students some of the important things that should be avoided during speech writing such as do not use ideas into a speech, unnecessary repetition, big words that you would not use when talking to someone, sexist language such as chairman, policeman or workman, do not make jokes that attack people's personal lives, religious or ethnic groupings

Step 5: Let learners work and improve their speeches using the principles you have discussed. Ask some of them to share with the class the improvements they have been able to make on their written speeches with reference to the principles learnt in class.

Step 6: Let learners answer question 6, Activity 3 on page 69 of the Student’s Book.

Step 7: Explain to the learners things they should avoid when writing a speech such as the following.

Use contractions such as “I’m” instead of “I am” “we’re” instead of “we are.” These make the speech to sound conversational and friendly in tone. Avoid big words that you would not use when talking to someone. These might make the speech difficult to understand and thus annoying to audience. Simplify your speech during writing by going back and looking for words you can remove. Such words make the speech seem disorganised and unnecessarily long or repetitive. Use gender-sensitive language and avoid gender-specific terms, for example, policeman or workman. These words stress one gender and exclude the other. Instead use gender-neutral words (police officer).

Synthesis: Recap the principles of speech writing. Ask learners to mention at least 3 principles and explain why they are necessary during the speech writing process.

Assessment

1. Identify sources you can rely on to do a proper research and get facts for your speech.
2. Why do you think it is important to simplify your speech during the writing process by going back and looking for words you can remove?

Expected responses to assessment

1. The internet, newspapers, government publications and records, books, encyclopaedias and interviews with people knowledgeable about your topic
2. To avoid repetition, make the speech easier to understand by all in the audience, avoid a lengthy speech – people dislike long, boring speeches and avoid potentially offensive statements.

5.2 Elements required for a public speech

Lesson 8

Student’s Book page 79-85

Learning objective

At the end of this lesson, the learner should be able to explain the elements required for a public speech.

Introduction

Review the previous lesson on principles of speech writing. Start the lesson by asking learners to explain why it is important to know the kind of audience who will listen to the speech, how one can develop positive thoughts about the speech delivery, how one can ensure that the audience trusts them, how one should check the technology to be

used during speech delivery, and what one can do to portray a confident image. This exercise will orient the students towards understanding of the elements required for a public speech.

Teaching and learning resources: Student's Books, writing board

Learning activities/Teaching steps

Step 1: Let learners explain why it is important to be aware of the kind of audience that will listen to the speech, how one can develop positive thoughts about the speech delivery, how one can ensure that audience trusts them, how one should check the technology to be used during speech delivery and what one can do to portray a confident image.

Step 2: Describe the importance of knowing the audience of your speech. Explain the fact that knowing the audience helps one to know what information to include in a speech, how to express it most effectively and to determine the tone, content and language so that the message is appropriate.

Step 3: Ask learners to identify different types of audiences and explain how they would affect the delivery of a speech. Let the students identify the kinds of audience that would require formal or informal tone, humorous or serious style.

Step 4: Explain to the learners that positive preparation is important for the successful delivery of a speech. Explain that preparation for a speech includes doing the following; developing an eagerness to share knowledge, familiarising with the presentation setting, practising for the speech delivery, believing in one's ability and using positive self-talk to inspire oneself.

Step 5: Discuss with the learners why it is important for a speaker to establish credibility by earning the audience's trust and respect. Ask students to identify what would make them feel confident about a speaker if they were part of the audience. Guide the learners to do Activity 1 on page 80 of the Student's Book in pairs. This activity enables learners to acquire the following competences: co-operation, communication skills, lifelong learning and critical thinking.

Step 6: Explain the importance of confidence during a speech delivery. Emphasise the fact that the more the speaker knows about content, the less nervous he/she will be.

Step 7: Explain the importance of having solid content. This means that the speech must have content that is simple and appropriate for the audience, and which is not too loaded with information and statistics as to bore the audience.

Step 8: Explain the importance of testing technological gadgets used in a speech such as microphones and projectors and preparing for any technological hitches. Ask the students to suggest some of the technological hitches that could occur and mess up a speech.

Step 9: Let learners attempt Activity 2 and 3 on page 71 of the Student's Book in pairs. Ask them to write brief notes from their discussions. These activities enable learners

to acquire the following competences: co-operation, communication skills, lifelong learning and critical thinking.

Synthesis: Review the elements, required for a public speech. Ensure learners understand each element and can give an explanation on at least three elements.

Assessment

1. Why is confidence an important part of successful speech delivery?
2. Suggest three things a speaker could do to prepare for any technological hitches that might occur during speech delivery.

Expected response for assessment

1. The more you know your content, the less nervous you will be. Confidence tells the audience that you know what you are saying and they are likely to listen. Confidence enables a speaker to be enthusiastic and passionate in the delivery. Confidence enables a speaker to shift focus and worry from him/herself (self-consciousness) and instead focus on building a warm relationship with the audience. Lack of confidence may lead to a blank mind because the speaker will have so many competing thoughts about themselves. Lack of confidence leads to wandering mind, making the speaker to go off course and talk irrelevant things. Confidence allows the speaker to remain calm, cool and collected even when things go wrong during the speech. The audience will be attracted to a confident speaker and cannot take the speaker seriously unless he//she believes in him/herself. Lack of confidence shows through nervousness, which to the audience indicates either you are lying or not sure of what you intend to communicate.
2. Ensure you have hardcopy notes to refer to if PowerPoint presentation fails. Have a discussion to engage the audience in case there is an interruption such as power failure. Arrive early to make sure that any equipment you will use is in good working condition. If you are going to use your laptop, check that it is working and that the presentation was saved and opens. Be familiar with your speech so that should technology fail, you can continue without being disoriented.

Answers to Activity 1 (page 80)

1. You will need to have background information about the audience, such as how much do they know about the subject so that you don't bore them with the obvious. Knowing your kind of audience enables you to determine how much background information to provide for your speech, which terms to define or explain, and which kind of tone to use, whether an official or familiar tone.
2. If your audience is sceptical about the topic of your speech, you have to convince them that your views have merit and are worth listening to. You will need to be persuasive, and to look for examples and evidence that can help to convince the audience. As much as possible, cite your sources of information to make it credible, and speak with confidence to win their trust.

3. An informal tone tends to be appealing to a younger audience. If they are your peers, you may use a more personal tone. If you are their senior, you need to sound sure of yourself. If you are addressing your superiors, you will need to adopt a highly respectful tone.

Answers to Activity 2 (page 81)

1. If you plan to use PowerPoint, test all audio-visual equipment and have a backup plan for delivering the presentation if things fail. If you plan to use a video, ensure it can play. Practise how to make any adjustments to the equipments before the presentation.
2. This entails putting aside the worries about the possibilities of what could go wrong and instead thinking about the positives. It thus involves believing in one's ability, and using positive self-talk to inspire oneself, such as saying, 'I can do it', 'this is my chance to shine', 'this is going to be a great speech'.
3. Your credibility as a speaker will depend on your trustworthiness and competence. If you are well organised, appear attractive and are dynamic, you are likely to be seen as credible. If the audience believes that you are a competent speaker and capable of creating meaningful arguments and sound reasoning, then you will be seen as credible.

Answers to Activity 3 (page 81)

'An ideal I am prepared to die for', by Nelson Mandela. Audience - courtroom, occasion - his release from jail, content – addressing social injustices and apartheid, outcome - gave rise to equal rights to both whites and blacks.

'I have a dream' by Martin Luther King Jr. Audience - people gathered outside the Lincoln Memorial, occasion - march on Washington for jobs and freedom, content -end to racism, equal civil and economic rights to all Americans, outcome-equality, brought together prominent civic leaders to press the U.S. A. government for equal rights to both whites and blacks.

5.3 Characteristics of a good speaker

Lesson 9

Student's Book page 86-88

Learning objective

At the end of this lesson, the learner should be able to explain the characteristics of a good speaker.

Introduction

Review the previous lesson on elements required for a public speech. Present some recorded videos of audios of well delivered speeches. Let the students watch the

videos or listen to the audios and identify characteristics of the speakers that they found striking and appealing. This activity will enable the learners to appreciate the characteristics of a good speaker.

Teaching and learning resources: Videos or sample of speeches, internet, Student's Books, writing board

Learning activities/Teaching steps

Step 1: Collect some recorded videos or audios of well delivered speeches. A good example would be '*I have a Dream*' by Martin Luther King Jr. Let the learners watch or listen to the videos and audio recordings. Ask them to identify good characteristics they admired about the speaker.

Step 2: Let the learners carry out Activity 1 on page 86 of the Student's Book in pairs. This activity enhances the following competences: critical thinking, co-operation, communication skills, lifelong learning and research and problem solving.

Step 3: Discuss with the students various characteristics of a good speaker such as confidence, passionate, humorous, knowledgeable, organised, sincere, resourceful, a good storyteller, maintains good eye contact and has an effective voice.

Step 4: Enable learners to attempt Activity 2 on page 87 of the Student's Book in groups. This activity enables learners to acquire the following competences: critical thinking, co-operation, communication skills, creativity and innovation, research and problem solving.

Step 5: Let learners carry out Activity 3 on page 87 of the Student's Book in pairs. This activity enhances the following competences: co-operation, communication skills, research and problem solving, creativity and innovation, lifelong learning and critical thinking.

Step 6: Guide learners to undertake Activity 4 on page 88 of the Student's Book in groups. This activity enables the development of the following competences: co-operation, lifelong learning, critical thinking, creativity and innovation and communication skills.

Step 7: Let learners carry out a project on speech delivery. Ask them to look for a powerful speech from a renowned speaker. They should do this in 3 teams. They should read the speech and deliver it well by utilising knowledge on speech delivery, and apply the characteristics of a good speaker and elements required for public speaking. Each team to deliver the speech in class.

Synthesis: Recap the characteristics of a good speaker. Ask learners to give a brief explanation on at least five characteristics of a good speaker.

Assessment

1. Why do you think it is important to use humour in a speech?
2. Why would a speech by an orator be more effective than the exact same speech by an ordinary speaker?
3. Evaluate the strengths and weaknesses witnessed during speech delivery.

Expected response to assessment

1. The various barriers such as age, ethnicity, gender, belief or class can be broken by humour because people like to laugh. Humour makes the audience to relax and be more willing to listen, draws attention of the audience and makes them alert, makes presentation lively and interesting and releases tension.
2. Orators speak with passion and creativity, and masterfully craft their speech to offer an inspiring experience. They are more effective because the audience finds them convincing, credible, and inspiring.
3. Some strengths include; confidence, humour, ability to engage audience through provoking questions, using real-life examples, varying speed and tone of voice. Some weaknesses include; reading a speech word for word, use of monotonous tone, not looking at the audience, using a low voice, shaking hands and voice, stuttering, giving a long speech and apologising for being nervous.

Answers to Activity 1 (page 86)

1. It is important for self-confidence and helps one to develop communication skills and be confident and comfortable around other people. A successful person has to interact with many people and if they do not have good public speaking skills, they may experience awkward moments and make embarrassing remarks. It is difficult to be successful without influencing other people's thoughts.
2. An orator is more than just a speaker because they speak with passion and creativity, and masterfully craft their speech to offer an inspiring experience. An orator seeks to convince the audience of something, rather than simply informing or entertaining them. Therefore, they are great and eloquent speakers.
3. Barack Obama, Martin Luther King Jr., Nelson Mandela, Mahatma Gandhi, Malcolm X, and Fidel Castro.
4. Passion, humour, inspiration and confidence

Answers to Activity 2 (page 87)

1. Know what you are going to say, practise and rehearse well before the speech, focus on your audience, before the speech, try to relax and calm yourself, look confident during the presentation and maintain eye contact with individuals in the audience.
2. Open with a joke to start off the speech on a good note. This lightens the mood in the room and helps everyone to relax. To be effective with the use of humour, know the approximate age of your audience and their general interests. Ensure that your humour doesn't offend or attack the audience. Don't use humour that isolates and targets a segment of the audience. Avoid profanity and taboo subjects such as politics, religion, race or sex. Use humour effectively and make sure it is relevant to your speech topic.

3. Ensure learners are able to deliver a speech with confidence, can use humour effectively and are passionate about what they are talking about.
4. Ensure learners have selected a person who is an effective speaker based on the qualities they exhibit during speech delivery. The speeches should also be memorable.

Answers to Activity 3 (page 87)

1. The internet, library, government publications, United Nations publications, government ministry officers, NGOs and civil society organisations.
2. Students should demonstrate that they are aware of the various media for presentation such as presenting using short notes for reference, flip charts and PowerPoint presentations that include pictures for illustration and graphs for statistical information.
3. Accept correct points in responses to the topic chosen by learners.

Answers to Activity 4 (page 88)

1. To prepare them for the interview, guide them through a role play in class to dramatise the interview situation. This will enable learners to interview other students on the questions given and record their responses.
2. Learners can present their information in form of a graph, pie chart or filling in of questionnaires they had developed before the survey.
3. A good speaker is confident, maintains good eye contact, is humorous, passionate, sincere, resourceful, knowledgeable, organised and has an effective voice.
4. Assess the effectiveness of the learners putting into practise the characteristics of a good speaker.
5. Not preparing enough, failure to familiarise oneself with the venue or public speaking props, ignoring your audience, using ineffective visuals, speaking incoherently, showing lack of dynamism, avoiding eye contact with the audience, speaking with low energy, not practising enough, being too formal or serious, presenting too much material, rushing through the speech, not knowing your audience, over-dependence of visuals, not having clear points, not having the timing right, failure to have a 'plan b', inappropriate use of humour and having non-functioning equipment
6. Adequate preparation, adding humour to the speech, familiarising oneself with the audience and public speaking props, having a 'plan b' in case the first plan fail, maintaining good eye contact with the audience, using effective visuals, speaking audibly and coherently, speaking with a lot of energy, presenting material that is not too little neither too much for the audience, having clear points for the speech, checking on equipment used during the speech and ensuring they are functioning

5.4 Impact of communication on international relations and co-operation

Lesson 10

Student's Book page 88-91

Learning objective

By the end of this lesson, the learner should be able to explain how communication has impacted on international relations and co-operation.

Introduction

Review the previous lesson on the characteristics of a good speaker. Ask learners to describe the developments that have been witnessed as a result of access to mobile phones, the media and use of the internet in the country. This will give the students a good basis for understanding the impact of communication on international relations and co-operation. Students will learn to appreciate the impact of communication on international relations.

Teaching and learning resources: Internet, Student's Book, writing board

Learning activities/Teaching steps

Step 1: Let learners undertake Activity 1 on page 88 of the Student's Book in pairs. This activity enhances the following competences: communication skills, co-operation, critical thinking and lifelong learning.

Step 2: Ask learners to explain what they understand by international relations and co-operation. This means interactions or relations between nations, in several ways including foreign policies, politics, commerce, communication, social interaction, as well through non-state actors, such as the United Nations (UN), the International Monetary Fund (IMF), the World Bank Group, and Amnesty International.

Step 3: Discuss with the learners how communication has impacted international relations and co-operation.

Step 4: Let learners attempt Activity 2 on page 89 of the Student's Book in groups. This activity enhances the following competences: co-operation, communication skills, research and problem solving, lifelong learning and critical thinking.

Step 5: Let learners attempt Activity 3 on page 89 of the Student's Book in groups. This activity enhances the following competences: co-operation, communication skills, research and problem solving and critical thinking.

Step 6: Let learners carry out Activity 4 on page 89 of the Student's Book in pairs. This activity enhances communication skills, co-operation, research and problem solving, critical thinking and lifelong learning competences.

Step 7: Guide learners to carry out Activity 5 on page 90 of the Student's Book in groups. This activity enhances the following competences: research and problem solving, co-operation, communication skills, lifelong learning and critical thinking.

Step 8: Let learners carry out activities 6 and 7 on page 90 and 91 of the Student's Book respectively in pairs. This activity enhances the following competences: co-operation, communication skills, critical thinking, ICT and digital competences, research and problem solving.

Synthesis: Recap the impact of communication on international relations and co-operation. Enquire from the learners whether there are concepts they have not understood well and explain them once more.

Assessment

1. Examine how ICT has played a major role in improving international relations and co-operation among world nations.

Expected answers

Answers to Activity 1 (page 88)

Mobile phones have led to increased use of the internet. Thus, many people can now access information services to get local and international news and download entertainment content such as music. People nowadays use mobile money to pay their bills, buy goods and make payments. Rwandans can now conveniently bank through mobile phones using mobile money transfer services that enable people to transfer money between accounts, withdraw cash and pay bills.

Interaction with other people living abroad is now more frequent, convenient and popular through mobile phones and applications. This has led to increased social interaction and enabled people to refresh and extend friendships. Rwandans have access to a steady flow of information and updates through the media. Mass media has also promoted a global sporting culture. Modern media has been used to promote music that does not only provide entertainment, but includes marketing and selling of culture, lifestyle and products. Official government information is communicated using the Internet to communicate with the people. This is done through institutional websites such as Irembo or social media such as Twitter and Facebook. Citizens are also more able to express their opinion on political and socio-economic matters through sites such as are Igihe, Umuseke and Igitondo.

Answers to Activity 2 (page 89)

Global media has increased awareness on various conflicts leading to international response, such as the war in Syria. It has been responsible for reporting on famines or other national disasters leading to international response in terms of relief. It has led to increased awareness on Human Rights abuse around the world, leading to interventions by the international community. The Internet has increased access to information on issues that we face such as the environment, poverty, famine and terrorism. This has enabled the international community to share information rapidly and address these issues and problems through a united approach. Mobile phones have been used to capture and communicate information on several issues such as health as

was the case during the Ebola epidemic, erupting conflicts around the world, and acts of terrorism. This has been an effective way of creating awareness, sharing information and improving response by the international community.

Answers to Activity 3 (page 89)

It facilitates a global two-way flow of information between citizens of different countries as well government agencies. Due to ICT, there is a rapid and easy transfer of information, science, technology and ideas from the industrialised world to the developing and less developed world. This has led to increased co-operation in research between states, as well as co-operation on projects and programmes. Integration of ICT with business processes has given rise to e-commerce and other e-services that are global in nature. ICT has increased globalisation and the interaction of people worldwide. Through ICT, people from different countries can now collaborate at work using computers, emails, networks and teleconferencing. ICT has been critical for international collaboration in responding to emergency health situations and diseases such as Ebola, cholera, and HIV and AIDS. This has involved international interaction and co-operation.

Answers to Activity 4 (page 89)

1. The United Nations (UN) Conference on the Human Environment (1972) was held to talk about problems of the human environment. It led to the establishment of the United Nations Environment Programme (UNEP). The United Nations Conference on Environment and Development (1992) held in Rio de Janeiro led to a worldwide plan of action to promote sustainable development and produced principles to support sustainable management of forests worldwide and combat desertification. The Convention on the Elimination of All Forms of Discrimination against Women (1979) came up with resolutions to eliminate discrimination against women in various spheres of life. The Convention on the Rights of the Child (1989) came up with resolutions to ensure that children were protected against exploitation and harm. The International Convention on the Elimination of All Forms of Racial Discrimination (1965), required states to eliminate racial discrimination in all its forms. The Convention on the Rights of Persons with Disabilities (2006) required states to ensure that persons with disabilities have a right to education without discrimination and that they have access to an inclusive education system at all levels. The African Union Convention for the Protection and Assistance of Internally Displaced Persons in Africa (Kampala), 2009- requires states to provide internally displaced persons with timely and adequate humanitarian assistance, including food, water, shelter, health services, and education
2. Such gatherings have enabled nations to work together and co-operate in political matters, international relations, peace keeping efforts, combating spread of diseases, promoting trade and communications within countries and addressing problems highlighted during the conventions.

Answers to Activity 5 (page 90)

1. Communication is a primary strategy used in conflict resolution and peace building. Conflict resolution relies on skilful communication and diplomacy. Conflicts experienced in different countries have compelled world leaders to come together and work on resolution strategies. The conflict resolution process requires international co-operation to either enforce or support cessation of hostilities. Through effective communication, parties in conflict are able to understand the current situation, think about the repercussions of their actions and appreciate each other's point of view.
2. The African Union serves to promote regional security and integration, as well as to promote economic, social, and political relations of African states. The AU has also managed to increase accountability and transparency in governance through measures such as the AU Convention on Preventing and Combating Corruption (2003) and the African Charter on Democracy, Elections, and Governance (2007). ECOWAS has had active involvement in peacekeeping during the Liberia and Sierra Leone conflicts. IGAD has been active in coordinating efforts to promote peace in Sudan and Somalia, and in combating terrorism. The EAC has increased trade, expanded markets, strengthened security and participated in conflict resolution in the region. The bloc has facilitated free movement of people within the region. The EAC has promoted co-operation among member States in political, economic, social and cultural fields, research and technology, defence, security and legal affairs.

These regional organisations reduce the risk of conflict because of interdependence and build of trust and co-operation among nations.

Answers to Activity 6 (page 90)

1. The use of social media has led to increased communication thus improving co-operation on global issues. Platforms such as Facebook, Twitter and WhatsApp enable people who live in different parts of the world to communicate interactively and share news, social events, information, entertainment and cultural content.
2. The media has enabled people to challenge Human Rights violations by exposing cases. This is done as news articles or as features and documentaries. The media has enhanced international relations in the world by allowing citizens of different parts of the world to interact. The media also markets and publicises international conferences and meetings that bring together individuals from different parts of the world.

Answers to Activity 7 (page 91)

1. There is rapid and easy transfer of information, science, technology and ideas from the industrialised world to the rest of the world. International conferences and conventions have provided opportunities for people from different countries around the world to interact, communicate and deliberate on international issues

of common concern and negotiate for common understanding. Communication is an important factor in the peace-building process, and in seeking a world of lasting peace. Communication has been critical for international collaboration in combating diseases such as Ebola, cholera, and even HIV and AIDS.

2. Learners will research and find out the impact of communication on co-operation and international relations between Rwanda and other countries in the world in areas such as trade, education, peace, environment, economic co-operation, health and sustainable development.

5.5 Using technology (PowerPoint) to make effective presentations

Lesson 11

Student's Book 91-93

Learning objective

By the end of this lesson, the learner should be able to explain how to make a good presentation using ICT.

Introduction

Review the previous lesson on impact of communication on international relations and co-operation. Prepare a demonstration of a good PowerPoint presentation to help learners appreciate the usefulness of this medium of presentation. Ask learners to give feedback on what they find appealing about the PowerPoint presentation and what they have observed from the presentation that makes it an effective mode of delivering content.

Teaching and learning resources: Sample PowerPoint presentations, internet, Student's Book, computer, writing board

Learning activities/Teaching steps

Step 1: Demonstrate the use of PowerPoint in the classroom. Prepare a PowerPoint presentation on a relevant topic. Use pictures and other graphics and animations if possible.

Step 2: Let the learners give feedback on what they found appealing about the PowerPoint presentation and what makes it effective mode of delivering content.

Step 3: Let learners attempt Activity 1 on page 91 of the Student's Book. This activity enhances the following competences: lifelong learning and critical thinking.

Step 4: Explain what PowerPoint is and how one can use the programme to make effective presentations:

Step 5: Discuss with the students ways of enhancing PowerPoint presentations. Guide them through Activity 2 on page 92 of the Student's Book in groups. This activity

enhances the following competences: co-operation, communication skills, creativity and innovation, lifelong learning and critical thinking. Assist learners as they prepare PowerPoint slides to ensure that they use minimal text and include pictures, images and graphs to the content.

Step 6: Explain to the learners how to make an effective PowerPoint presentation.

Step 7: Let learners make a presentation of the PowerPoint slides they prepared in Activity 3 on page 93 of the Student's Book. Give the learners time to present and give their reactions/feedback on the presentation of each group. This activity enhances the following competences: co-operation, communication skills, creativity and innovation, lifelong learning and critical thinking.

Synthesis: Review on the process of making effective presentations using PowerPoint. Explain the process once more for areas where learner's may be having difficulties understanding.

Assessment

1. What makes it easy for the audience to follow PowerPoint presentations?
2. Explain what one can do to make PowerPoint presentation interesting and engaging.

Expected responses for assessment

1. PowerPoint slides are generally easier to see by a large audience when projected than other visual aids. PowerPoint presentation gives one the advantage of combining both audio and visual aspects, making it easier for the audience to understand.
2. Making a presentation without looking at the PowerPoint slides each time. PowerPoint should be used as a prompt, and not to be read word for word. The speaker can refer to speaker's notes that the audience cannot see to explain visuals and brief points on the slide. Use bullet points for important information and expand on it while presenting instead of writing a long paragraph and reading it word for word.

Answers to Activity 1 (page 91)

1. Yes or no depending on whether a learner has used the programme.
2. It displays the content in a logical way, it enables the use of graphics, images, display of statistical data which makes a presentation interesting.
3. Graphs, pie charts, photographs

Answers to Activity 2 (page 93)

1. Avoid fonts that are too decorative (calligraphy) because they are hard to read, put dark text on a light background, align your text to the left or right as centred text looks messy, minimise the amount of text on slides and present it in a bulleted list, have uniform backgrounds, colours and have only one or two types

of fonts for all slides, avoid fancy animations and flying text for professional and academic presentations and there should be less text, and maximum use of graphics in presentations.

PowerPoint presentations are colourful and attractive, they are easy to modify, and edit, they make it easy to present and maintain eye contact with a big audience, the slides are generally easier to see by a large audience when projected than other visual aids and gives one the advantage of combining both audio and visual aspects, making it easier to understand for audience.

2. Learners to prepare effective PowerPoint slides, using the steps identified on page 80-81 of the Student's Book.

Answers to Activity 3 (page 93)

1. Learners to make an effective presentation of slides prepared in Activity 2

END OF UNIT

Summary of the unit

The major objectives of this unit were that learners should be able to: explain the process of writing a good speech; explain the characteristics of a good speaker; understand the elements of a public speech such as context, the audience and the occasion; and explain how communication has impacted on international relations and co-operation. Through the various learning activities in this unit, students were given a chance to practically learn how to plan, write, prepare and deliver a good speech. To enhance their understanding of effective speeches, they also learnt about characteristics of good speakers and principles of speech writing. They also learnt how communication has impacted international relations and co-operation and the use of technology (PowerPoint) to make effective presentations. Thus, having been exposed to the content and learning activities, the learners should be able to speak in public with confidence, show continual desire to speak effectively in public and develop and make powerful PowerPoint presentations.

Additional information for the teacher

A speech consists of three parts, an introduction or an opening, the body (where the most information is given) and a summary or ending. The first seconds of your speech are very critical because you must capture the attention of the audience and ensure they gain interest in what you have to say in your speech. This can be done by having a good introduction to the speech. You can start with an inspirational quote or a true story. A real-life story enables you to engage the audience at an emotional level. Once the attention of the audience is gained, your speech should shift seamlessly to the middle part. To build the body of your speech, highlight a series of points that you would like to make. Organise the points in such a way that related points follow one another. In this way, each point builds upon the previous one, giving your speech a more logical progression and making it easy for the listener to follow. The conclusion

should eloquently summarise the points you made in the body of your speech. The conclusion can also be used to challenge your audience to take action on your ideas. Once you have created a speech outline, the opening, body and conclusion, you can now draft your speech. This can be done by adding flesh to your outline and create a first draft of the speech. Simply take each element of the outline and apply your creative writing to convert the outline into a speech. Use your own voice and feel free to change things as you move on. When you are done with your first draft, take a rest from the speech and put it away for a while, then go back and make improvements on the drafts. As you improve your drafts, spice your speech by asking rhetorical questions in a way that attracts your listeners' attention. This can be done by adding one or two personal experiences and anecdotes to help you connect with the audience and use good quotes to keep the audience captivated.

End of unit assessment

In a class discussion, do a recap of what learners have learnt in this unit. Clarify what learners may have a problem with. Explain the concepts once more for them to understand. Let learners attempt the end of unit assessment exercise on page 83 of the Student's Book.

Answers to Assessment Exercise 5.0 (page 93)

1. i) Planning a speech

- a) The occasion - plan for the occasion
- b) The theme - identify the single most important idea, theme or message you want to convey in your speech
- c) The audience - write what you know about the person or people related to the speech

ii) Writing the speech

- a) Speech structure –structure the speech into an introduction or an opening, the body where the most information is given, and an ending (or summary).
 - b) Outline- create an outline or skeleton upon which you will add the flesh of your speech.
 - c) Drafts - once the framework is ready, add flesh to your outline and create a first draft of the speech.
 - d) Feedback - get some feedback on your draft speech from other people.
 - e) Final version- prepare the final version of your speech that will be delivered.
2. Confident, passionate, humorous, knowledgeable, a good storyteller, has an effective voice, maintains eye contact.
3. In the introduction, the topic and the main points of the speech are stated. This is where the speaker says what he/she is going to speak about. In the body,

each point is presented in detail. The body is the longest of the three parts. The conclusion summarises the main points of the speech, and the speaker emphasises what he/she wants the audience to remember.

4. Practice, you need to spend some time practising before delivering your presentation. To make your presentation interesting and engaging, present as if there was no PowerPoint. Do not read from your slides verbatim. Remove unnecessary sounds and visuals that distract the audience such as transition animations, clip art, sound effects, and cluttered templates. Presentations should be short. Try to inspire your audience by being enthusiastic and remind your audience of key points at the end of the presentation
5. Understanding the purpose of the speech enables one to determine the content of your speech, the tone, and expectations of the audience and engage in proper research for content. Understanding the audience allows the speaker to engage the audience better and to know what is appropriate or inappropriate. Understanding the public speaking venue allows the speaker to know what devices will be available for use and what is necessary to carry along. It also ensures that the speaker is prepared for the speaking experience and will not face any surprises that could throw him/her off balance.
7. Communication at the global level has removed technological, economic, political, and cultural boundaries. The international media, and the Internet have made it easy for us to communicate with other people all over the world. Advances in communication have played a major role in the internationalisation and liberalisation of economic activities. The traditional geographical barriers and challenges caused by differences in time zones have been removed by the rapid development of information communication. Due to ICT, there is increased co-operation in research between states, as well as co-operation on projects and programmes of scientific nature. Communication has been critical for international collaboration in combating diseases and addressing global problems.
8. PowerPoint presentations are easy to create, and have colourful, attractive designs on the templates. Compared to other visual aids, such as charts, PowerPoints are easy to modify, and edit. They make it easy to present and maintain eye contact. PowerPoint slides are generally easier to see by a large audience when projected than other visual aids, and they give one on advantage of combining both audio and visual aspects, making it easier to understand for audience.

Remedial activity: Discuss what you find appealing in a speech and what you dislike. Give reasons for your answers.

Extended activity: Explain the characteristics you would like to see in a speaker who is delivering a speech.

How to manage money

Student's Book page 95-112

6.1: Key unit competence: The student should be able to manage money as an individual, family and society member

6.2: Prerequisites of this unit

Link this unit to the topic on Savings and Investment in Entrepreneurship and Debts in Economics. Knowledge that learners have acquired in these topics will enable them grasp some of the concepts in this unit such as saving, investment, debt and debt management.

6.3: Cross cutting issues to be addressed

Inclusive education: Explain to the learners that all people need to set aside some money for savings and make investments. This is one of the ways of managing money and creating wealth. All learners should actively participate in the teaching and learning process despite their different abilities. Let them carry out all the activities in this unit.

6.4: Generic competences

i) Co-operation and communication skills

These competences are developed when learners carry out learning activities in groups, pairs or in class (teamwork). They should collaborate among themselves and provide their appropriate answers to activity questions in pairs, groups or as a whole class. Co-operation and communication skills are developed in the following when learners give their responses in form of essays, writing articles to the local daily, giving oral presentations. Such activities include in the Student's Book include the following; Activity 1 on page 95, Activity 3 on page 96, Activity 2 on page 97, Activity 1 on page 97, Activity 2 on page 98, Activity 1 on page 99

ii) Research and problem solving

This competence is enhanced when learners carry out research on types of investments and associated risks, how corporate bonds are traded in the Rwanda Stock Exchange or any other security exchange markets. Research can be carried out in the libraries or from internet sources. There are a number of activities in this unit which are meant to introduce learners to the world of researching

information in their school libraries and also the internet sources. Such activities in the Student's Book include the following; Activity 2 on page 97, Activity 2 on page 98, Activity 4 on page 102, Activity 2 on page 109 and Activity 2 on page 111.

iii) Creativity and innovation

This competence is enhanced when learners write an essay and an article to the editor of a local daily. Learners have to be creative in the way they present their views to ensure that what they wrote is informative. Such activities in the Student's Book include that in Activity 1 on page 111.

iv) Lifelong learning

This competence is enhanced when learners acquire knowledge, skills, values and attitudes that are transferable from the classroom situation to life after the classroom in the prevailing socio-economic and political environment of a country. This enables learners to transfer, and apply what they have learnt in their lives now and many years to come. Such activities in the Student's Book include the following; Activity 1 on page 95, Activity 2 on page 96, Activity 1 on page 96, Activity 3 on page 99, Activity 2 on page 100, Activity 4 on page 102, Activity 1 on page 104, Activity 4 on page 108

v) Critical thinking

This competence is enhanced when learners think critically and are able to reason before giving their responses to questions provided in the various learning activities in this unit. Such activities in the Student's Book include the following; Activity 1 on page 95, Activity 2 on page 96, Activity 1 on page 96, Activity 3 on page 99, Activity 2 on page 100, Activity 3 on page 101, Activity 5 on page 103, Activity 1 on page 104

6.5: Vocabulary or keywords or concepts

Saving, investment, risks, rewards, securities, borrowing, debt

6.6: Guidance on the problem statement

Learners are expected to carry out the first Activity on page 95 of the Student's Book. This activity enables learners to conceptualise the concept of saving and investment and differentiate these two concepts in the in the process of wealth creation. There is need for the learners to appreciate the link between saving and investment in the process of wealth creation in any economy such as Rwanda. Learner's should also identify reasons for borrowing money.

6.7: Attention to learners with special needs

In this unit, give attention to learners with special needs by doing the following:

a) For learners with hearing impairments

- Ensure such learners have hearing aids. You can liaise with the administrative staff, their parents or guardians for the acquisition of such equipment.
- Talk louder in class for such learners to hear properly. Put more emphasis on stimulus variation modes such as body movements in class, facial expression, use of hands to express an issue and other appropriate stimulus variation modes and use sign language.
- Use face to face instructional approach when conducting classroom presentation and always maintain close eye contact with such learners.
- Speak louder using simple and clear facial expressions. At times, sentences or words should be repeated for these learners to effectively hear and understand.
- Such learners should be organised to sit in front of the classroom.
- These learners should be given more time to express themselves during class discussion and presentation.
- Write down summary key notes on the chalkboard/ whiteboard for the benefit of such learners.
- Discourage noise making in class as too much noise will distract these learners.

b) For learners with visual impairments

- Books and printed materials for such learners should be of high quality and large print layout.
- The teacher's chalkboard/whiteboard writings should be large enough to be legible to those who are partially blind.
- These learners should be given more time to read, take notes or write. For individual assignment, they need more time to complete or accomplish their tasks.
- In class organisation, these learners should be encouraged to sit in front of the classroom.
- Braille should be offered for reading and writing purposes. Other tactile materials should also be availed to such learners with special educational needs.

c) For learners with physical impairments

- In classroom organisation, these learners should sit in a comfortable position.
- In group discussion or presentation, other learners should form groups around them.
- Those learners without one or both arms / hands should be allowed to audio-record or audio-document the activities in this unit. They are allowed to use

- tape recorders or other electronic recording equipment when giving their responses for questions that need them to write something lengthy.
- Extra time should be given to them to complete the activity tasks.
 - If there are academic outings to interview resource persons in the community regarding specific issues mentioned in the activities of this unit, prior arrangement should be made to ensure they get there safely and comfortably.

6.8: List of lessons: 7

Lesson Number	Lesson Title
1	The link between saving and investment
2	Personal reasons for investing rather than saving
3	Impact of saving and investment on wealth creation
4	The risks and rewards of various forms of investment
5	The risks and rewards of various forms of investment Differences between savings with a bank and other forms of investments
6	Borrowing
7	Debt Impact of too much debt on family members, society and national economy

LESSON DEVELOPMENT

6.1 The link between saving and investment

Lesson 1

Student's Book page 95-96

Learning objectives

By the end of this lesson, the learner should be able to:

- Differentiate between saving and investment.
- Identify several ways of saving money for future use.

Introduction

Let learners carry out Activity 1 on page 95 of the Student's Book. This activity will enable learners understand the meaning of the two concepts; saving and investment and relate saving to investment. Learners should identify different ways of saving money for future use and suggest possible ways in which a person may invest in the country.

Teaching and learning aids: Student's Book, the Internet, writing board, finance journals.

Learning activities/Teaching steps

Step 1: Let the learners carry out Activity 1 on page 95 of the Student's Book in pairs. Ensure each pair of students writes some brief notes for presentation in class. This activity enables learners to acquire the following competences: cooperation, communication skills, lifelong learning and critical thinking.

Step 2: Ask each pair to present the key points from their discussions. Let other students react to the presentation. Allow as many pairs as possible to present.

Step 3: Explain the concepts of saving and investment. Ensure learners understand the differences between the two terms and can provide examples of each.

Step 4: Let learners attempt Activity 2 on page 96 of the Student's Book individually. This activity enables learners to acquire the following competences: entrepreneurship and business development, lifelong learning and critical thinking.

Step 5: At the end of the activity allow several students to make presentations in class. Thereafter, explain, clarify, and summarise answers to the activity questions.

Step 6: In a class discussion, let learners give their individual responses to the questions asked in Activity 2.

Step 7: Let learners carry out Activity 3 on page 96 of the Student's Book in groups. Ensure all learners participate in the group discussion. The following competences are enhanced in this activity: lifelong learning, entrepreneurship and business development, co-operation, communication skills and critical thinking.

Synthesis: Recap the concepts of savings and investments and the link between them. Ask the learners questions to find out if the concepts have been well understood. For areas that learners are having difficulties, explain them one more time before giving an assessment exercise.

Assessment

1. **Discuss why increasing rates of inflation reduce the value of savings in savings accounts of commercial banks in Rwanda.**

Rise in prices of goods and services reduces the value of the amount of money saved. Therefore, people will spend more money on goods and services to meet their needs and keep some little money for savings

2. **Poverty arises because people do not have a saving culture. Evaluate this statement.**

Positive saving culture enhances wealth creation as the money is used to make investments. Negative saving culture is a recipe for poverty.

3. **Explain reasons which motivate people to save part of their income.**

To achieve their short term, medium term and long term financial goals. To meet unexpected emergencies e.g. health problems. To invest in profitable ventures and old age security (pension fund).

4. **Wealth creation process starts with little savings that finally accumulate into bigger amounts which may be accessed for investment purposes. Explain this statement.**

Saving is an avenue for making investment from the small accumulation of savings. The total amount of income consumed without any effort to save some money implies that there is no wealth creation.

Expected answers

Answers to Activity 1 (page 95)

1. a) Part of the income earned by individuals which is not spent on the acquisition of goods and services or the money kept by individuals or business organisations in a savings account or the extra amount of money that remains after individuals or business organisations have met all financial obligations.
b) Investment is the acquisition of additional assets that can create wealth.
2. Saving is putting aside part of the income earned by individuals or business organisations in a savings account. Investment is using the amount of money saved to put up or purchase valuable assets which not only appreciate in value, but also grow income in perpetuity. Therefore, investment is the transformation of savings into productive assets capable of yielding income.

Answers to Activity 2 (page 96)

1. Commercial banks, co-operative banks, development banks, micro-finance institutions and saccos
2. Let learners describe their future financial goals.
3. Make a budget to limit spending and save some money. Make a saving plan to save money on regular basis. Commit the employer to effect statutory deductions to a savings account or commit your bank to issue a standing order on your current account to a savings account. Avoid impulse purchases and extravagant spending by using a budget. Buying from the cheapest sources. Set target goals to be achieved in the short-term, medium-term and long-term time frame. Record and track all your expenditures and travel using the cheapest means of transport.
4. **Short-term goals** (less than 1 year): These are goals which individuals or organisations attain, achieve or accomplish in the near future. **Medium-term goals** (over one year but less than ten years): The goals are attained in a period of over three years but less than ten years' time span. **Long-term goals** (over ten years): These goals are to be accomplished in a period of over ten years.

Answers to Activity 3 (page 96)

1. Politically stability and robust good governance with a clear and focused vision
Flexible currency exchange rate system. Improved infrastructural development

Relatively stable inflation. There is rapidly growing and accessible market due to the geographical location of Rwanda, a growing middle class citizenry and the membership of Rwanda to the East African Common Market and Customs Union.

2. The wealth creation process starts with saving. The motive of saving money is to use the amount saved to invest. The amount saved is later converted into income generating assets. The key resources in the process of carrying out investment come from the amount of income saved.
3. The higher the rate of interest on saving, the more the amount of saving and subsequently, the higher the level of investment. The type of savings account (eg. A fixed deposit account retains the amount saved for long period hence the investment is long-term. The savings account is flexible and tends to increase the level of investment).

6.2 Personal reasons for investing rather than saving

Lesson 2

Student's Book page 96-97

Learning objectives

At the end of this lesson, the learner should be able to:

- Defend personal reasons for investing rather than saving.
- Justify why investing is better than saving.

Introduction

Review the previous lesson on the link between saving and investment. Ask learners to give their personal opinions on why it is proper to invest rather than save.

Teaching and learning resources: Internet, writing board, Student's Book, finance journals

Learning activities/Teaching steps

Step 1: Give the learners 15 minutes to carry out Activity 1 on pages 86 of the Student's Book individually. This activity will enable learners to apply skills in critical thinking to come up with suggestions that may be used to reduce poverty and create wealth in sub-Saharan Africa.

Step 2: At the end of the fifteen minutes, let learners make presentations in class. Thereafter, take a lead to explain, clarify, and summarise answers to the activity questions.

Step 3: Explain to the learners why investing is better than saving money in the savings accounts of financial institutions.

Step 4: Let learners carry out Activity 2 on page 87 of the Student's Book in groups.

Help learners organise for an interview with a resource person who has successfully invested. This activity enables learners to acquire the following competences: co-operation, communication skills, research and problem solving, lifelong learning and critical thinking.

Conclusion: Recap the main reason for investing rather than saving. Engage learners in a question and answer session to establish whether the objectives of the lesson have satisfactorily been achieved. For the areas that learners are having difficulties, explain them one more time before giving an assessment exercise.

Assessment

1. Assume that you have been in paid employment for nine years and you have saved Rwf16 million. You are keen to invest this money.
 - i) What type of business will you invest this money in?
 - ii) Give any three justifications for investing in the type of business identified in question (i).
 - iii) Explain any three challenges you are likely to experience in carrying out the business venture.
 - iv) Suggest possible ways of overcoming these challenges.

Expected answers

Answers to Activity 1 (page 96)

Improving structures of governance. Increased domestic savings to boost investments. Create supportive investment climate in the economy. Promote productive and sustainable agriculture. Initiate government co-ordinated poverty reduction strategies. Improve infrastructure. Promote business training and mentorship in business start-ups. Promote entrepreneurship skills by introducing entrepreneurship education across all levels of education and training curriculums. Promote regional peace and stability. Prudent public finance management (accountability and transparency in the way of managing public finances) and encourage foreign direct investments.

Answers to Activity 2 (page 97)

1. Own savings accumulated over a time, borrowing from financial institutions and savings and credit co-operative societies and private equity fund financial support.
2. To gain greater value for their money (to overcome inflationary tendencies), for the value of asset investment appreciation, for a strong financial security and to ascertain a higher rate of return than saving deposits.
3. From close friends, professionally qualified financial consultants and credit lending institutions.

6.3 Impact of saving and investment on wealth creation

Lesson 3

Student's Book page 97-99

Learning objectives

At the end of this lesson, the learner should be able to:

- Explain the role of saving in securing one's future.
- Explain the impact of saving and investment on wealth creation.

Introduction

Review the previous lesson on personal reasons for investing rather than saving. Ask learners to carry out Activity 1 on page 97 of the Student's Book in pairs. This activity enables learners to understand fully the role of saving in securing one's future.

Teaching and learning resources: Writing board, Student's Book.

Learning activities/Teaching steps

Step 1: Let learners carry out Activity 1 on page 97 of the Student's Book in pairs. Ensure that each pair of students discusses and writes summary notes on answers to the question. This activity enables learners to acquire the following competences: co-operation, communication skills, lifelong learning and critical thinking.

Step 2: Let each pair make presentations in class. Thereafter, take a lead to explain, clarify, and summarise answers to the activity questions.

Step 3: Explain to the learners how personal wealth is created, the justification for wealth creation and link the process of wealth creation to the short-term and long-term goals of individuals and business organisations.

Step 4: Let learners attempt Activity 2 on page 98 of the Student's Book in groups. Ensure all learners participate in the group research and answer the questions. Research can be done from the internet, finance journals or books. This activity enables learners to acquire the following competences: co-operation, communication skills, research and problem solving, lifelong learning and critical thinking.

Step 5: After learners have finished the group research, allow them to make a presentation of their findings in class. As they give their answers, add correct responses where possible.

Step 6: Let learners read the case study on pages 98 and 99 of the Student's Book and attempt Activity 3 on page 99 of the Student's Book. This activity enables learners to acquire the following competences: lifelong learning and critical thinking.

Conclusion: Discuss the impact of saving and investment on wealth creation. Engage learners in question and answer session to establish whether they have understood the impacts. Hint on the next lesson topic on the risks and rewards of various forms of

investment. Ask the learners questions to find out if the concepts have been understood well. For the areas that learners are having difficulties, explain them one more time before giving an assessment exercise.

Assessment

1. **Identify some long-term investments goals prevalent in Rwanda.**

Real Estate establishment for commercial purposes, long term government and corporate bonds.

2. **What influences the decision of investors in deciding on types of investments?**

Rates of return, rate of interest on invested capital and risks involved in the types of investments

Expected answers

Answers to Activity 1 (page 97)

Build wealth so that one becomes financially secure in the future. Enable one to deal effectively with emergency cases eg meeting one's unexpected medical expenses. To meet the educational needs of one's children and to live a comfortable life after retirement.

Answers to Activity 2 (page 98)

1. The following investments that are considered highly risky in Rwanda.

Investment in corporate bonds, the mining sector, dairy farming, energy sector, construction and real estate, small scale manufacturing industries (metal and wood products), tourism and hospitality and some form of agricultural processing (sorghum milling, fruit processing, poultry feed processing)

The following investments are considered less risky. Small businesses such as shops and supermarket, salon, barbershop, small-scale farming.

2. Investment in some corporate bonds which may be recalled, some require a huge capital like dairy farming and investment in the energy, construction and mining sectors, the nature of some business is seasonal line investing in agriculture and tourism and hospitality industries.

Answers to Activity 3 (page 99)

1. Umerenge SACCOs, initiatives of a wide range of financial institutions such as COOPE ikungga, USAID Ejo Heza programme initiative, Association of Micro-finance Institution in Rwanda (AMIR), Village Savings and Loan Groups (VSLs) and Rwanda National Investment Trust Iterambere Fund (an initiative of the Government of the Republic of Rwanda whose objective is to promote the culture of saving among the Rwandan people).

2. The stakeholders have managed to educate people on the importance of saving, people have gained knowledge in financial matters and have opened accounts in various financial institutions to save money, people have invested the money saved in various business ventures for wealth creation.

3. **Agriculture:** food processing, soya bean production, water purification and bottling, horticultural products, value addition in agricultural products. **Tourism and hospitality:** setting up or providing services to tourist resorts, lodges, motels, hotels or guest houses, supplying fresh food products. **Internet and communication service:** internet café businesses, computer software and hardware sales, computer training, setting up and providing internet service. **Construction and real estate:** house construction, sale of construction equipment. **Small scale manufacturing industries:** sewing and tailoring, printing and typesetting, furniture making, soap making. **Trade:** wholesale and retail businesses, bakeries, transport. **Energy:** solar energy products. **Education:** providing education and training in private institutions.

6.4 The risks and rewards of various forms of investment (1)

Lesson 4

Student's Book page 99-101

Learning objectives

At the end of this lesson, the learner should be able to identify types of possible risks and rewards of various forms of investment.

Introduction

Review the previous lesson on the impact of saving and investment on wealth creation. Ask learners carry out Activity 1 on page 99 of the Student's Book in pairs. This activity introduces learners to the possible risks associated with investments in Rwanda.

Teaching and learning resources: Writing board, Student's Book, finance journals, resource person

Learning activities/Teaching steps

Step 1: Let learners carry out Activity 1 on page 99 of the Student's Book in pairs. Ensure that each pair discusses and write summary notes on answers to the questions in this activity. This activity enables learners to acquire the following competences: co-operation, communication skills, lifelong learning and critical thinking.

Step 2: At the end of the discussion, let each pair make a presentations in class. Make an overview presentation of the activity by explaining the possible risks an investor may expect in the country.

Step 3: Explain to the learners how one can invest in real estate in the country. Let them understand the different types of real estate, that is, commercial and residential real estate.

Step 4: Learners to carry out Activity 2 on page 100 of the Student's Book in groups. This activity enables learners to acquire the following competences: co-operation,

communication skills, research and problem solving, lifelong learning and critical thinking.

Step 5: Discuss with the learners the rewards and risks associated with investing in real estate.

Step 6: Learners to attempt Activity 3 on page 101 of the Student's Book in pairs. This activity enhances the following competences: research and problem solving, communication skills, co-operation, critical thinking, entrepreneurship and business development.

Conclusion: Recap the risks and rewards of real estate investments. Engage learners in a question and answer session to establish whether they have understood them. For the areas that learners are having difficulties, explain them one more time before giving an assessment exercise.

Assessment

1. **What are the risks involved in investment in the tourist sector in Rwanda?**
Political insecurity arising out of internecine conflicts in the Great Lakes Region, challenges of infrastructure e.g. poor road networks, risks of internal tension in Rwanda and high rate of interest charged by credit lending institutions.

Expected answers

Answers to Activity 1 (page 99)

Risks associated with transportation of raw materials as well as finished products to world markets. Political risks associated with unstable regimes in Burundi and DR Congo, falling prices of agriculturally-based products in world markets, market competition with public sector enterprises.

Answers to Activity 2 (page 100)

Stability of profitability earnings over a long period of time, the debt burden of a property investment, financial strength of a property, overpricing or under-pricing of a property, the strength of earnings per share of investment and the quality of a property in its location.

Answers to Activity 3 (page 101)

1. Inflation
2. Unreliability of rent rates over a time, expected time span of returns to investment, the time expected for the completion of construction, vandalism or destruction during political violence, demographic changes which may affect clientele, loss of rent arising from increasing unemployment rates, risk of liquidation of property (property may be sold at very low real market value), inflationary costs during construction, risk associated with the quality of the construction process

Possible solutions to curb risks associated with real estate investment in Rwanda.

Proper identification and comprehension of expected risks, monitoring and assessment of risks from time to time, professional construction budget preparation and control mechanism, follow professional construction (civil and structural) practices, supervise the quality of the construction materials, effective supervision and management during construction, follow technical and legal expertise during construction, proper cost estimation using professional quantity surveying and adhere to the professional risk management techniques.

6.5 The difference between savings with a bank and other forms of investments

Lesson 5

Student's Book page 101-104

Learning objectives

At the end of this lesson, the learner should be able to:

- Identify risks and rewards of various forms of investment.
- Explain the differences between savings with a bank and other forms of investments.

Introduction

Review the previous lesson on risks and rewards of real estate investments. Ask learners give the meaning of the terms corporate bond and government bond. This can best be done by explaining what happens at the Rwanda Stock Exchange Market.

Teaching and learning resources: Internet, writing board, finance journals, newspaper articles on money matters, Student's Book, resource person

Learning activities/Teaching steps

Step 1: Explain to the learners what corporate bonds are and the three different categories of corporate bonds.

Step 2: Discuss with the learners the rewards and risks associated with investing with corporate bonds.

Step 3: Learners to undertake Activity 4 on pages 102 of the Student's Book in pairs. This activity will enable learners understand what goes on at the Rwanda Stock Exchange market. This activity enables learners to acquire the following competences: co-operation, communication skills, research and problem solving, lifelong learning and critical thinking

Step 4: Explain the meaning of government securities and give examples of those traded in the Rwanda Stock Exchange market.

Step 5: Discuss with the learners the rewards and risks of investing in government bonds.

Step 6: Guide learners in carrying out Activity 5 on page 103 of the Student's Book in groups. This activity enhances the following competences: co-operation, communication skills, research and problem solving, entrepreneurship and business development, lifelong learning and critical thinking.

Step 7: Explain the differences between savings with a bank and other forms of investments. Let learners carry out Activity 1 on page 104 of the Student's Book in groups. This activity enhances the following competences: communication skills, co-operation, lifelong learning and critical thinking.

Conclusion: Discuss with the learners the risks and rewards of investing in corporate and government bonds and the differences between savings with a bank and other forms of investments. Engage learners in question and answer session to establish whether the objectives of the lesson have satisfactorily been achieved. For the areas that learners are having difficulties, explain them one more time before giving an assessment exercise.

Assessment

1. **Examine Rwanda's corporate bond market with regards to its attractiveness.**

Rwanda's economy is currently booming and corporate bond market is a more profitable avenue of investment. It is also a stable economy receiving financial support from foreign investors.

Expected answers

Answers to Activity 4 (page 102)

Trading hours at the stock market begin at 9.00 am and end at 12.00 pm.

1. Crystal Telecom, Bralirwa, Nation Media Group, Equity Bank, Kenya Commercial Bank and Bank of Kigali
2. These corporations have been registering high corporate profits; paying high rate of dividends to their shareholders over the years and hence attracting more corporate bond investors than other corporations. They regulate their share prices by manipulating the law of demand and supply through policies such as **stock buybacks** (where the companies purchase their own shares at the prevailing market rates to decrease their existing stocks in the stock exchange market and ultimately resulting in higher prices per share). The future prospects of these companies are promising and provide confidence to their bond investors in the market and at the same time attract foreign investors. The laws of demand and supply in the stock exchange market tend to reward these corporations which are well managed and highly profitable. These corporations are doing business in the high performing sectors of the country's economy.
3. Monitoring trends of economic cycles (economic boom, economic downturn, economic recession and economic recovery). Some investors, who are ignorant of trends of economic cycles, may buy corporate bonds at high prices during times of economic boom. They later panic when the economy is in recession and

sell their corporate bonds at lower prices. Therefore, they lose value for their investment in corporate bonds. Spreading their corporate bond investments in different corporations to minimise possible risks. Regularly monitoring industrial and corporations to predict economic variables at play and their effects on the value of their corporate bonds. Investing in corporate bond investments with different maturity dates.

Answers to Activity 5 (page 103)

1. Government bonds are secure, they yield attractive interest on investment, they can be easily converted into cash in the stock market if an investor wants his or her money before the maturity date.

2. Starting a business/starting agri-business

Rewards: Growing personal wealth rather than making money for another person as an employee. A lucrative source of income which may be more than salaries/ wages as rewards to paid employment. Becoming financially independent through self-employment. Self-fulfilment and satisfaction if the business succeeds. Following your passion rather than other people's passion in growing their income.

Risks: Competition from other businesses selling similar products or services, lack of experience/ knowledge in the business operation, inadequate knowledge of the market, economies of scale dynamics, lack of customer loyalty/goodwill, underestimation of the amount of starting the business and losing lifetime savings if the business fails

Mutual fund/money market fund

A mutual fund is a form of investment vehicle that pools money from several investors into one professionally managed investment. The raised capital is invested in a variety of stocks, bonds and other debt instruments to earn higher returns to the shareholders. Examples of Mutual Funds in Rwanda include Rwanda Diaspora Mutual Fund, Global Diaspora Mutual Fund and Mutual Health Insurance Fund. Money market fund is a mutual fund that carries out investments in short-term debt instruments such as treasury bills and corporate bonds.

Rewards: Diversification of investments in a variety of bonds, stocks and other debt instruments provide a hedge against risks. There is transparency and accountability in the investments of mutual funds. Mutual funds are professionally managed. Investments in mutual funds are easily liquidated. There is no liability in the investments of mutual funds. There is safety in investing in mutual funds. Investments in mutual funds are not easily eroded by inflation and are highly yielding.

Risks: Market dynamics risk (market risks). Liquidity risk (especially when the potential investors are few. Credit risk (when the mutual fund cannot pay back the investments). Interest rate risk (resulting from changes in the interest rate). Political risk when there is political instability or bad governance. Currency risk (if the investment is denominated in the currency of a developing economy).

Answers to Activity 1 (page 104)

When saving with a bank, the saver earns interest whereas in investing, the investor earns income from the yields of investment. The amount earned from saving with a bank is likely to be less than the amount earned from investing. The amount of savings is likely to lose value due to inflation whereas the amount of income derived from investing tends to gain value above inflation.

6.6 Borrowing

Lesson 6

Student's Book page 104-108

Learning objectives

At the end of this lesson, the learner should be able to:

- State reasons why individuals, corporations and governments borrow money.
- Appreciate the sources and reasons for borrowing.
- Explain the advantages and disadvantages of borrowing.
- Analyse the rights and responsibilities of a borrower.

Introduction

Review the previous lesson on the differences between savings with a bank and other forms of investments. Introduce learners to the concept of borrowing and ask them why individuals, corporations or governments borrow funds.

Teaching and learning resources: Student's Book, resource person, finance journals.

Learning activities/Teaching steps

Step 1: Ask learners what they understand by the term borrowing. In a question and answer session, let learners give their definition and add the correct responses where possible.

Step 2: Discuss with the learners the advantages of borrowing. Ensure all learners are able to contribute meaningfully to the discussion.

Step 3: Let learners attempt Activity 1 and 2 on page 104 and 105 of the Student's Book in pairs. These activity enhances the following competences: co-operation, communication skills, critical thinking and lifelong learning.

Step 4: Discuss with the learners the disadvantages of borrowing. Ensure all learners participate in the discussion.

Step 5: Learners to attempt Activity 3 on page 106 of the Student's Book in groups. This activity enhances the following competences: co-operation, communication skills, critical thinking and lifelong learning.

Step 6: Explain to the learners the rights and responsibilities of a borrower (debtor). They should understand that when a borrower has carried out his or her responsibilities fully, he or she may be considered creditworthy.

Step 7: Learners to carry out Activity 4 on page 108 of the Student’s Book in groups. Organise for the learners to carry out the field activity, seek permission from the relevant authorities. Help learners identify the respective financial institutions where they can carry out the activity. These activities enhances the following competences; research and problem solving, lifelong learning, cooperation, communication skills and critical thinking.

Synthesis: Recap on reasons for borrowing, sources of borrowing and rights and responsibilities of a borrower. Ask the learners questions to find out if the concepts have been well understood. For the areas that learners are having difficulties, explain them one more time before giving an assessment exercise.

Assessment

1. Enumerate the rights and responsibilities of a borrower.

Expected answers

Answers to Activity 1 (page 104)

1. To build or purchase a personal assets such as a house or a piece of land. To educate children or for self-education. To meet emergency obligations such as unexpected medical expenses or car accidents. To acquire more investments to increase the flow of income. To purchase essential personal items such as a car.
2. **Individuals:** Family members and relatives, financial institutions and savings and credit cooperative societies (SACCOs).
Corporations: Financial institutions, other corporations, shareholders in the form of Initial Public Offer(shares), members of the public(debentures) and corporate bonds.
The government: From the members of the public and corporations through issuance of debt instruments (treasury bills and treasury bonds) and from foreigners through issuance of foreign debt instrument (sovereign bonds).
3. Time taken to repay the money, exact date for repayment, discuss other options that the friend may take, give an amount of money you can afford to lose because some friends may fail to repay.

Answers to Activity 2 (page 104)

Refer to the Student’s Book page 104.

Answers to Activity 3 (page 106)

1. Refer to the Student’s Book page 106.
2. Borrowing from financial institution. This is because financial institutions are legally mandated to loan funds. Large amounts of money may be obtained from such institutions than from friends. There is collateral security attached to loans borrowed. Financial institutions usually offer low interest rate than those which may be charged by friends. Documentations processes of loan application legally bind the borrower. The creditworthiness of a borrower may be improved if repayment is successful.

3. There is always need to provide satisfactory proof on the intended purpose of credit. This may hinder some people from borrowing. There is too much critical assessment on the purpose of credit. Family, friends and social groups critically assess the character of the borrower. Individuals who spend money extravagantly may not easily be advanced credit. Borrowing from friends, family and social groups is limited especially in poor economies where a greater proportion of the population lives in poverty. Borrowing from friends and family is replete with disagreements. Some family members fail to repay debts and this causes friction or conflicts.

Answers to Activity 4 (page 108)

1. The capacity of the borrower to generate sufficient cash to adequately service the loan from a borrower's businesses, cash flow generation from assets, borrowers liquidity from investments or assets. The collateral security offered to secure the loan. The borrower's capital base (the net worth of the borrower's businesses or investment). The business environmental conditions existing within and outside the business. The character of the borrower, for example, record of past loan repayments, trustworthiness, prudent management and use of funds.
2. Foreclosure of a house in case of a mortgage, property may be repossessed by the bank, businesses may go under receivership by the bank. Debts rescheduling to allow borrowers pay their debts on new favourable terms and conditions, private debt collection agencies have been appointed by financial institutions to assist in the recovery of debt, using guarantors to recover the debt of defaulters, listing defaulters with the Credit Reference Bureau (CRB).
3. The creditworthiness of the borrower. The financial capacity of the borrower to repay. The purpose of the borrowing. The character of the borrower, that is, trustworthiness, prudent management of funds, responsibility.

6.7 Debt

6.8 Impact of too much debt on family members, society and national economy

Lesson 7

Student's Book page 108-111

Learning objectives

At the end of this lesson, the learner should be able to:

- Explain the different types of debts.
- Suggest ways of managing personal debt.
- State the criteria to judge a good debt from a bad debt.
- Explain the importance of debt management.
- Assess the impact of too much debt on individuals, families and society.

- Suggest measures to reduce debt.

Introduction

Review the previous lesson on advantages and disadvantages of borrowing and rights and responsibilities of a borrower. Ask learners to explain the concept of debt, different reasons why people incur debt and the criteria used to judge a good debt and a bad debt. This will enable learners prepare well for the lesson.

Teaching and learning resources: Writing board, Student's Book, resource person, finance journals

Learning activities/Teaching steps

Step 1: Discuss with the learners the concept of debt. Ensure learners understand that people take debts to fulfil their needs or grow their personal wealth.

Step 2: Let learners attempt Activity 1 on page 108 of the Student's Book in pairs. This activity enhances the following competences: co-operation, communication skills, critical thinking and lifelong learning.

Step 3: Explain to the learners the different types of debts that people incur. Give examples to the learners so that they understand.

Step 4: Learners to undertake Activity 2 on page 109 of the Student's Book in groups. The activity enhances the following competences: co-operation, communication skills, critical thinking and lifelong learning.

Step 5: Explain the concept of debt management to the learners. Let learners undertake Activity 3 on page 109 of the Student's Book in pairs. This activity enhances the following competences: co-operation, communication, critical thinking and lifelong learning.

Step 6: Discuss with the learners using a question and answer session on how an individual can manage personal debt.

Step 7: Learners to carry out Activity 4 on page 110 of the Student's Book in groups. This activity enhances the following competences: lifelong learning, co-operation, communication skills and critical thinking.

Step 8: Discuss with the learners the impact of too much debt on family members and the society. Let learners undertake Activity 1 on page 111 of the Student's Book in groups. The following competences are enhanced: co-operation, communication skills, lifelong learning, critical thinking, creativity and innovation.

Step 9: Discuss the impact of too much debt on the national economy with the learners. Let learners tackle Activity 2 on page 111 in groups. This activity enables learners to acquire the following competences: co-operation, communication skills, research and problem solving, creativity and innovation, lifelong learning and critical thinking.

Synthesis: Recap the concepts on debt, debt management and impact of debt. Ask learners questions to find out if the concepts have been well understood.

For the areas that learners are having difficulties, explain them one more time before giving an assessment exercise.

Assessment

Identify the consequences of getting into too much debt.

Expected answers

Answers to Activity 1 (page 108)

1. To get higher education, to buy or build a house, to start a business, poor money management, overspending beyond one's limit, gambling habits, limited savings, medical emergencies, loss of employment, underemployment, to make investments, poor budget management, insufficient incomes to meet financial obligations, addictive consumption of certain goods.
2. A **good debt** is a debt that increases the wealth of a borrower in the long-term period. Examples of good debts include a mortgage, borrowing to invest in real estate and borrowed loans to start a business. A **bad debt** is a form of debt that does not grow wealth or add value to the existing wealth. Instead, bad debts decrease the wealth of a person or organisation. It includes debts incurred to purchase luxury goods or expensive cars, clothes, settlement of court cases and loans to finance political campaigns.

Criteria: Impact on financial position (a bad debt reduces the financial position of a borrower whereas a good debt strengthen the financial position of a borrower). Reasons for borrowing (a bad debt has no clear specific reasons for borrowing whereas a good debt has clear and specific reasons for borrowing). Mode of repayment (a bad debt is repaid under difficulties whereas a good debt is easily repayable)

3. Reduce credit card expenditures, avoid expenses on luxury goods and services, avoid borrowing money to service another loan, assess the risks involved before going for a loan and seek advice from professional financial consultants.

Answers to Activity 2 (page 109)

1. Bank loan, student loan, credit card debt, hire purchase debt, salary advance, public debt, loan shark debt
2. Bank loan, loan shark debt, hire purchase debt, salary advance
3. The Rwandan economy is growing (expanding) rapidly. There is a rapidly growing number of middle class citizens. Many Rwandans are embracing higher education. Many businesses in Rwanda are being started and others are expanding due to the growth of the economy.

Answers to Activity 3 (page 109)

Refer to the Student's Book page 109.

Answers to Activity 4 (page 110)

Too much debt may lead individuals to bankruptcy. Individuals with too much debt may have their property and belongings auctioned in case they fail to repay their debts. These may leave families without a home or offices to conduct their business. Persons heavily in debt may become easy prey to financial scammers or may easily be snared by con people. This increases their debt and they incur financial losses. Too much debt may lead individuals to engage in criminal activities to meet their financial obligations. Individuals who are in deep debt may resort to alcoholism and drug abuse, to switch their minds off the debts.

Measures include;

- Prepare a budget to follow
- Recognize needs
- Learn to live on what you earn vs wants rather what you are used too.
- Start saving early.

Answers to Activity 1 (page 111)

1. Bankruptcy among individuals, businesses may collapse, individuals may lose their property in case of auctions, drug abuse.
2. The following should be contained in the letter.

Always prepare a budget. Manage your budgetary allocation prudently. Seek financial advice from professional financial consultants. Sell off non-performing property. Buy from the cheapest source. Have a shopping list to avoid impulse purchases. Carry out window shopping regularly to identify cheaper sources of products. Pay utility bills on time to avoid attracting penalty fees. Limit the credit card use. Avoid credit purchases. Your expenditures should always be less than income (living within your means).

Answers to Activity 2 (page 111)

1. Budget preparation. Proper management of the budget through monitoring. Avoid living beyond one's means. Always engage part of your income to saving.
2. Increase the tax base to net more taxpayers. Boost economic growth and by facilitating the growth of lucrative sectors of the economy. Cut down government spending to reduce budgetary deficit. Promote international trade. Raise the retirement age to increase the workforce. Pursue policies of good governance and maintain political stability.
3. African countries have increasingly tapped on the sovereign bond debt market. There is lower export commodity earnings which implies there is less foreign exchange earnings. The small size of their economies raises less taxable income. Many of the African countries have embarked on mega development projects which have tapped more on foreign funding.
4. Same responses as answers for question (2).

END OF UNIT

Summary of the unit

This unit has exposed learners to the seven critical pillars in the wealth creation process. These comprise saving, investment, rewards, risks, borrowing, debt and debt management. This unit will not only make the learners appreciate gains from wealth creation but will also enable them be active participants in the wealth creation process. Therefore, in future, they are likely to embrace the desirable saving and investment culture and become responsible and successful investors in future.

Additional information for the teacher

The banking sub-sector is composed of twelve (12) commercial banks, three; (3) microfinance banks, one (1) development bank and one (1) cooperative bank. The micro-finance sub-sector has 15 limited liability Companies, 416 Umurenge SACCOs and 63 non-Umurenge SACCOs. The pension sub-sector has 1 mandatory public pension scheme (RSSB) and voluntary pension schemes: 62 complementary occupational pension schemes and personal retirement savings accounts. Insurance sub sector: 9 non-life insurers, 4 life insurers, 2 public medical insurers. Ensure learners understand the role of these financial institutions in regards to savings and making investments. Investment has a relationship with borrowing; one should not shy away from borrowing to increase their personal wealth by making investment. There is need to introduce the relationship between savings and investment in the process of wealth creation. The effect of inflation on savings and investment should be made clear to the learners. Every economy in the world has been experiencing inflationary tendencies in the price of goods and services. This has continuously weakened the purchasing power of income earned in any world economy.

End of unit assessment

In a class discussion, do a recap of what learners have learnt in this unit. Clarify what learners may have a problem with. Explain the concepts once more for them to understand. Let learners carry out the end of unit assessment exercise on page 102 of the Student's Book individually.

Answers to Assessment Exercise 6.0

1. Refer to the Student's Book page 95.
2. To meet financial goals, to invest, for security in old age, to cater for emergencies
3. High rates of inflation affect the purchasing power of goods and services.
4. Refer to the Student's Book page 99.
5. Refer to the Student's Book page 100.
6. Refer to page 101-102 of the Student's Book.
7. Treasury bills and treasury bonds.

8. Refer to the Student's Book page 104.
9. Refer to the Student's Book page 100-102.
10. Refer to the Student's Book page 109-110.

Remedial activity: Discuss five possible risks which an investor in real estate is likely to encounter in contemporary Rwanda.

Extended activity: Explain any five ways in which what you have covered in this unit will assist you in future to create your personal wealth.

Transport, employment, unemployment and their impact on the economy

Student's Book page 113-123

7.1: Key unit competence: To be able to analyse the contribution of transport and employment to the economic development.

7.2: Prerequisites of this unit

Link this topic to Transport in Geography and Employment in Economics. These topics will enable learners link concepts they have previously learnt with what they are about to learn in this unit. They will be able to understand the different modes of transport, their advantages disadvantages and the impact of transport on the economy and impact of employment in the economy.

7.3: Cross-cutting issues to be addressed

The following cross-cutting issues are addressed in this unit.

Inclusive education: All learners should actively participate in the teaching and learning process. This shows that all learners have the potential regardless of their individual abilities.

Environment and sustainability: Transport and employment have positive and negative impacts on the environment. Some means of transport directly contribute to sustainable use of the environment while others lead to degradation of the environment. Let learners understand that unemployment may lead to environmental degradation as people use the environment in an unsustainable way.

Gender: Ensure learners understand that both males and females can look for employment in any sector of the economy. There is no specific employment meant for any gender, therefore, people can seek employment in any field they are interested or have trained in.

7.4: Generic competences

i) *Co-operation and communication skills*

This is enhanced when learners discuss in groups or pairs when carrying out the activities in this unit. Such activities in the Student's Book include the following: Activity 1 on page 113, Activity 2 on page 113, Activity 3 on page

114, Activity 1 on page 115, Activity 2 on page 115, Activity 3 on page 116, Activity 4 on page 117, Activity 5 on page 117, Activity 6 on page 118, Activity 1 on page 118, Activity 2 on page 119, Activity 5 on page 121, Activity 6 on page 121, Activity 7 on page 121, Activity 1 on page 121, and Activity 2 on page 122.

ii) Creativity and innovation

This competence is enhanced when learners write an essay on the impact of unemployment in Africa. This activity is found on page 120 of the Student's Book, Activity 4. They have to creatively write an essay that is informative and educative.

iii) Research and problem solving

This is enhanced when learners conduct a research on the roles of employment in the global economy, the effects of economic recession in USA and Greece, the revolution in Tunisia, effects of immigration and consequences of being an illegal immigrant in a foreign country. Learners have to conduct a research to answer the questions. Such activities in the Student's Book include the following: Activity 1 on page 113, Activity 2 on page 113, Activity 1 on page 115, Activity 3 on page 116, Activity 6 on page 118, Activity 2 on page 119, Activity 3 on page 120, Activity 4 on page 120, Activity 5 on page 121, Activity 6 on page 121, Activity 7 on page 121, Activity 1 on page 121 and Activity 2 on page 122.

iv) Critical thinking

This is enhanced when learners have to think critically before answering questions in the activities provided in this unit. Such activities in the Student's Book include the following: Activity 1 on page 113, Activity 2 on page 113, Activity 3 on page 114, Activity 1 on page 115, Activity 2 on page 115, Activity 3 on page 116, Activity 4 on page 117, Activity 5 on page 117, Activity 6 on page 118, Activity 1 on page 118, Activity 1 on page 119, Activity 2 on page 119, Activity 3 on page 120, Activity 4 on page 120, Activity 5 on page 121, Activity 6 on page 121, Activity 7 on page 121, Activity 1 on page 121 and Activity 2 on page 122.

v) Lifelong learning

Such activities in the Student's Book include the following: Activity 1 on page 113, Activity 2 on page 113, Activity 3 on page 114, Activity 1 on page 115, Activity 2 on page 115, Activity 3 on page 116, Activity 4 on page 117, Activity 5 on page 117, Activity 6 on page 118, Activity 1 on page 118, Activity 1 on page 119, Activity 2 on page 119, Activity 3 on page 120, Activity 4 on page 120, Activity 5 on page 121, Activity 6 on page 121, Activity 7 on page 121,

Activity 1 on page 121 and Activity 2 on page 122. This is enhanced when learners acquire knowledge that is useful in their life. They are able to understand the impact of employment on the economy. This will shape them to ensure they make use of their skills in gainful employment whether self or paid.

7.5: Vocabulary

Transport, employment, unemployment, economic development, self-employment, paid employment, types of transport, infrastructure

7.6: Guidance on the problem statement

Learners to undertake the first Activity on page 113 of the Student's Book in pairs. This activity enables learners' to understand the advantages and disadvantages of different types of transport, importance of transport and the causes of unemployment. By undertaking this activity, learners will be better placed to deal with contribution of transport to the economic development of a region or locality.

7.7: Attention to learners with special needs

In this unit, give attention to learners with special needs by doing the following:

a) For learners with hearing impairments

- Ensure such learners have hearing aids. You can liaise with the administrative staff, their parents or guardians for the acquisition of such equipment.
- Talk louder in class for such learners to hear properly. Put more emphasis on stimulus variation modes such as body movements in class, facial expression, use of hands to express an issue and other appropriate stimulus variation modes and use sign language.
- Use face-to-face instructional approach when conducting classroom presentation and always maintain close eye contact with such learners.
- Speak louder using simple and clear facial expressions. At times, sentences or words should be repeated for these learners to effectively hear and understand.
- Such learners should be organised to sit in front of the classroom.
- These learners should be given more time to express themselves during class discussion and presentation.
- Write down summary key notes on the chalkboard/ whiteboard for the benefit of such learners.
- Discourage noise making in class as too much noise will destruct these learners.

b) For learners with visual impairments

- Books and printed materials for such learners should be of high quality and large print layout.

- The teacher’s chalkboard/whiteboard writings should be large enough to be legible to those who are partially blind.
- These learners should be given more time to read, take notes or write. For individual assignment, they need more time to complete or accomplish their tasks.
- In class organisation, these learners should be encouraged to sit in front of the classroom.
- Braille should be offered for reading and writing purposes. Other tactile materials should also be availed to such learners with special educational needs.

c) For learners with physical impairments

- In classroom organisation, these learners should sit in a comfortable position
- In group discussion or presentation, other learners should form groups around them.
- Those learners without one or both arms / hands should be allowed to audio-record or audio-document the activities in this unit. They are allowed to use tape recorders or other electronic recording equipment when giving their responses for questions that need them to write something lengthy.
- Extra time should be given to them to complete the activity tasks.
- If there is academic outing to interview resource persons in the community regarding specific issues mentioned in the activities of this unit, prior arrangement should be made to ensure they get there safely and comfortably.

7.8: List of lessons: 5

Lesson number	Lesson title
1	Contribution of transport to economic development
2	Impact of employment on the economy locally, nationally and globally
3	Concept of unemployment Causes of unemployment
4	Impact of unemployment on the economy locally, nationally and globally
5	Measures to reduce unemployment

LESSON DEVELOPMENT

7.1 Contribution of transport to economic development

Lesson 1

Student's Book page 113-114

Learning objectives

By the end of the lesson, a learner should be able to:

- Explain the concept of transport and transport infrastructure
- Explain the different types of transport with their respective advantages and disadvantages.
- Analyse the effects of transport on the economy.
- Recognise the contribution of transport to the economy.

Introduction

Ask learners to give an explanation of the terms transport and transport infrastructure based on what they have learnt in Geography and Economics. Display a chart showing different types of transport as you ask the learners questions over the same.

Teaching and learning resources: Pictures showing different types of transport, internet, books, writing board, Student's Book

Learning activities/Teaching steps

Step 1: Let the learners tackle Activity 1 on page 113 of the Student's Book in pairs. This activity enhances the following competences: communication skills, co-operation, critical thinking, research and problem solving.

Step 2: Discuss with the learners the meaning of the terms transport and transport infrastructure. Ensure learners understand the difference between the two concepts and can give examples.

Step 3: Guide learners in carrying out Activity 2 on page 113 of the Student's Book in groups. This activity enables learners to acquire the following competences: co-operation, communication skills, research and problem solving, lifelong learning and critical thinking.

Step 4: Let learners make a class presentation of the group findings.

Step 5: Learners to do a project research on how to improve the transport sector in Rwanda to meet the needs and challenges of the 21st Century. Let learners, in groups, present their findings in class.

Step 6: Discuss with the learners the contribution of transport to the economic development of countries. They can give examples of what has happened in the country. Ensure all learners participate in the discussion and can give valid examples when called upon.

Step 7: Ask the learners to do Activity 3 on page 114 of the Student's Book.

This activity should be done by learners in groups. This activity enhances the following competences: co-operation, communication skills, lifelong learning and critical thinking.

Synthesis: Recap the concept of transport and the contributions of transport to economic development. Ask the learners questions to find out if the concepts have been well understood. For the areas that learners are having difficulties, explain them one more time before giving an assessment exercise.

Assessment

1. **Identify problems facing transport in Rwanda.**

Increased accidents. Poor state of some roads. Limited finance to construct and maintain roads. Physical barriers like mountains and hills have made construction of roads difficult. High cost of fuel.

2. **Suggest solutions to the problems.**

Borrowing funds from international sources to fund transport development. Training in technical skills linked to the transport sector. Diversification of economic activities related to the transport sector. Rationing the available oil. Penalties on careless motorists and pedestrians.

Expected answers

Answers to Activity 1 (page 113)

- a) Carrying /movement of goods and people from one place to another
b) A system of transportation e.g. roads, railway, sea ports, airports and canals
- Goods and persons can only be moved where the infrastructure exists.
- Cost:**-it is too costly for most countries to upgrade the roads, railways, airports, ports. **Geographical location:** some countries like Uganda, Rwanda and Burundi are landlocked. Therefore, they have to incur huge costs for transporting goods through the ports of Mombasa or Dar-es-Salaam. **Political instability:** leads to insecurity and lack of infrastructural development in a country. Roads, railways, airports and ports are in deplorable conditions and money is largely spent to maintain security and little is left for development.

4. *How they have helped.*

Most of the infrastructures have led to economic development. Some railway lines are still in use today. The infrastructure opened up the interior parts of Africa hence has greatly influenced post-colonial development. Some have been instrumental in linking up African countries.

How they have caused a problem.

They were mainly concentrated in areas of high economic potential thus made the less potential areas to lag behind in development. Countries which were large tended to be favoured due to the vast resource endowment than smaller countries. This has made transportation of goods in the regions to still be in favour of the bigger states.

Answers to Activity 2 (page 113)

1. A good transport infrastructure will contribute to rapid industrialisation. Facilitate business in the country, brings about competition in the manufacture of goods hence companies pay attention to quality, influences urbanisation, attract investors to a country. Leads to a reduction in the price of goods.
2. Increased production of goods, rapid urbanisation, increased industrialisation, creation of employment, increased revenue and increased commercial activities
3. It will increase volume of goods reaching the country. It will enable the costs incurred in transportation of goods by road to reduce hence making the savings be channelled to other areas. The wear and tear on roads will reduce thus enable the country to save money used for their maintenance. Money spent on oil for the vehicles transporting goods from the two ports will reduce thus enable the country make some savings. Taxes paid to Kenya and Tanzania by Rwandan business persons will reduce substantially. The costs of goods will reduce. Delay of cargo on the roads will reduce. Goods will reach their destinations in time and damages will be minimal. Cost of fuel will substantially be lowered. Road accidents will be reduced.

Answers to Activity 3 (page 114)

1. Reduced cost of transportation of goods and people. Stimulation and expansion of industries. Increased competition in business enterprises. Encouraged economies of scale in production. Promoted agglomeration of businesses. Attracts both local and foreign investors. Increase and expansion of urbanisation. Provision of employment. Promotion of good relations with other countries hence increased trade. Boosted the tourist industry. Facilitated technological transfer with other countries.
3. Allows for free movement of goods from country to country. Allows movement of people across many countries. Enables exchange of knowledge among people of different countries. Opens resources of the country to other nations.

7.2 Impact of employment on the economy locally, nationally and globally

Lesson 2

Student's Book page 115-118

Learning objectives

By the end of the lesson, a learner should be able to:

- Distinguish self-employment from paid employment.
- Analyse the effects of employment locally, nationally and globally.
- Appreciate working for oneself vs being employed.

Introduction

Review the previous lesson on contribution of transport to economic development. Ask learners to explain the meaning of employment, self-employment and paid employment.

Teaching and learning resources: Writing board, Student's Book.

Learning activities/Teaching steps

Step 1: Ask learners to do Activity 1 on page 115 of the Student's Book in groups. Allow them ten minutes to undertake the exercise. This activity enables learners to acquire the following competences: co-operation, communication skills, research and problem solving, lifelong learning and critical thinking.

Step 2: Discuss with the learners the different categories of employment of labour, that is, paid and self-employment.

Step 3: Learners to undertake Activity 2 on page 115 of the Student's Book in pairs. This activity is found on page 103 of the Student's Book. This activity enables learners to acquire the following competences: co-operation, communication skills, lifelong learning and critical thinking.

Step 4: Discuss with the learners the impact of employment on the economy locally. Ensure learners can give examples from their locality or the district they live in.

Step 5: Let the learners carry out Activity 3 on page 116 of the Student's Book in pairs. This activity enhances the following competences: co-operation, communication skills, research and problem solving, lifelong learning and critical thinking.

Step 6: Discuss with the learners the impact of employment on the economy nationally. Engage them in a question and answer session and ensure all learners are actively participating in the discussion.

Step 7: Ask the learners to do Activity 4 on page 117 of the Student's Book in groups of five. This activity enables learners to acquire the following competences: communication skills, co-operation, lifelong learning and critical thinking.

Step 8: Discuss with the learners the impact of employment globally. Let the learners do Activity 5 in pairs. This activity is found on page 117 of the Student's Book. This activity enables learners to acquire the following competences: co-operation, communication skills, lifelong learning and critical thinking.

Step 9: Ask the learners to do Activity 6 on page 118 of the Student's Book in groups. Ensure each group presents their findings to the class. This activity enhances the following competences: research and problem solving, co-operation, communication skills, lifelong learning and critical thinking.

Synthesis: Recap the impact of unemployment on the economy. Ask the learners questions to find out if the impacts have been well understood. For the areas that learners are having difficulties, explain them one more time before giving an assessment exercise.

Assessment

1. *Distinguish self-employment from paid employment.*

Self-employment refers to the state where an individual runs a business with the intention of making a profit while paid employment is where a person is employed by somebody else, institution or organisation and receives a regular income in the form of wages or a salary after a specified period.

Expected answers

Answers to Activity 1 (page 115)

1. Teaching, trading, tailoring, farming, fishing, employment in industries, employment in the transport sector, public service and security.
2. Provision of income. Creation of employment opportunities. Reduction of poverty in society. Increased production of goods due to a steady demand. Reduced social evils e.g. theft and other crimes

Answers to Activity 2 (page 115)

1. Self-employment
2. Self-employment is the dominant type of employment in the country. A majority of the population are engaged in small-scale businesses and small-scale farming.
3. Increased funding. Increased marketing for produce/products. Expansion of the co-operative movement. Increased access to loans. Broadening of self-employment forms. Enactment of self-employment laws. Increased awareness on the importance of self-employment.

Answers to Activity 3 (page 116)

1. Improved standards of living
Increased people participation in economic development activities. Psychological satisfaction hence reduced depression and stress/good mental health. Increased interaction.
2. Varies from district to district
3. Increased awareness on importance of self-employment. Increased funding to businesses. Increased investment opportunities. Increased access to capital for businesses. Increased security to attract more investors.

Answers to Activity 4 (page 117)

1. Introducing affirmative action on employment for the youth. Encouraging the youth not to discriminate jobs. Promotion of self-employment among the youth. Provision of loans to the youth to engage in self-employment. Educating the youth on employment skills. Giving preference on some government tenders to the youth. Ensuring that people do not hold more than one job.
2. Psychological satisfaction. Prevention of brain-drain hence saving on foreign exchange. Increased revenue. Improved standards of living. Promotion of international relations.

3. People in employment, self or paid, have a source of income that they use to satisfy their basic and secondary needs. Therefore, this improves their standards of living and enables them to be active in development of their country. The country is able to collect revenue from taxes paid by the employed people which is used to fund development projects nationally and alleviate poverty.

Answers to Activity 5 (page 117)

1. Poor working conditions. Low salaries. Limited scope of professions to practise acquired knowledge and skills. Insecurity. High poverty levels in society. Political insecurity and instability in some countries.
2. Improved working conditions. Improved salaries. Enhancement of security. Increased scope for professions to practise their skills. Reduced poverty levels. Introduction of democratic rule where the rule of law is respected by all.

Answers to Activity 6 (page 118)

1. Boosting production of goods and services. Promotion of technological transfer. Job market in a country attracts labour force across the globe. Encouragement of disparities in earnings from employment in the world job market. Creation of global security hence an enabling environment for businesses. Enhanced international relations which leads to increased global trade.
2. Increased production of goods due to high demand from the global market. Increased security. Improved technical skills to match competition in the global market. Increased revenue.

7.3 Concept of Unemployment

7.4 Causes of unemployment

Lesson 3

Student's Book page 118-119

Learning objectives

By the end of the lesson, a learner should be able to:

- Explain the concept of unemployment.
- Differentiate the types of unemployment.
- Analyse the effects of unemployment on the economy.

Introduction

Review the previous lesson on impact of unemployment on the economy. Ask learners to explain what they understand by the term unemployment.

Teaching and learning resources: Internet, Student's Book, writing board

Learning activities/Teaching steps

Step 1: Explain the concept of unemployment to the learners.

Step 2: Let the learners attempt the first Activity 1 on page 118 of the Student's

Book in pairs. This activity enables learners to acquire the following competences: co-operation, communication skills, lifelong learning and critical thinking.

Step 3: Let learners undertake Activity 1 on page 118 of the Student's Book in pairs. This activity enables learners to acquire the following competences: co-operation, communication skills, lifelong learning and critical thinking.

Step 4: Discuss with the learners the causes of unemployment. Ensure all learners are able to participate meaningfully to the discussion and can give answers to questions asked.

Synthesis: Recap the concepts on unemployment and causes of unemployment. Ask the learners questions to find out if the concepts have been well understood. For the areas that learners are having difficulties, explain them one more time before giving an assessment exercise.

Assessment

Examine the causes of unemployment in Africa.

Expected answers

Answers to the first Activity 1 (page 118)

1. An unemployed person is an individual without a source of income.
2. The level of unemployment is currently high in that the rate stood at 13.2% in February 2016. It has been increasing since 2001. This is the number of the people actively looking for jobs among the country's labour force. In 2015, the unemployment rate among the youth (between 16 and 30 years) was high (3.3%) at national level; 12 % in urban areas and around 13.5% among university graduates. The rate indicates that for every 7 employed persons, there was one person unemployed. The female unemployment rate (13.6%) was higher than the male rate (12.9%) and that the urban rate (15.9%) was higher than the rural rate (12.6%). (Source: <http://tradingeconomic.com>)

Answers to the second Activity 1 (page 118)

1. Attitude change of the youth especially in the agricultural sector. Technological change. Skills mismatch and the labour market requirements. Inadequate knowledge and skills required by potential employers. Job outsourcing from other countries by some firms. Low demand for some consumer goods may force some companies to lay off workers. Some people choose not to work. Lack of active government input and facilitation. High number of primary school dropouts and low enrolment for secondary and higher education.
2. Encouraging learners to get education especially to institutions of higher learning. Develop vocational training institutions in the country that can prepare students to the needs of the current labour market. Improve the educational system to ensure learners acquire the necessary knowledge and skills required in the labour market. Encouraging diversity in the agricultural

sector to create more jobs. Providing loans for the self-employed persons and providing knowledge for people seeking capital for their businesses. Offering a combination of knowledge and skills provided in learning institutions with practical sessions and field research. Encouraging formation of industries in the rural areas. Developing skills in different capacities for the labour market.

7.5 Impact of unemployment on the economy locally, nationally and globally

Lesson 4

Student's Book page 119-121

Learning objectives

By the end of the lesson, a learner should be able to explain the impact of unemployment locally, nationally and globally.

Introduction

Review the previous lesson on concept of unemployment and causes of unemployment. Ask learners to explain some of the impacts if unemployment.

Teaching and learning resources: Student's Book, writing board

Learning activities/Teaching steps

Step 1: Let learners carry out Activity 1 on page 119 of the Student's Book individually. This activity enhances the following competences: lifelong learning and critical thinking.

Step 2: Discuss with the learners the impacts of unemployment on the economy locally.

Step 3: Learners to attempt Activity 2 on page 119 of the Student's Book in pairs. This activity enhances the following competences: co-operation, communication skills, lifelong learning and critical thinking.

Step 4: Discuss with the learners the impact of unemployment on the economy nationally. Ask them to give examples that have occurred in the country.

Step 5: Let learners attempt activities 3 and 4 on page 120 of the Student's Book. These activities enhance the following competence: critical thinking and lifelong learning.

Step 6: Discuss with the learners the impact of unemployment globally. Let them give examples that they know.

Step 7: Learners to undertake activities 5, 6 and 7 on page 121 of the Student's Book. These activities enhance the following competences: communication skills, co-operation, critical thinking, research and problem solving and lifelong learning.

Synthesis: Recap the concepts that have been taught during this lesson. Ask the

learners questions to find out if the concepts have been well understood. For the areas that learners are having difficulties, explain them one more time before giving an assessment exercise.

Assessment

Discuss the effects of unemployment locally, nationally and globally.

Expected answers

Answers to Activity 1 (page 119)

Social vices e.g. prostitution, drug and substance abuse. Increase in the rate of crime in society. Hopelessness among the population. Low standards of living. Increased poverty levels. Low demand for goods. Idleness.

Answers to Activity 2 (page 119)

Attracting more investors. Encouraging the youth to be self-employed. Encouraging the unemployed to organise themselves into groups which can be advanced loans to start income generating activities. Promotion of security to encourage investors.

Answers to Activity 3 (page 120)

Low standards of living. High crime rates. Increased social evils. Insecurity. High mortality and morbidity rates. High incident of violence. Family breakages e.g. divorce and separation will increase.

Answers to Activity 4 (page 120)

Some of the points that can be included in the essay include the following: Increased insecurity which scares away potential investors. Low purchasing power of the population which results into less demand for goods and services. High number of dependants which force people to rely on borrowing and foreign aid.

Answers to Activity 5 (page 121)

Low living standards. High levels of poverty. Strain on social services as most people are unable to afford quality services and depend largely on government assistance. Political instability e.g. collapse of governments as witnessed in Greece. Over-reliance on loans. Hopelessness in the population thus low productivity. Increase in those experiencing psychological problems e.g. stress and depression hence low productivity.

Answers to Activity 6 (page 121)

1. The revolution which was witnessed in Tunisia which led to what has been known as the Arab spring revolution due to its spread in the whole Arab world began as a result of poverty. A desperate young man, unable to make ends meet, decided to set himself ablaze. This angered the population thus the genesis of the revolution.

2. Drying up of foreign investment, depletion or exhaustion of foreign reserves, disrupted growth of inter-regional trade, decline in the size of skills of the labour force due to loss of life, refugee outflows, infrastructure destruction, trade embargos, decline in productivity and rise in cost of doing business. Reduction in GDP per capita, property ownership declines, increased demand for goods and services, high levels of unemployment and inflation rate increases.

Answers to Activity 7 (page 121)

1. Search for better paying jobs. Dissatisfaction with conditions in their countries. Frustrations caused by their undemocratic governments. Poor policies on job creation in their countries.
2. Some drown as they try to cross oceans and seas using boats. Some lack food and other essential supplies and experience ill-health or death. Some are always arrested and taken to jails. Many are often denied entry into the countries they go to and end up suffering. Some are forced to do with odd jobs to earn a living. Many, like those who go to the Arab world, are subjected to torture by employers. Some end up dying. Some work in inhuman conditions and are exploited by their employers. Those caught without permits are deported back to their countries.
3. Denial of being given a good job. Lack of work permits. Denial of some basic human rights and fundamental freedoms. Underemployment. Risk of being arrested, tried and jailed or deported thus making one to live in fear perpetually. Mistreatment by employers.

7.6 Measures to reduce unemployment

Lesson 5

Student's Book page 121-123

Learning objectives

By the end of the lesson, a learner should be able to:

- Identify measures to reduce unemployment.
- Appreciate the importance of reducing unemployment in the society.

Introduction

Review the previous lesson on impact of unemployment. Guide learners in a discussion on measures to be taken to reduce unemployment in the society.

Teaching and learning resources: Student's Book, writing board

Learning activities/Teaching steps

Step 1: Guide learners in a discussion on measures to be taken to reduce unemployment in the society.

Step 2: Ask the learners to carry out Activity 1 on page 111 of the Student's Book in groups. This activity enables learners to acquire the following competences: co-operation, communication skills, lifelong learning and critical thinking.

Step 3: Let the learners attempt Activity 2 on page 112 of the Student's Book in groups. This activity enables learners to acquire the following competences: co-operation, communication skills, research and problem solving, lifelong learning and critical thinking.

Synthesis: Recap the measures to reduce unemployment in the society. Ask the learners questions to find out if the concepts have been well understood. For the areas that learners are having difficulties, explain them one more time before giving an assessment exercise.

Assessment

How can we solve the problems of unemployment in the society?

Expected answers

Answers to Activity 1 (page 121)

1. Encouraging the use of family planning. Educating the people on the advantages of having a small family. Provision of incentives to those keeping small families. Encouraging people to abandon traditional beliefs and practices which promote large families.
2. Diversification of agricultural activities. Provision of incentives to farmers. Promotion of irrigation farming. Provision of loans to farmers. Beefing up extension services to farmers. Development of a strong co-operative movement.

Answers to Activity 2 (page 122)

1. Equips the learners with knowledge on entrepreneurship education. It enables the learner to develop entrepreneurship skills early in life. Helps the learner with skills to manage self-employment.
2. It exposes the trainees to the labour market. Enables them to develop crucial skills in the labour market. Enables them to relate what they learnt in college to the real-life situation. Instills confidence in the trainees on what is expected of them in the job market.
3. It will reduce the number of jobless people. The unemployed will be engaged in productive activity hence get an income. It will increase production thus even further create employment to more people.
4. Agricultural diversification will reduce disguised unemployment and seasonal unemployment. There will be many job opportunities. It will lead to increased production thus open the doors for more employment opportunities. It will check the problem of rural-urban migration. It will lead to increase in the number of employment avenues as more agricultural centres and industries will be opened.

- 5 Rural-urban migration. Rapid population growth. Unfavourable trade policies at the global level. Individual tastes/negative attitude of people towards some forms of employment. Use of modern technology which has reduced number of employment opportunities. Lack of technical know-how in a majority of the population.

END OF UNIT

Summary of the unit

In this unit, we have examined the issues of transport, employment, unemployment and their impact on the economy. Aside from this, the relationship between employment and unemployment vis-a-vis economic development has also taken focus. As members of the society, we should ensure that the issue of unemployment in our midst is addressed.

Additional information

The role of transportation of goods and services in any economy is of concern to world nations. Every economy in the world relies on transport and transport infrastructure to drive the economy. The more qualitative the transportation and transport infrastructure, the higher the rate of economic growth and economic development of any country. As a result, transport has been at the centre stage of government priorities of any nation.

Sea transport is the cheapest means of transporting cargo followed by rail transport. Air transport is the most expensive mode of transport. Maritime shipping nations have more gains in transport than landlocked nations such as Rwanda. The economy of Rwanda relies more on road transport compared with other nations in the East African region. Recently, Rwanda and her landlocked neighbours are planning to have a joint venture to build a modern standard gauge railway to the sea ports of maritime nations. Unemployment is increasingly becoming a serious socio-economic and political challenge to world governments. Therefore, measures to reduce unemployment play a significant role towards improving a nation's economy.

End of unit assessment

In a class discussion, do a recap of what learners have learnt in this unit. Clarify what learners may have a problem with. Explain the concepts once more for them to understand. Let learners attempt the questions on page 123 of the Student's Book individually.

Answers to assessment exercise 7.0 (page 123)

1. Transport refers to the movement of goods and people from one point to another whereas transport infrastructure refers to the system of transportation.
2. A system of transport is inextricably linked to economic development. A good transport infrastructure will stimulate economic development. The reverse holds for a poor transport infrastructure. In the modern world, countries with improved

transport infrastructure have developed more than those with a poor transport infrastructure. Therefore, transport infrastructure facilitates transportation which rapidly accelerates economic development.

3. Increased cost of road transport. Delayed arrival of goods to their destination due to the long distances to be covered. Increased prices in the goods imported due to the high taxes and other transport costs incurred. High traffic snarls due to the high presence of vehicles on roads. High wear and tear due to damaged roads which increases the maintenance costs of vehicles.
4. Disguised unemployment refers to the type of unemployment which involves many people sharing the same work that can be done by one person. Whereas frictional unemployment refers to the time lag period when workers are transiting from one job to another.
5. Whenever economies experience recession, there is usually a widespread lack of aggregate demand for goods and supplies. This usually forces businesses to shut down assembly lines hence resulting to laying off of workers.
6. Increased poverty levels. Loss of talents and erosion of skills in the trained workforce. Political unrest hence instability. Low purchasing power of the population. Rise in tension and conflicts among members of the community. Rise in criminal activities thus scaring potential investors. Rise in social vices.
7. Urging the populace to plan their families so as to help check the rapid population growth. Diversification of the economic activities. Tailoring the curriculum to meet the current market needs. Developing industry friendly policies. Decentralisation of industries. Expansion of government expenditures to increase the aggregate demand for goods and services within the economy. Increasing security to attract/not discourage investors through the enabling environment which issues from the same.
8. Refer to the Student's Book page 114.

Remedial activities

1. **State the different types of transport.**
Road, water, air, pipeline, cable
2. **Explain the causes of unemployment in Rwanda.**
Technological revolutions. Cyclical condition of the economy. Rural-urban migration. Skills mismatch. Unfavourable business environments. Insecurity. Rapid population growth.

Extended activities

1. **Assess roles of the Business Development Fund in Rwanda.**
Provision of education on business skills to beneficiaries. Provision of loans to beneficiaries. Linking businesses to the government. Helping businesses secure markets.
2. **Discuss challenges the government and private sector in Rwanda experience in their efforts to solve unemployment in the country.**
Limited finance. High poverty levels. Insecurity in some parts of the country. Negative attitude of the youth to some types of employment. Rural-urban migration

International financial institutions, co-operation and development

Student's Book page 124-135

8.1: Key unit competence: To be able to analyse the role of international financial institutions, impact of international aid and international co-operation on world economies.

8.2: Prerequisites of this unit

This unit should be linked to the following topic, Global Financial Institutions in Economics. This topic will enable learners understand the different financial institutions found in the world and the role they play in the world economy.

8.3: Cross cutting issues to be addressed

The following cross cutting issues are addressed in this unit.

Environment and sustainability: Sustainability of the economy should be explained on the impact of international aid and international co-operation on sustainable development. Ensure learners understand that for economic development to take place, countries should be self-reliant and use the available resources well.

Peace values education: Wars and conflicts lead to devastating effects economically in a country. Learners should understand that for a country to develop economically, there needs to be peace among the people. This is because the aftermath of wars and conflicts is expensive. This is one of the strategies of the World Bank, to assist in post conflict management in fragile states.

Genocide studies: The genocide against the Tutsi affected our country economically. Therefore, the post-genocide government had to seek financial assistance from international financial institutions to help rebuild the economy. Many projects have been funded by some of these institutions.

Inclusive education: All learners should actively participate in the teaching and learning process despite their different abilities.

8.4: Generic competences

i) Lifelong learning

This is enhanced when learners gain knowledge on the role of international financial institutions and the need for adopting self-reliant approaches to alleviate poverty and improve their socio-economic development. Such activities in the Student's Book include the following: Activity 1 on page 124, Activity 2 on

page 124, Activity 3 on page 125, Activity 4 on page 126, Activity 5 on page 127, Activity 6 on page 128, Activity 7 on page 128, Activity 8 on page 128, Activity 9 on page 129, Activity 10 on page 129, Activity 11 on page 130, Activity 12 on page 130, Activity 13 on page 130, Activity 14 on page 131, Activity 1 on page 132, Activity 2 on page 133, Activity 1 on page 133, Activity 2 on page 134 and Activity 3 on page 134.

ii) Creativity and innovation

This competence is enhanced when learners are required to use their creativity to write an essay on the need for international financial institutions in Africa. This activity is found in Activity 14 on page 131 of the Student's Book.

iii) Co-operation and communication skills

This competence is enhanced when learners carry out activities in groups or pairs, during discussions and when making presentations of their findings. Such activities in the Student's Book include the following: Activity 1 on page 124, Activity 2 on page 124, Activity 3 on page 125, Activity 4 on page 126, Activity 5 on page 127, Activity 6 on page 128, Activity 7 on page 128, Activity 8 on page 128, Activity 9 on page 129, Activity 11 on page 130, Activity 12 on page 130, Activity 13 on page 130, Activity 14 on page 131, Activity 1 on page 132, Activity 2 on page 133, Activity 1 on page 133, Activity 2 on page 134 and Activity 3 on page 134.

iv) Research and problem solving

This is enhanced when learners research on the history and role of various international financial institutions. Such activities in the Student's Book include the following: Activity 1 on page 124, Activity 2 on page 124, Activity 3 on page 125, Activity 4 on page 126, Activity 5 on page 127, Activity 6 on page 128, Activity 7 on page 128, Activity 8 on page 128, Activity 9 on page 129, Activity 11 on page 130, Activity 13 on page 130, Activity 14 on page 131, Activity 2 on page 133, Activity 2 on page 134 and Activity 3 on page 134.

v) Critical thinking

This competence is enhanced when learners think critically to answer questions provided in the learning activities in this unit. Such activities in the Student's Book include the following: Activity 1 on page 124, Activity 2 on page 124, Activity 3 on page 115, Activity 4 on page 116, Activity 5 on page 117, Activity 6 on page 128, Activity 7 on page 128, Activity 8 on page 128, Activity 9 on page 129, Activity 10 on page 129, Activity 11 on page 130, Activity 12 on page 130, Activity 13 on page 130, Activity 14 on page 131, Activity 1 on page 132, Activity 2 on page 133, Activity 1 on page 133, Activity 2 on page 134 and Activity 3 on page 134.

8.5: Vocabulary or key words or concepts

International financial institutions, foreign direct investment, sustainable development, income inequality, international lending.

8.6: Guidance on the problem statement

Let learners carry out the first Activity on page 124 of the Student's Book. This activity introduces learners to international financial institutions. There is need for the learners to be knowledgeable on the aspects of international financial institutions and appreciate the roles they play in the economic development of nations of the world.

8.7: Attention to learners with special needs

In this unit, give attention to learners with special needs by doing the following:

a) For learners with hearing impairments

- Ensure such learners have hearing aids. You can liaise with the administrative staff, their parents or guardians for the acquisition of such equipment.
- Talk louder in class for such learners to hear properly. Put more emphasis on stimulus variation modes such as body movements in class, facial expression, use of hands to express an issue and other appropriate stimulus variation modes and use sign language.
- Use face to face instructional approach when conducting classroom presentation and always maintain close eye contact with such learners.
- Speak louder using simple and clear facial expressions. At times, sentences or words should be repeated for these learners to effectively hear and understand.
- Such learners should be organised to sit in front of the classroom.
- These learners should be given more time to express themselves during class discussion and presentation.
- Write down summary key notes on the chalkboard/ whiteboard for the benefit of such learners.
- Discourage noise making in class as too much noise will distract these learners.

b) For learners with visual impairments

- Books and printed materials for such learners should be of high quality and large print layout.
- The teacher's chalkboard/whiteboard writings should be large enough to be legible to those who are partially blind.
- These learners should be given more time to read, take notes or write. For individual assignment, they need more time to complete or accomplish their tasks.
- In class organisation, these learners should be encouraged to sit in front of the classroom.
- Braille should be offered for reading and writing purposes. Other tactile materials should also be availed to such learners with special educational needs.

c) For learners with physical impairments

- In classroom organisation, these learners should sit in a comfortable position.
- In group discussion or presentation, other learners should form groups around them.
- Those learners without one or both arms / hands should be allowed to audio-record or audio-document the activities in this unit. They are allowed to use tape recorders or other electronic recording equipment when giving their responses for questions that need them to write something lengthy.
- Extra time should be given to them to complete the activity tasks.
- If there is academic outing to interview resource persons in the community regarding specific issues mentioned in the activities of this unit, prior arrangement should be made to ensure they get there safely and comfortably.

8.8: List of lessons: 6

Lesson number	Lesson title
1	The International Financial Institutions The World Bank Group
2	The International Bank for Reconstruction and Development (IBRD) The International Development Association (IDA)
3	International Finance Corporation (IFC) The Multilateral Investment Guarantee Agency (MIGA)
4	The ICSID The IMF
5	The role of international financial institutions
6	The impact of international aid and international co-operation on sustainable development

LESSON DEVELOPMENT

8.1 International financial institutions

8.1.1 The World Bank

Lesson 1

Student's Book page 114-116

Learning objectives

By the end of this lesson, a learner should be able to:

- Explain the concept of international financial institutions.
- Identify international financial institutions.
- Trace the history of the World Bank and the World Bank Group.
- Describe the roles of the World Bank and World Bank Group.

Introduction

Let learners carry out Activity 1 on page 124 of the Student's Book. This activity introduces learners to the concept of financial institutions and their roles.

Teaching and learning resources: Internet, writing board, Student's Book.

Learning activities/Teaching steps

Step 1: Let the learners carry out Activity 1 on page 124 of the Student's Book in pairs. Ensure each pair of students writes brief notes for presentation in class. This activity enhances the following competences: co-operation, communication skills, research and problem solving, lifelong learning and critical thinking.

Step 2: Let each pair present the key points from their discussion in step 1 above. Allow other students to react to group presentations. Allow as many groups as possible to get exhaustive responses from the students.

Step 3: Explain to the learners the history of the formation of international financial institutions and reasons for their establishment.

Step 4: Let learners attempt Activity 2 on page 124 of the Student's Book in pairs. Encourage learners to undertake a research from financial journals, Economics books and the Internet to find out the necessary information. This activity enables learners to acquire the following competences: co-operation, communication skills, research and problem solving, lifelong learning and critical thinking.

Step 5: Discuss with the learners the formation of the World Bank and the World Bank Group. Let learners carry out Activity 3 on page 125 of the Student's Book in groups. This activity enables learners to acquire the following competences: co-operation, communication skills, research and problem solving, lifelong learning and critical thinking.

Step 6: Learners to undertake project research on other institutions or organisations the World Bank has partnered with. Let them explain the benefits of such partnerships to the world economies. Learners to make a presentation of their findings in class.

Synthesis: Recap the formation of international financial institutions and the World Bank. For the areas that learners are having difficulties, explain them one more time before giving an assessment exercise.

Assessment

1. What is the main difference between the International Bank for Reconstruction and Development (IBRD) and the World Bank (WB)?

The World Bank comprises two institutions:- the International Bank for Reconstruction and Development (IBRD) and the International Development Association (IDA). The IBRD is the original World Bank institution created in 1944. When International Development Association (IDA) was created in 1960, the International Bank for Reconstruction and Development (IBRD) and the International Development Association (IDA) comprise what is now referred to as the World Bank (WB).

2. **Highlight reasons why the World Bank was formed after the Bretton Woods Conference.**

To arrange for loans to restore economies of western European countries which were ruined during the Second World War. To expand international trade. To promote international investments for the development of world nations. To promote the smooth transition of economies from a period of wartime to that of peace. To encourage balanced growth in international trade.

Expected answers

Answers to Activity 1 (page 124)

1. These are international institutions formed by world countries to offer financial support, in the form of loans and grants, to nations experiencing socio-economic problems. These institutions financially support development projects and policy reforms mainly intended to promote socio-economic development and poverty reduction in developing nations.
2. The World Bank (WB). International Monetary Fund (IMF). International Development Association (IDA). International Finance Corporation (IFC). The Multilateral Investment Guarantee Agency (MIGA). The International Centre for Settlement of Investment Disputes (ICSID).
3. To prevent anticipated adverse socio-economic conditions of post-World War II. To regulate the financial order of the world economies. To advance financial assistance in form of loans and grants to developing nations of the world. To implement policies of development in the developing part of the world.

Answers to Activity 2 (page 124)

World Bank History

There was widespread unemployment and lack of aggregate demand for goods and services. Most economies suffered the immediate post-First World War effects of the Great Depression of 1920s and 1930s. With the Second World War coming to an end in 1944, world leading financial and economic experts predicted the worst post-World War II economic depression similar to the Great Depression period of 1920s and 1930s. During the first ten years following the end of World War II, there was widespread economic downturn experienced nearly by all the nations of the world. World currencies depreciated significantly and international trade shrunk to the lowest levels. As a result of the post-World War II economic depression, the first United Nations Financial and Monetary conference was held in Bretton Woods in New Hampshire, in the United States of America. At the end of the conference, the International Bank for Reconstruction and Development and the International Monetary Fund were immediately formed. Thereafter, other international financial and economic institutions were established which make up the World Bank.

World Bank roles

Assist in the reconstruction and development of nations emerging from internecine conflicts or wars. Promotion of foreign direct investment through guaranteed loans arranged by private investors. Promote international trade through balanced growth and restoration of balance of payment disequilibrium. Promotion of productivity in the employment of factors of production. Facilitate and guarantee loans advanced by rich nations to developing countries to support identified projects. Facilitate smooth transition of regime change especially in nations which have experienced political instability.

Answers to Activity 3 (page 125)

Rwanda Pilot Program for Climate Resilience (purposely for climate change, water resource management, natural disaster management, and rural services and infrastructure). Social Protection System Support Project (to strengthen accountability and transparency in the use and management of public funds, social protection of the poor and vulnerable groups) Rwanda Urban Development Project (for the provision of basic infrastructure and urban management of secondary cities). Rwanda Electricity Sector Strengthening Project (to increase access to electricity services for Rwandans as well as provide technical assistance and project implementation). Second Social Protection System Project (to protect the poor and the vulnerable groups of the Rwandan people, reduce poverty and improve government efficiency in the discharge of public service). Transformation of Agricultural Sector program Phase 3 Project (to increase productivity of the Rwandan livestock and crop farming and also to expand value chains in food distribution). Rwandan Public Sector Governance Program For Results (to improve accountability and transparency in the use of funds, mobilisation of revenue and access to development data for decision making). Landscape Access to Forest Restoration and Conservation (to improve Rwanda's ecosystem for sustainable development). Second Demobilisation And Reintegration Project (to support efforts of the Government of Rwanda in demobilising members of the armed groups to lead civilian lives). Rwanda Feeder Roads Development Project (to promote accessibility of all feeder roads through upgrading and maintenance).

8.1.2 The International Bank for Reconstruction and Development (IBRD)

8.1.3 The International Development Association (IDA)

Lesson 2

Student's Book page 126-128

Learning objectives

By the end of this lesson, the learner should be able to:

- Trace the history of the formation of the International Bank for Reconstruction and Development.

- Identify the roles of the International Bank for Reconstruction and Development.
- Trace the history of the formation of the International Development Association.
- Identify the roles of the International Development Association.

Introduction

Review the previous lesson on the World Bank. Ask learners to explain why the IBRD was formed. This can be done in a question and answer session.

Teaching and learning resources: Internet, writing board, Student's Book

Teaching methodology: Question and answer, explanation, discussion, individual work, group and pair work

Learning activities/Teaching steps

Step 1: Explain to the learners the formation of the IBRD and services it offers to world economies.

Step 2: Learners to attempt Activity 4 on page 126 of the Student's Book in pairs. This activity enables learners to acquire the following competences: co-operation, communication skills, research and problem solving, lifelong learning and critical thinking.

Step 3: Give room for presentation of the activity by different groups in class. Encourage learners to ask questions and improve on their responses.

Step 4: Let learners carry out Activity 5 on page 127 of the Student's Book in pairs. This activity enables learners to acquire the following competences: co-operation, communication skills, research and problem solving, lifelong learning and critical thinking.

Step 5: Discuss with the learners the formation and roles of the IDA in boosting the economic growth of developing countries in the world.

Step 6: Learners to attempt Activity 6 on page 128 of the Student's Book in pairs. After the discussion, give the learners a chance to present their findings. This activity enhances the following competences: co-operation, communication skills, critical thinking, research and problem solving and lifelong learning.

Synthesis: Recap the formation and role of IBRD and IDA. Ask the learners questions to find out if they have understood them. For the areas that learners are having difficulties, explain them one more time before giving an assessment exercise.

Assessment

1. **How effective has IDA's financial support to Rwanda's socio-economic development been?**

Thousands of hectares of marshlands and hillsides have been rehabilitated or developed. Yield from crop and animal farming has increased tremendously. Household incomes have improved rapidly. Agricultural exports have risen considerably.

Expected answers

Answers to Activity 4 (page 126)

History of IBRD

During the first ten years following the end of the World War, there was widespread economic downturn experienced by nearly all the nations of the world. World currencies depreciated significantly and international trade sunk to low levels. It was due to this post war economic depression that the first United Nations Financial and Monetary Conference was held in Bretton Woods in New Hampshire, in the United States of America. At the end of the conference, The International Bank for Reconstruction and Development and the International Monetary Fund were formed. IBRD was formed in 1945 to rebuild European countries affected by the Second World War. The original mandate of the International Bank for Reconstruction and Development in 1944 was to restore economies of Western European nations which were ruined by the devastating effects of the Second World War. In 1950s, the bank turned its attention to developing nations of the world.

Roles of IBRD

Provide long-term loans to the world's poorest nations at low rates of interest and better terms. Offer advisory services to the poor nations of the third world in their efforts to hasten development. Assist in mobilising economic resources needed to achieve sustainable development goals. Assist in improving accountability and transparency in the management of donor funding and grants in the process of economic development. Assist fragile and conflict-prone states to prevent conflicts by strengthening their governance through democratic institutions

Answers to Activity 5 (page 127)

History of IDA

1. The original mandate of the International Bank for Reconstruction and Development in 1944 was to restore economies of Western European nations which were ruined by the devastating effects of the Second World War. In the 1950s, the bank turned its attention to developing nations of the world. However, it became evidently clear that the poorest nations of the developing world could not afford to service the loans at the then prevailing terms and conditions. The need to offer loans to these poorest nations at softer terms was deliberated at length by development experts. As early as 1950s the United Nations and the USA government increasingly advocated for a program that could lend loans to poor nations at softer terms. The idea to form International Development Association as a lending arm of the IBRD to provide development loans to the poor nations of the world at soft terms arose. After deliberations, International Development Association (IDA) was formed in 1960 as a lending arm of IBRD to developing nations.

2. The role of International Development Association (IDA)

Offer loans at low interest rates to developing nations to finance their development projects. Advance grants to the world's poorest nations to embark on social development programs and provision of access to education. Offer technical assistance to development projects financed by IDA. Offer advisory services to government of developing countries on development issues. Supervise and monitor closely the use of loans and grants advanced by IDA. Facilitate in the improvement of governance through helping the poorest nations to embrace good democratization institutions, conflict resolution and prevention.

Answers to Activity 6 (page 1128)

56% of the total funding from International Development Association (IDA) goes to sub-Saharan countries. Most countries in sub-Saharan Africa are the poorest of third world economies. Some of the positive results in sub-Saharan Africa are as follows:

Additional classrooms have been constructed in sub-Saharan Africa. Millions of people have access to basic health care. Over 100,000 health professionals have been trained. Road transport has improved significantly in sub-Saharan Africa. Clean water supply and water connections have been established.

Challenges experienced in sub-Saharan Africa are as follows:

There are internecine conflicts in a number of African countries. Most sub-Saharan states are fragile and conflicts occur from time to time. There are Islamic fundamentalists in a number of African states in sub-Saharan region. Boko Haram and al-Shabaab militants have led to insecurity. A number of states in sub-Saharan Africa have weak democratic institutions which has led to poor governance. Poor economic policies of some African states. Lack of commitment to transformational reforms.

8.1.4 The International Finance Corporation (IFC)

8.1.5 The Multilateral Investment Guarantee Agency (MIGA)

Lesson 3

Student's Book 128-129

Learning objectives

By the end of this lesson, the learner should be able to:

- Trace the history of the establishment of Multilateral Investment Guarantee Agency (MIGA).
- Identify the roles of Multilateral Investment Guarantee Agency (MIGA).
- Trace the history of the formation of International Finance Corporation (IFC).
- Identify the roles of the International Finance Corporation (IFC).

Introduction

Review the previous lesson on IDA and IBRD. Engage the learners using a question and answer session to find out if they know the history of IFC.

Teaching and learning resources: Internet, Student's Book, writing board.

Learning activities/Teaching steps

Step 1: Let learners carry out Activity 7 on page 128 of the Student's group in groups. Let them research information from financial journals and books and the internet. This activity enhances the following competences: co-operation, communication skills, research and problem solving, lifelong learning and critical thinking.

Step 2: Each group of learners to present key points from their discussions. Other learners should be allowed to react to the group presentations by giving their own opinions and correcting the misrepresentations of facts.

Step 3: Learners to attempt activities 8 and 9 on page 128 and 129 respectively in the Student's Book. These activities enable learners to acquire the following competences: co-operation, communication skills, research and problem solving, lifelong learning and critical thinking.

Step 4: Discuss with the learners the formation and roles of MIGA. Ensure all learners actively participate in the discussion.

Step 5: Learners to attempt Activity 10 on page 129 of the Student's Book individually. Share answers with the learners and correct their responses where they may be wrong. This activity enhances the following competences: critical thinking and lifelong learning.

Synthesis: Recap the history and roles of MIGA and IFC. Ask the learners questions to find out if they understood their roles. For the areas that learners are having difficulties, explain them one more time before giving an assessment exercise.

Assessment

1. How has MIGA benefited investors from developing nations?

Has mobilised funds to support foreign investors in developing nations. Has received disputes and paid claims of damage from wars. Prompt payment of claims. Helped investors access funds from commercial banks. Mobilised re-insurance capacity for a number of investments. Continued to share knowledge of political risks.

Expected answers

Answers to Activity 7 (page 128)

History of IFC

In the 1950s, financial and economic experts working for the (IBRD) reported the level of private sector investment in most developing nations was relatively small compared to those in developed nations.

The private sector played a role in poverty eradication and improving the living conditions of the poor in developing nations. There was need to support the private sector investment in developing nations. The IFC was formed in 1956 as lending arm of the (IBRD). It was mainly formed to support the private sector investment in developing countries through financial and technical assistance and advisory services. The IFC mission is ‘to promote sustainable private sector investment, help reduce poverty and improve people’s lives’.

Roles of IFC

Stimulate the flow of capital for investment from developed to developing countries by providing technical assistance. Provide advisory and investment services to the governments of developing countries for public sector investment. Provide funding in form of equity financing (joint ventures) and long-term loans to profitable private enterprises. Provide advisory and investment services to private sector investment in developing countries. Provide technical advice to the investors in the private sector of developing countries. Facilitate the emergence of strong capital markets in developing countries

Answers to Activity 8 (page 128)

1. Forestation and protection of landscape programs. Development of energy sources. Infrastructural development e.g. gas project in lake Kivu. Provision of long term credit facilities to transform the financial sector of Rwanda. Finance the expansion and modernisation of tourist facilities. Financing Rwandan government in her efforts of privatising public investments
2. In sub-Saharan Africa, women are afflicted poverty more than men. Women are the majority in rural countryside of sub-Saharan Africa. Men move from rural to urban areas leaving women in charge of rural households. If these rural women had access to funds, poverty is likely to have been eradicated. The women are likely to engage in income generating projects in agri-businesses and poverty levels will be eradicated by transforming the agricultural sector. Access to funds and credit facilities will enable women own property, fight poverty, boost their businesses and make investments. With adequate funding, women will contribute significantly to socio-economic development. The international financial institutions should focus their attention in Africa to women groups and give them access to credit facilities and other support mechanisms.

Answers to Activity 9 (page 129)

1. History of MIGA

From the 1960s to the 1980s, most investors operating in developing countries

experienced challenges such as; fall in earnings from exports, depreciation of exchange rate of the soft currencies of developing economies, rising political risks from weak democratic institutions, poor governance, armed revolutionary movements, violent regime takeovers through coup d'état and nationalisation of foreign investments. A number of investors were relocating their investments to other politically stable nations. It was on this realisation that Multilateral Investment Guarantee Agency (MIGA) was established in 1988. It was meant to protect investors from political risks arising from nationalisation of foreign investments, confiscation of investments by state governments, destruction of investments due to wars, terrorism and armed revolutionary movements.

The roles of MIGA

Equity financing of investments in developing countries. Offer guarantees to investors against all types of political risks. Advisory services to governments of developing countries on investment policies to attract foreign direct investments. Sponsor dialogue between host governments and international business community.

2. Challenges that investors may experience in developing countries

Insufficient energy resources for effective operations of their businesses. Unfavourable investment policies (e.g. high taxation rates, double taxation). Destruction of investments by terrorists and armed revolutionary movements. Breach of contract by state governments. Government interferences in law.

Answers to Activity 10 (page 129)

1. Loss of investment capital

High risks of government interferences in their business operations. Foreign direct investment may not be attractive. Ease of nationalisation or confiscation of foreign investments by state governments. Relocation of foreign investments to politically stable economies.

2. There is need to provide investor-friendly policies which attract foreign investors and safeguard strong institutions of governance. Improving democratic institutions of governance. Improve infrastructural facilities. Employ qualified human capital to produce professionally relevant manpower of the 21st Century.

8.1.6 The International Centre for Settlement of Investment Disputes (ICSID)

8.1.7 The International Monetary Fund (IMF)

Lesson 4

Student's Book page 130-131

Learning objectives

By the end of this lesson, the learner should be able to:

- Trace the history of the establishment of International Centre for Settlement of Investment Disputes(ICSID).
- Identify the roles of role of the International Centre for Settlement of Investment Disputes(ICSID).
- Trace the history of the establishment of the International Monetary Fund (IMF).
- Explain the role of International Monetary Fund (IMF).

Introduction

Review the previous lesson on roles of MIGA and IFC. Ask learners to explain the history and roles of International Centre for Settlement of Investment Disputes. Ensure all learners participate effectively in the discussion.

Teaching and learning resources: Internet, Student's Books, writing board.

Learning activities/Teaching steps

Step 1: Learners to carry out Activity 11 on page 130 of the Student's Book in groups. This activity enhances the following competences: co-operation, communication skills, research and problem solving, lifelong learning and critical thinking.

Step 2: Explain to the learners the formation of ICSID and the roles it does to the economies of developing nations.

Step 3: Learners to attempt Activity 12 on page 130 of the Student's Book in groups. This activity enhances the following competences: co-operation, communication skills, lifelong learning and critical thinking.

Step 4: Let learners carry out Activity 13 on page 130 of the Student's Book in pairs. This activity enhances the following competences: co-operation, communication skills, research and problem solving, lifelong learning and critical thinking.

Step 5: Discuss with the learners the history and roles of IMF towards improving the economy of developing nations. Ensure all learners actively participate in the discussion and can give responses when called upon.

Step 6: Learners to undertake Activity 14 on page 131 of the Student's Book in groups. Guide them on how to write the essay. Select various learners to read out their essays. Correct on their responses. This activity enhances the following competences:

co-operation, communication skills, research and problem solving, creativity and innovation, lifelong learning and critical thinking.

Synthesis: Recap the history and roles of ICSID and IMF. Ask the learners questions to find out if they understood them. For the areas that learners are having difficulties, explain them one more time before giving an assessment exercise.

Assessment

To what extent do you believe that IMF assistance to Rwandan government has resulted in rapid economic growth?

Expected answers

Answers to Activity 11 (page 130)

History of ICSID

In 1950s and 1960s, many European-controlled colonial territories in the developing world were gaining independence. A number of these states resorted to nationalisation of foreign investments from their former colonial masters. The international business community realised that there was absence of the international arbitration mechanism for the settlement of investment disputes between foreign investors and the host countries. The settlement of investment disputes between foreign investors and the host countries took place in host country. These countries were not impartial because of application of laws of the host country. Domestic laws failed to protect foreign investors in the settlement of investment disputes. There was an urgent need to establish an international impartial arbitrator for settlement of investment disputes between foreign investors and host countries' governments. It was on the basis of this need that the World Bank, established the International Centre for the Settlement of Investment Disputes in 1966.

Roles of ICSID

Provides facilities for the arbitration of international investment disputes. Provides a cost-effective and efficient mechanism for the settlement of international investment disputes. Arranges for hearing of international investment disputes between foreign investors and host countries. Offers advisory services to foreign investors and host nations in the settlement of investment disputes. It has promoted the flow of foreign direct investments to developing nations.

Answers to Activity 12 (page 130)

1. The international relations between host countries and investors' home countries would have worsened and led to hostility which brings about enmity and distrust. Foreign investors are likely to lose their investments in the host countries in case their investments are nationalised. The flow of foreign direct investments would have slowed down considerably.
2. No attraction of foreign investments to the country. The economy of the country may be characterised as that of a failed state. Increased levels of poverty amongst

its population. A huge migration of a countries population to the neighbouring states. Lack of democratic institutions.

Answers to Activity 13 (page 130)

History of IMF

Towards the end of the Second World War, leading economists and financial experts predicted that the world's monetary and financial system would become unstable and fragile in the immediate post-war socio-economic environment. There was an overwhelming need to convene an international conference to chart the way forward. The first United Nations Monetary and Financial Conference was held in 1944 in the USA. This conference brought together leading experts on economics, financial and monetary affairs. At the end of the conference it was unanimously agreed that there was need to establish international economic and monetary institutions. The International Bank for Reconstruction and Development (IBRD) and the International Monetary Fund (IMF) were the first two international monetary and financial institutions to be established at the end of the conference. The International Monetary Fund (IMF) officially came into existence in 1945 and started its operations in 1947.

The roles of IMF

Promotes international monetary co-operation through established mechanisms of collaboration and consultation. Facilitates balanced growth and expansion of international trade. Promotes stability of international currencies by competitive currency devaluation. Assist in the correction of balance of payment deficits of trading partners. Offers advisory services to the monetary and financial personnel manning the treasuries of member nations.

Answers to Activity 14 (page 130)

Refer to the Student's Book page 131.

8.2 The role of international financial institutions

Lesson 5

Student's Book page 132-133

Learning objectives

By the end of this lesson, the learner should be able to identify the role of financial institutions.

Introduction

Review the previous lesson on the history and roles of ISCID and IMF. Ask learners to identify the roles of international financial institutions from the roles of different financial institutions that they have already learnt in the previous lessons.

Teaching and learning resources: Internet, Student's Books, writing board

Learning activities/Teaching steps

Step 1: Let learner's carry out Activity 1 on page 132 of the Student's Book. This activity enhances the following competences: co-operation, communication skills, lifelong learning and critical thinking.

Step 2: Let each group of learners present their findings after carrying out the discussion. Other students should be allowed to react to the group presentations by giving their own opinions and correcting to misrepresentations of facts.

Step 3: Discuss with the learners roles of financial institutions. Ensure all learners participate actively in the discussion and can give responses when called upon.

Step 4: Learners to attempt Activity 2 on page 133 of the Student's Book in groups. This activity enables learners to acquire the following competences: co-operation, communication skills, research and problem solving, creativity and innovation, lifelong learning and critical thinking.

Synthesis: Recap the roles of international financial institutions. Ask the learners questions to find out if they have understood them. For the areas that learners are having difficulties, explain them one more time before giving an assessment exercise.

Assessment

Discuss the roles of international financial institutions in the economy of Rwanda.

Expected Answers

Answers to Activity 1 (page 132)

Refer to the Student's Book page 132.

Answers to Activity 2 (page 133)

1. Boosting agricultural exports (IDA). Access to electricity (IDA, IFC and IDA have assisted in provision of high quality, low cost fluorescent lamps to rural households in Rwanda. Technical assistance to programmes in the financial sector (IMF, IDA and IFC). Export promotion (the World Bank, IDA, IFC). Expansion and modernisation of tourism facilities (IFC, IDA, and the world bank). Financing Rwandan government in her privatisation efforts (IDA, IFC). Afforestation (IFC). Hydroelectric power development (IDA, IFC). Climate change (IFC, IDA, the World Bank). Infrastructure (roads, health facilities, education – IDA, IFC). Support of Poverty Reduction strategies (IDA, IFC) e.g. water harvesting and hillside irrigation project.
2. Weak democratic institutions which bring about conflicts and wars. Emergence of Islamic fundamentalisms (e.g. Boko Haram, Al-Shabaab). Corruption which brings about embezzlement of public funds. The economies of most developing countries are relatively small and sensitive to external shocks (e.g. the increase in prices of petroleum products). Ethnicity and ethnic power struggles which undermine democracy.
3. **Proposition side arguments:** The uniqueness of African cultural values (based on African socialism/communalism) requires home-grown solutions. African

democratic institutions (not based on western capitalism) should be evolved to resolve ethnic power struggles. International financial institutions are modelled on western democratic ideals which may not favour some practical situations in developing economies.

Opposition side arguments: Corruption in some African countries is endemic. Therefore, the international financial institutions should enforce transparency and accountability.

8.3 Impact of international aid and international co-operation on sustainable development

Lesson 6

Student's Book page 133-134

Learning objectives

At the end of the lesson, the learner should be able to:

- Assess the effectiveness of aid from international financial institutions towards sustainable development in Rwanda.
- Explain the impact of international aid and international co-operation on sustainable development.

Introduction

Review the previous lesson on roles of international financial institutions. Ask learners to give their views on the effectiveness of financial support from financial institutions towards international co-operation on sustainable development.

Teaching and learning resources: Student's Books, writing board.

Learning activities/Teaching steps

Step 1: Discuss with the learners the impact of international financial aid and international co-operation on sustainable development. Ensure all learners participate actively in the discussion. Use a question and answer method to conduct this.

Step 2: Let learners carry out Activities 1, 2 and 3 on pages 133 and 134 of the Student's Book respectively. These activities enhance the following competences: co-operation, communication skills, lifelong learning and critical thinking.

Step 3: Give learners 20 minutes to carry out the activities. They should discuss among themselves and write brief notes for presentation in class.

Step 4: Learners to present their findings from their discussions. Other students should be allowed to react to the presentations by giving their own opinions and correcting the misrepresentations of facts.

Synthesis: Recap the impact of international aid and international co-operation on sustainable development. Ask the learners questions to find out if they understood the

impact. For the areas that learners are having difficulties, explain them one more time before giving an assessment exercise.

Assessment

1. Discuss the negative impacts of international aid and international co-operation on sustainable development in Africa.

Some foreign companies have been involved in corruptible deals. Over-exploitation of economic resources in their host countries resulting in depletion of natural resources. A number of foreign investors have not been keen in re-investment of profit generated from their investments in the host countries. Some foreign investors have been involved in drug trafficking. Imposition of western cultural values into African population (destruction of traditional cultures of the host countries).

2. Debate the motion, ‘The positive effects of international aid and international co-operation outweigh the negative impacts’

Refer to Answers for Activity 2 on page 134 of the Student’s Book (question 1 and 2) for responses to this question.

Expected answers

Answers to Activity 1 (page 133)

Refer to the answers to Activity 3 on page 134 of the Student’s Book (Question 1) on benefits of international financial institutions to the people of Rwanda.

Answers to Activity 2 (page 134)

Over-utilisation of crop and livestock farming e.g. overstocking, over cultivation, overgrazing and application of inorganic fertilisers. Encroachment of wetlands due to population increase hence destroying biodiversity. Mono-cropping which may lead to loss of soil fertility. Inadequate proper land use management which may lead to soil erosion. Inadequate environmental conservation measures (e.g. planting of indigenous trees).

Answers to Activity 3 (page 134)

1. Positive impacts

Has led to improved standards of living of people in developing economies. This is attributed to increased development projects which have significantly employed domestic economic resources. Has facilitated improved access to foreign markets. Has brought about improved infrastructural facilities and related services. Has channelled resources to increase the fight against environmental degradation in many countries. Has resulted in improved democracy and good governance in a number of developing nations.

2. Negative impacts

Has supported despotic regimes in a number of countries. Some rich nations tend to safeguard their economic interests in the exploitation of economic resources of their recipient countries without raising pertinent issues of good governance in recipient countries. International aid and international co-operation tends to overexploit (deplete) economic resources of the recipient nations. Foreign direct investments are motivated by profit motive. In such a case, foreign investors tend to disregard the overriding goal of sustainable development in the countries of operation. International aid and international co-operation tends to place their value judgement system in the context of a donor country (foreign country). The value judgement system of a recipient country is sometimes disregarded, for example, indigenous crops of recipient nations (drought resistant food crops) have received a raw deal in development strategies. Foreign technologies of donor nations may not be appropriate to the social-cultural and economic context of some developing countries. Donor funding, subsidies and grants to recipient nations at times end up in the donor economy due to aid conditionality (tied aid). Donor countries sometimes insist on purchase of development equipment and other technologies from the donor country even when the same equipment is available in other countries at cheaper prices.

END OF UNIT

Summary of the unit

This unit has satisfactorily provided the historical background knowledge on the establishment of international financial institutions as well as their roles in the development of world nations. These institutions play a significant role in facilitating economic development of world nations by financing a wide range of development projects. They also offer advisory as well as technical support to private and public investments and subsequently, improving the living conditions of the poorer section of the world population. The learner should be in a position to critically assess their roles in a developing economy such as Rwanda.

Additional information

This unit is intended to equip the learner with current knowledge on role of International Financial Institutions in the stabilisation of world's financial markets and the economies of the world countries. When the Second World War came to an end in 1944, world leading financial and economic experts predicted the worst after-war economic tragedy similar to the Great Depression period of 1920's and 1930's. During the years following the end of the First World War, there was widespread economic downturn experienced by nearly all the nations of the world. World currencies depreciated significantly and international trade shrunk to the lowest levels. There was widespread unemployment and low demand for goods and services. The living standards of people worsened considerably.

This informed the decision by world leading financial and economic experts to hold the United Nations Financial and Monetary conference in Bretton Woods, New Hampshire, in the USA. At the end of the conference, the International Bank for Reconstruction and Development and the International Monetary Fund were formed. Thereafter, other international and economic institutions were formed.

End of unit assessment

In a class discussion, do a recap of what learners have learnt in this unit. Clarify what learners may have a problem with. Explain the concepts once more for them to understand. Let learners attempt the questions on page 125 of the Student's Book individually.

Answers to Assessment Exercise 8.0 (page 135)

1. Refer to the Student's Book page 124.
2. Refer to answers to Activity 13 on page 130 of the Student's Book for the responses to this question.
3. Refer to answers to Activity 3 on page 134 of the Student's Book question 2 for responses for this question.
4. Refer to the Student's Book page 132 for the responses to this question.
5. Refer to responses to Activity 2 on page 133 of the Student's Book question 1.
6. Refer to the Student's Book page 133-134 for the responses to this question.

Remedial activity: Why are some African governments critical of financial assistance from international financial institutions to developing economies?

Extended activity: Explain reasons why some world nations have defaulted servicing loans from international financial institutions.

Financial scams

Student's Book page 136-149

9.1: Key unit competence: To be able to protect oneself against financial scams and identity fraud.

9.2: Prerequisites of this unit

Link this unit to the following topics; Computer safety and data sharing, network security and ICT in finance transaction in ICT. These topics will enable learners grasp the concepts of network safety and sharing information on computers.

9.3: Cross cutting issues to be addressed

The following cross cutting issues are addressed in this unit.

Financial education: Learners are able to identify the different financial scams and identity frauds that are experienced in the world today and learn how to avoid being a victim of fraudsters.

Inclusive education: All learners are able to achieve their potential by actively participating in the teaching and learning process.

9.4: Generic competences

i) *Lifelong learning*

lifelong learning is enhanced in all activities in this unit. These activities have been developed to enable learners acquire vital knowledge and skills to be able to identify financial scams and identify fraud prevalent in the modern world today. These scams have led to loss of money and investment to many individual, thus lessons knowledge gained will help learners now and in future. Such activities in the Student's Book include the following: Activity 1 on page 136, Activity 1 on page 137, Activity 2 on page 138, Activity 4 on page 139, Activity 5 on page 139, Activity 7 on page 142, Activity 2 on page 143, Activity 3 on page 143, Activity 4 on page 144, Activity 1 on page 147, Activity 3 on page 148 and Activity 4 on page 148.

ii) *Co-operation and communication skills*

This competence is enhanced when learners carry out activities in groups or pairs, during discussions and when making presentations or their findings.

Such activities in the Student's Book include the following: Activity 1 on page 136, Activity 1 on page 137, Activity 2 on page 138, Activity 3 on page 138, Activity 4 on page 139, Activity 5 on page 139, Activity 6 on page 141, Activity 7 on page 142, Activity 1 on page 142, Activity 2 on page 143, Activity 3 on page 143, Activity 4 on page 144, Activity 1 on page 146, Activity 2 on page 147, Activity 1 on page 147, Activity 3 on page 148 and Activity 4 on page 148. This is enhanced when learners carry out learning activities in groups and pairs. This is also enhanced when they conduct a role play on door-to-door scams and while making presentations of the findings.

iii) Creativity and innovation

This competence is enhanced when learners conduct a role-play of a door-door scam. This will enable them understand how this scam is done by the fraudsters and find ways of avoiding being a victim of it. This is also enhanced when learners get to design a poster educating the public about measures one can take to avoid being victims of financial scams and identity fraud. Such activities in the Student's Book include the following: Activity 4 on page 139 and Activity 2 on page 147.

iv) Critical thinking

This is enhanced when learners have to think of ways of protecting themselves from financial scams and identity fraud in the world today. This is crucial because fraudsters always change their tactics to con people who are unaware. Such activities in the Student's Book include the following: Activity 1 on page 136, Activity 1 on page 137, Activity 2 on page 138, Activity 3 on page 138, Activity 4 on page 139, Activity 5 on page 139, Activity 6 on page 141, Activity 7 on page 142, Activity 1 on page 142, Activity 2 on page 143, Activity 3 on page 143, Activity 4 on page 144, Activity 1 on page 146, Activity 2 on page 147, Activity 1 on page 147, Activity 3 on page 148 and Activity 4 on page 148.

v) Research and problem solving

This is enhanced when learners research on various types of financial scams and identify fraud and how one can protect him or herself from fraudsters. Such activities in the Student's Book include the following: Activity 1 on page 136, Activity 3 on page 138, Activity 5 on page 139, Activity 6 on page 141, Activity 7 on page 142, Activity 1 on page 142, Activity 2 on page 143, Activity 1 on page 146, Activity 2 on page 147 and Activity 4 on page 148.

9.5: Vocabulary or keywords or concepts

Financial scam, identity fraud, fraudsters, financial crimes, business transaction

9.6: Guidance on the problem statement

Learners should attempt the first Activity on page 136 of the Student's Book. This activity introduces learners to some issues that will be addressed later in the unit.

Financial scams is a critical area of study because financial scammers are increasingly conning people especially with the increased use of the internet for social interaction and transacting business. This activity brings to light the different ways in which people are conned off their money by con people.

9.7: Attention to learners with special needs

In this unit, give attention to learners with special needs by doing the following:

a) For learners with hearing impairments

- Ensure such learners have hearing aids. You can liaise with the administrative staff, their parents or guardians for the acquisition of such equipment.
- Talk louder in class for such learners to hear properly. Put more emphasis on stimulus variation modes such as body movements in class, facial expression, use of hands to express an issue and other appropriate stimulus variation modes and use sign language.
- Use face-to-face instructional approach when conducting classroom presentation and always maintain close eye contact with such learners.
- Speak louder using simple and clear facial expressions. At times, sentences or words should be repeated for these learners to effectively hear and understand.
- Such learners should be organised to sit in front of the classroom.
- These learners should be given more time to express themselves during class discussion and presentation.
- Write down summary key notes on the chalkboard/ whiteboard for the benefit of such learners.
- Discourage noise making in class as too much noise will distract these learners.

b) For learners with visual impairments

- Books and printed materials for such learners should be of high quality and large print layout.
- The teacher's chalkboard/whiteboard writings should be large enough to be legible to those who are partially blind.
- These learners should be given more time to read, take notes or write. For individual assignment, they need more time to complete or accomplish their tasks.
- In class organisation, these learners should be encouraged to sit in front of the classroom.
- Braille should be offered for reading and writing purposes. Other tactile materials should also be availed to such learners with special educational needs.

c) For learners with physical impairments

- In classroom organisation, these learners should sit in a comfortable position.
- In group discussion or presentation, other learners should form groups around them.
- Those learners without one or both arms / hands should be allowed to audio-record or audio-document the activities in this unit. They are allowed to use tape recorders or other electronic recording equipment when giving their responses for questions that need them to write something lengthy.
- Extra time should be given to them to complete the activity tasks.
- If there are academic outings to interview resource persons in the community regarding specific issues mentioned in the activities of this unit, prior arrangement should be made to ensure they get there safely and comfortably.

9.8: List of Lessons: 5

Lesson number	Lesson title
1	Concept of financial scams
2	Types of financial scams in the world today
3	Identity fraud Types of identity fraud
4	Impact of financial scams on individuals and families Steps to be taken when becoming a victim of financial scams
5	Methods of protecting oneself from financial scams and identity fraud

LESSON DEVELOPMENT

9.1 Concept of financial scams

Lesson 1

Student's Book page 136

Learning objectives

By the end of the lesson the learners should be able to:

- Explain the concept of financial scams.
- Cite examples of financial scams on the rise in the world today.

Introduction

Learners to carry out Activity 1 on page 126 of the Student's Book in pairs. This activity serves as an introduction to the topic on financial scams and types of financial scams prevalent in the world today and also those which are on the rise in Rwanda.

Teaching and learning resources: Internet, Student's Book, writing board

Learning activities/Teaching steps

Step 1: Let learners carry out Activity 1 on page 126 of the Student's Book in pairs. Ensure that each pair of learners writes notes for class presentation. This activity enables learners to acquire the following competences: co-operation, communication skills, lifelong learning and critical thinking.

Step 2: Ask each pair of learners to present their points to the class and allow as many responses as possible from the rest of the learners. Correct the learners' responses where necessary.

Step 3: Explain the concept of financial scams to the learners. Ensure learners understand this concept and can give examples.

Synthesis: Recap the concept of financial scams. For the areas that learners are having difficulties, explain them one more time before giving an assessment exercise.

Assessment

1. Why are financial scammers succeeding in their scamming practices?

Lack of reliable information to the public. High rates of illiteracy especially in Africa. The get-rich-quick mentality of the people makes them easy prey to financial scammers. Inadequate knowledge especially on the use of ICT.

Expected answers

Answers to the introductory activity:

- pyramid schemes
- Ransomware
- internet fraud
- skimming
- spoofing & phishing
- online vehicle sale fraud
- business fraud

Answers to Activity 1 (page 136)

1. Dating and romance scams, advance fee scams, pyramid schemes scams, door-to-door sales scams, identity fraud
2. a) Expect varied answers.
b) Secretly guarding their personal identification documents e.g. ATM cards, national identification cards.
c) Being conscious of financial scammers from time to time. Being careful when carrying out financial transactions. Verifying official sources/business contacts

9.2 Types of financial scams found in the world today

Lesson 2

Student's Book page 136-142

Learning objectives

By the end of the lesson, the learner should be able to:

- Explain how advance fee scams work.
- Discuss investment scams prevalent in the world today.
- Explain how dating and romance scams, banking and online payments scams, online shopping scams, job and employment scams and charity scams operate.
- Discuss reasons why people are vulnerable to dating and romance scams, banking and online payments scams, online shopping scams, job and employment scams and charity scams.

Introduction

Review the previous lesson on the concept of financial scams. Ask learners to mention the types of financial scams that happen in the world today. This can be done in a five minute question and answer session.

Teaching and learning resources: Internet, Student's Book, writing board, resource persons

Learning activities/Teaching steps

Step 1: Explain to the learners how advance fee scammers operate. Ensure learners understand that one should not communicate with people claiming to award money for a lottery/ competition/ draw that one did not participate in. Likewise, in case one has participated; one should not pay money to collect the prize.

Step 2: Let learners attempt Activity 1 on page 127 of the Student's Book in pairs. After the discussion, let each pair of students present their answers. This activity enables learners to acquire the following competences: co-operation, communication skills, lifelong learning and critical thinking.

Step 3: Explain to the learners how the different investment schemes operate. Give examples of investment scams that have taken place in the country. Let them understand that one should not invest in some scheme that its policies and operations are not clear or appear fishy.

Step 4: Learners to undertake Activity 2 on page 128 of the Student's Book in pairs. This activity enables learners to acquire the following competences: co-operation, communication skills, lifelong learning and critical thinking.

Step 5: Learners to carry out Activity 3 on page 128 of the Student's Book. Organise for the learners to carry out a field study to a police station near the school. Let learners

present their findings in class after carrying out the field study. Seek permission from the relevant authorities and ensure learners have prepared adequate questions that will enable carry the activity and give correct responses. This activity enables learners to acquire the following competences: co-operation, communication skills, research and problem solving, lifelong learning and critical thinking.

Step 6: Let learners carry out Activity 4 on page 129 of the Student's Book in groups. From the role-play, assess whether learners have grasped the concept of door-to-door sale scams. This activity enhances the following competences: lifelong learning, creativity and innovation, communication skills, co-operation and critical thinking.

Step 7: Explain to the learners how dating schemes operate. Let them carry out Activity 5 on page 129 of the Student's Book in pairs. This activity enhances the following competences: lifelong learning, communication skills, co-operation and critical thinking.

Step 8: Discuss with the learners the different forms of banking an online scams prevalent in the world today. Let learners understand that technology has made things easier; however one should adhere to security measures to ensure their transactions are safe.

Step 9: Learners to attempt Activity 6 on page 131 of the Student's Book. This activity should be undertaken as a field study. Organise the learners to visit a commercial bank near your school and engage a resource person to educate them more on banking and online scams. This activity enhances the following competences: lifelong learning, communication skills, research and problem solving, co-operation and critical thinking.

Step 10: Explain to the learners how online shopping scams operate. If you have access to the internet, show them how people buy goods from the internet. Let them understand that one needs to shop from genuine websites as scammers rob people of their money when one accidentally logs in a fake online website.

Step 11: Discuss with the learners how job and placements scams and charity scams operate. Ensure learners understand that when looking for a job, one should not make payments because they may be engaging with fraudsters for non-existent jobs.

Step 12: Let learners carry out Activity 7 on page 132 of the Student's Book in groups. This activity enhances the following competences: lifelong learning, communication skills, co-operation and critical thinking.

Synthesis: Recap the types of financial scams prevalent in the World. Ask learners questions to find out if they can at least explain three types of financial scams. For the areas that learners are having difficulties, explain them one more time before giving an assessment exercise.

Assessment

1. Explain online shopping scams most prevalent in the world today.
2. Discuss reasons why Rwandans job seekers are vulnerable to job and employment scams.

Expected answers

Answers to Activity 1 (page 137)

1. Fake lottery scams/ sweepstake competitions/gambling tickets
2. Measures verify the genuine gambling competition, sweepstake or lottery. Being careful at all times with regards to financial scamming.

Answers to Activity 2 (page 138)

1. Telex Free Rwanda Limited, Questnet, Diamond Holiday Schemers
2. False public presentations to advertise the products. Sale of the products. Financing tours to places in order to lure their victims
3. Government advertises to warn the public on identified scammers. Sensitising the public on how to take care from financial scammers. Government orders to freeze the accounts of financial scammers.

Answers to Activity 3 (page 138)

Learners will present their findings from the field study.

Answers to Activity 4 (page 139)

Why victims are gullible to the fraudsters.

Fraudsters are charming people and may easily use their tricks to lure their victims. Fraudsters play with peoples emotions, winning them into their scamming tricks. Fraudsters study the behaviour of their intended victims in advance so as to effectively plan how to scam them.

Targeted victims can do the following in order to avoid such scammers.

Targeted people should not entertain them, they should not buy their products and they should be careful when dealing with door-to-door sale scammers.

Answers to Activity 5 (page 139)

Avoid visiting online dating sites. Do not apply in search of a companion online. Do not accept gifts, personal photos or greeting cards from online dating and romance scammers. Do not reveal your personal identification to the online dating and romance scammers. Always be cautious of being scammed by online dating and romance scammers.

Answers to Activity 6 (page 141)

2. Do not communicate to strangers online. Thorough verification of websites. Do not reveal your personal identification to people online (such as bank PIN or account numbers).

Answers to Activity 7 (page 142)

1 and 2.

Cheque cashing scams – Fraudsters tell victims to deposit cheques and wire the cheque proceeds. The victim later on will have to pay the equivalent cash of the cheque deposit. Love Scams (romance) – romantic relationship with victims develop and eventually requesting money or personal information which they may use to scam their victims. Lottery scam – Fraudsters send victim emails stating that they have won certain prize and ask them for funds to facilitate processing. Work at home scams – They claim to offer work at home employment through fake websites and they ask for a fee to officially process their employment. Technological support scams – Fraudsters present themselves as technical support staff for known software or hardware vendor and eventually scamming the victim. Charity scams – Fraudsters create fake websites that claim to offer charity and seek donations from unsuspecting donors.

3. Desperation for money and employment, emotional influence, having high expectations or unrealistic dreams and lack of technical knowledge.

9.3 Identity fraud

9.3.1 Types of identity fraud

Lesson 3

Student's Book page 142-145

Learning objectives

At the end of the lesson the learner should be able to:

- Explain the concept of identity fraud.
- Discuss cases of identity fraud carried out in the world today.

Introduction

Review the previous lesson on types of financial scams in the World today. Ask learners to explain what they understand by the term identity fraud. Let them describe cases in which identity fraud has taken place.

Teaching and learning resources: Internet, Student's Book, writing board, resource persons

Learning activities/Teaching steps

Step 1: Let learners carry out Activity 1 on page 142 of the Student's Book individually. This activity enables learners to acquire the following competences: lifelong learning and critical thinking.

Step 2: Explain the concept of identity fraud to the learners. Ensure they have understood the concept and can give examples.

Step 3: Learners to attempt Activity 2 on page 143 of the Student's Book in pairs. All learners should actively participate in the discussion. This activity enables learners to acquire the following competences: co-operation, communication skills, lifelong learning and critical thinking.

Step 4: Explain the different types of identity fraud in the world today. Ensure learners can differentiate one type of identity theft from another.

Step 5: Learners to carry out Activities 3 and 4 on pages 143 and 144 of the Student's Book respectively. These activities enhance the following competences: co-operation, communication skills, critical thinking and lifelong learning.

Synthesis: Recap the concept of identity fraud and types of identity fraud in the World today. For the areas that learners are having difficulties, explain them one more time before giving an assessment exercise.

Assessment

1. **Discuss ways in which identity fraud thefts may be reduced in Rwanda.**

Sensitising citizens to be vigilant when exposing their personal identification information. Avoid dealing with persons who pose as employees of banking institutions where they have bank accounts with. Keeping personal identification documents in safe custody. Storing passwords and PIN numbers in secure locations. Destroying copies of important personal identification documents so that a fraudster may not use the information to scam someone.

2. **If you fall victim to identity fraudsters, what steps would you take?**

Keep the documentation/record of the scam occurrence. Report the fraud to the relevant authorities. Seek for psychological counselling from the experts. Disclose the fraud to your immediate members of your family.

Expected answers

Answers to Activity 1 (page 142)

Mail theft, stealing personal identification documents, skimming, shoulder surfing, credit card theft and impersonation

Answers to Activity 2 (page 143)

1. Bus service employees may collude with identity theft to sell fake tickets. Fake identity cards and title deeds have been reported as cases of fraud identity theft. A flight company employee can sell fake tickets to Rwandan travellers.
2. Bus service employees 'colluded' with identity theft fraudsters to sell fake tickets. Similarly, for the fake identity cards and title deeds, the fraudsters stole personal information from their victims. For the airline employee case, it was hacking the website to obtain personal details of the employees online.
3. Learners will give their opinions

Answers to Activity 3 (page 143)

1. Confirm validity of the letter.
2. His identity could have been impersonated for fraudulent purposes.
3. Responses differ from student to student.
4. **Government:** Enact strict laws to curb cases of frauds. **Police:** Act on reported cases and carry out investigations. **Banks:** Notify customers not to reveal banking documents carrying personal details of transactions. Put signs on credit cards e.g. split and return to the respective bank. Close temporarily compromised bank accounts. **Telecommunication:** Updating their software and websites

Answers to Activity 4 (page 144)

1. Skimming
2. Hacking
3. Phishing
4. Identity fraud, shoulder surfing, credit card retrieval via mails, false loan application, fraudulent withdrawals from bank accounts

9.4 Impact of financial scams on individuals and families

9.5 Steps to take when you are a victim to financial scams

Lesson 4

Student's Book page 145-147

Learning objectives

At the end of the lesson the learner should be able to explain the impact of financial scams on individuals and families.

Introduction

Review the previous lesson on types of identity fraud in the World today. Ask learners to discuss the impact of financial scams to individuals and their families.

Teaching and learning resources: Student's Book, writing board

Learning activities/Teaching steps

Step 1: Discuss with the learners the impact of financial scams to individuals and their families. Ensure all learners participate in the discussion and can give relevant examples where possible.

Step 2: Learners to attempt Activity 1 on page 146 of the Student's Book in pairs. This activity enables learners to acquire the following competences: co-operation, communication skills, lifelong learning and critical thinking.

Step 3: Ask each pair to present their answers. Allow as many students to react to the pair's presentation in class.

Step 4: Discuss steps one would take to ensure they do not become a victim of financial scams.

Step 5: Let learners carry out activities 1 and 2 on page 146 and 147 of the Student's Book respectively. These activities enhance the following competences: research and problem solving, critical thinking, creativity and innovation, communication skills, co-operation and lifelong learning.

Synthesis: Recap the impact of financial scams and steps to be taken when becoming a victim of financial scams. Ask the learners questions to find out if they have understood them. For the areas that learners are having difficulties, explain them one more time before giving an assessment exercise.

Assessment

1. **Assuming you registered yourself for mobile banking, state cautions you would take to avoid losing money to fraudsters.**

Be wary of individuals purporting to be bank employees seeking your personal details such as passwords. Always use devices with updated anti-viruses. When suspicious of bank account activity visit the relevant bank officials such as customer care.

2. **How would scammers take advantage of illiterate persons to scam them?**

Illiterate persons are inexperienced with regard to safety of personal identification documents. They may not be in a position to read warning signs against fraudsters. When withdrawing money from bank accounts, the illiterate persons always seek assistance from literate persons who may happen to be scammers.

Expected answers

Answers to Activity 1 (page 146)

Financial loss, individuals and businesses may experience bankruptcy, loss of employment, mental health problems, stress and emotional problems

Answers to Activity 1 (page 146)

Refer to the Student's Book page 146.

Answers to Activity 2 (page 147)

The poster should include measures individuals can take to avoid being victims of financial scams. Refer to answers to Activity 1 above.

9.6 Methods of protecting oneself from financial scams and identity fraud

Lesson 5

Student's Book page 147-148

Learning objectives

By the end of the lesson the learners should be able to:

- Identify methods of protecting oneself from financial scams and identity frauds
- Describe measures one would take to ensure that they protect themselves from financial scams and identity thefts.

Introduction

Review the previous lesson on steps to be taken when becoming a victim of financial scams. Ask learners to describe measures they would put in place to ensure they do not fall victim to identity theft and financial scam.

Teaching and learning resources: Internet, Student's Book, writing board.

Learning activities/Teaching steps

Step 1: Discuss with the learners methods one would use to protect themselves from financial scams and identity theft.

Step 2: Learners to carry out activities 1, 2, 3, and 4 on pages 147 and 148 of the Student's Book respectively. These activities enable learners to acquire the following competences: co-operation, communication skills, research and problem solving, creativity and innovation, lifelong learning and critical thinking.

Step 3: Allow learners to present their findings in class after carrying out the activities. Allow as many students to react to the presentations in class.

Synthesis: Recap the methods one can take to protect him or herself from financial scams and identity fraud. Ask the learners questions to find out if the concepts have been understood well. For the areas that learners are having difficulties, explain them one more time before giving an assessment exercise.

Assessment

1. Assess the disadvantages of online banking in the world today.

Risks of hacking of one's bank account. Applications used in online banking need to be updated regularly. Most people are still apprehensive of the latest technologies such as online banking. Online banking is used by the literate people especially those who are versed with modern technologies.

2. **How do mobile banking service providers ensure there is safe transfer of funds by their customers?**

Creation of platforms where security words and Personal Identification Numbers are entered during transactions. Some service providers have created cross checking of identity of recipients before completing transactions. Completed transactions can be reversed when errors have occurred during transactions. Sensitising customers not to reveal their secret passwords to anybody including the employees of the mobile banking service providers.

Expected answers

Answers to Activity 1 (page 147)

- i) The text message is a spam, one should ignore it.
- ii) He/She should not call the number but contact the company that offers the lottery to clarify the details. If he/she has never enrolled in any lottery activity he/she should never attempt to call the number.
- iii) If the transaction is not complete, he/she should try to stop the transaction. If the transaction has been completed; report the matter to the relevant authorities. Offer comfort and psychological support to him/her.

Answers to Activity 2 (page 147)

1. Investors lost money during the worst financial crisis. Their businesses experienced liquidity problems and bankruptcy. Collapse of their businesses.
2. Over-valuation of the share capital of the house mortgage scheme where investors scheme the financial market. This was an investment scam which brought about 2007/2008 world financial crisis.

Answers to Activity 3 (page 148)

He should be accompanied by a close confidant when he next wants to make transactions. Advise him never to expose personal identification documents such as Personal Identification Number, identity card.

Answers to Activity 4 (page 148)

1. Create strong passwords to your social accounts to avoid being accessed. Avoid third parties e.g. applications linked to social media networks. Refrain from posting updates from social media. Avoiding clicking on insecure links on social media.
2. Refer to the Student's Book page 147-148 for the points.

END OF UNIT

End of unit summary

This unit has covered extensively the concepts on financial scams and identity frauds which take place in the contemporary world. Through a number of activities, learners have been sensitised on what goes on in the world today where scammers and identity fraudsters operate. Therefore, they will take extra care of deceptive ways used by fraudsters and scammers who continuously prey on people in our society. They will be in a position to safeguard their personal wealth which has been painstakingly created.

Additional information for the teacher

In every economy of the world today, financial scammers and identity fraudsters prey on individuals, families, private corporations and public corporations to deceptively and secretly rob them of their money. Today, many people have lost a lot of money to financial scammers and identity fraudsters. Victims of financial scams and identity frauds have been unknowingly lured into cleverly and deceptively designed schemes where they have lost their hard earned money and savings. It has been observed that financial scammers and fraudsters continuously change tactics to create new financial scams and identity frauds. The main purpose of this unit is to sensitise learners on the current and most common financial scams and identity frauds in world. The content in this enables learners to identify fraudsters and financial scams and safeguard themselves from such people. Let learners survey the local, national and international environment and identify some of the financial scams and identity frauds. This will help in citing relevant examples within learners' experiences.

End of unit assessment

In a class discussion, do a recap of what learners have learnt in this unit. Clarify what learners may have a problem with. Explain the concepts once more for them to understand. Let learners attempt the questions on page 149 of the Student's Book individually.

Answers to Assessment Exercise 9.0 (page 149)

1. Financial fraud is an attempt to deceive another for financial gain e.g. selling a piece of land that does not exist using fake documents such as title deeds while identity theft is the illegal use of someone else personal identification details in order to obtain money.
2. a) Financial scams: Investment scams, online dating and romance scams, online banking payment, advance fee scam, online shopping scam
b) Identity fraud: hacking, identity document fraud, ATM card skimming, phishing, shoulder surfing
3. Creation of fake social media accounts, identify theft, hacking, ATM and credit cards skimming, phishing

4. Investigative and prospective phases of the justice process are complex and at times don't result in financial outcome that favour the victim. Emotional stress to the victim such as fear of blame by close persons like relatives, friends and neighbours. Some victims feel that the losses are not much to warrant reporting. Some victims feel that they are the ones to blame so they see no need of reporting.
5. Some security personnel collude with fraudsters in carrying out financial scamming. Most fraudsters are highly educated and professional experts in the fields of technology who may have been dismissed by previous employers on unfair grounds. Financial challenges in the security arm of the government bar them from employing the up-to-date methods of fighting financial scams. Fraudsters are more sophisticated in their technologies of financial scamming
6. Trust (such schemes involve close family members, neighbours and friends who influence each other to join the investment schemes). Pyramid schemes compared to other small-scale investments offer favourable returns which lure individuals into joining them. Some individuals are blinded by greed for money.
7. Help them to recover psychologically. Help them to create fraud files which contain fraudsters details and time of event. Inform them of their rights e.g. carry on to prosecute the fraudsters. Encourage them to follow up the case even after a long time
8. Identify financial scammers and fraudsters in the society. Be conversant with the reporting system which detects frauds and financial scamming. Implement basic measures such as security of passwords. Hire professional experts to examine validity of documents such as title deeds, certificates, cheques. Should have skills in fraud detection methods. One should be informed of the current areas of fraud e.g. mobile and online banking, dating and romance sites.

Remedial activity: Discuss how financial scammers and identity fraudsters secretly operate in world today.

Extended activity: Suggest measures the government of Rwanda should do in order to minimise the challenges of financial scammers and identity fraudsters.

Environment friendly farming for sustainable food production

Student's Book page 150-168

10.1: Key unit competence: To be able to analyse current farming practices and suggest best sustainable farming practices approaches.

10.2: Prerequisites of this unit

Link this unit to Man and his environment in Geography. This will enable learners understand that human activities contribute heavily to the degradation of the environment. Crop and animal farming lead to air, water and land pollution which have adverse effects on the environment. Therefore, people are called to use the environment properly and preserve it for future generations. This brings about sustainability of the environment by using eco-friendly farming practices.

10.3: Cross-cutting issues to be addressed

This unit addresses the following cross cutting issues:

Environment and sustainability: Most farming activities result in environmental degradation. Learners should understand that farming practices should take into account the environmental consequences and ensure that they achieve sustainable food production. Food security is of major concern in the world today, unless people practise environment friendly farming, food insecurity and environmental degradation will continue to haunt us. This should be emphasised on an impact of environment and natural resource management, impact of mineral fertilisers on soil and harvest and eco-friendly farming practices for pest and weed control.

Standardisation culture: There are benchmarks that indicate the environmental friendliness and sustainability in food production in a given area. All the sub-content areas resonate well with this cross cutting issue. Learners should understand that environmental friendly measures should be carried out by all involved in livestock and crop farming.

Inclusive education: Participation in environment friendly farming for sustainable food production draws all individuals in the society. Therefore, all learners should actively participate in the teaching and learning process.

10.4: Generic competences

i) *Communication and co-operation*

This is enhanced when learners carry out activities in pairs or groups, while conducting a debate and when carrying out a field study. Learners have to discuss

and cooperate among themselves to present their findings. Such activities in the Student's Book include the following: Activity 1 on page 150, Activity 2 on page 151, Activity 3 on page 152, Activity 2 on page 153, Activity 3 on page 153, Activity 4 on page 154, Activity 5 on page 154, Activity 6 on page 155, Activity 7 on page 156, Activity 8 on page 157, Activity 1 on page 158, Activity 2 on page 160, Activity 3 on page 160, Activity 4 on page 161, Activity 1 on page 159, Activity 3 on page 162, Activity 1 on page 163, Activity 2 on page 164, Activity 3 on page 164, Activity 4 on page 165, Activity 1 on page 166 and Activity 2 on page 167.

ii) Research and problem solving

This is enhanced when learners find out information to answer several questions presented in the learning activities in this unit. This includes research on ways in which value chain of agricultural products can address food security, how to add value to food products and store food products to reduce wastage, eco-friendly farming practices that promote sustainable agricultural development and conservation of the environment. Such activities in the Student's Book include the following: Activity 1 on page 150, Activity 2 on page 151, Activity 3 on page 153, Activity 4 on page 154, Activity 5 on page 154, Activity 6 on page 155, Activity 7 on page 156, Activity 8 on page 157, Activity 2 on page 159, Activity 4 on page 161, Activity 2 on page 162, Activity 1 on page 163, Activity 2 on page 164, Activity 4 on page 165, Activity 1 on page 166 and Activity 2 on page 167.

iii) Creativity and innovation

This is enhanced when learners are required to organise a sensitisation day in their community and educate people on the need to minimise food wastage. Such an activity in the Student's Book include Activity 3 on page 162.

iv) Critical thinking

This is enhanced when learners are required to answer questions in the learning activities in this unit. Such activities in the Student's Book include the following: Activity 1 on page 150, Activity 2 on page 151, Activity 3 on page 152, Activity 1 on page 142, Activity 2 on page 143, Activity 3 on page 143, Activity 4 on page 154, Activity 5 on page 154, Activity 6 on page 155, Activity 7 on page 156, Activity 8 on page 157, Activity 1 on page 158, Activity 1 on page 159, Activity 2 on page 159, Activity 3 on page 150, Activity 4 on page 161, Activity 1 on page 161, Activity 2 on page 162, Activity 3 on page 162, Activity 1 on page 163, Activity 2 on page 164, Activity 3 on page 164, Activity 4 on page 165, Activity 1 on page 166 and Activity 2 on page 167.

v) Lifelong learning

This is enhanced when learners acquire knowledge that is useful and can in their day-to-day life such as, information on value chain and waste minimisation in food production, impact of animal and crop farming to the environment Activity

Activity 1 on page 150, Activity 2 on page 151, Activity 3 on page 152, Activity 1 on page 152, Activity 2 on page 153, Activity 3 on page 153, Activity 4 on page 154, Activity 5 on page 154, Activity 6 on page 155, Activity 7 on page 156, Activity 8 on page 157, Activity 1 on page 158, Activity 1 on page 159, Activity 2 on page 159, Activity 3 on page 160, Activity 4 on page 161, Activity 1 on page 161, Activity 2 on page 162, Activity 3 on page 162, Activity 1 on page 163, Activity 2 on page 164, Activity 3 on page 164, Activity 4 on page 165, Activity 1 on page 166 and Activity 2 on page 167.

10.5: Vocabulary or keywords or concepts

Environmental friendly farming, sustainable food production, environmental planning, natural resources management, eco-friendly farming, waste minimisation, value chain, performance parameters, hygiene, energy efficiency

10.6: Guidance on problem statement

Ask learners to undertake the first Activity on page 150 of the Student's Book. This activity seeks to enable learners explore on the issues of food security, environmental friendly farming and sustainability in food production. These issues are vital in food production in any community. People should go about their farming ventures in a sustainable manner.

10.7: Attention to learners with special needs

In this unit, give attention to learners with special needs by doing the following:

a) For learners with hearing impairments

- Ensure such learners have hearing aids. You can liaise with the administrative staff, their parents or guardians for the acquisition of such equipment.
- Talk louder in class for such learners to hear properly. Put more emphasis on stimulus variation modes such as body movements in class, facial expression, use of hands to express an issue and other appropriate stimulus variation modes and use sign language.
- Use face-to-face instructional approach when conducting classroom presentation and always maintain close eye contact with such learners.
- Speak louder using simple and clear facial expressions. At times, sentences or words should be repeated for these learners to effectively hear and understand.
- Such learners should be organised to sit in front of the classroom.
- These learners should be given more time to express themselves during class discussion and presentation.
- Write down summary key notes on the chalkboard/ whiteboard for the benefit of such learners.
- Discourage noise making in class as too much noise will distract these learners.

b) For learners with visual impairments

- Books and printed materials for such learners should be of high quality and large print layout.
- The teacher’s chalkboard/whiteboard writings should be large enough to be legible to those who are partially blind.
- These learners should be given more time to read, take notes or write. For individual assignment, they need more time to complete or accomplish their tasks.
- In class organisation, these learners should be encouraged to sit in front of the classroom.
- Braille should be offered for reading and writing purposes. Other tactile materials should also be availed to such learners with special educational needs.

c) For learners with physical impairments

- In classroom organisation, these learners should sit in a comfortable position.
- In group discussion or presentation, other learners should form groups around them.
- Those learners without one or both arms / hands should be allowed to audio-record or audio-document the activities in this unit. They are allowed to use tape recorders or other electronic recording equipment when giving their responses for questions that need them to write something lengthy.
- Extra time should be given to them to complete the activity tasks.
- If there are academic outings to interview resource persons in the community regarding specific issues mentioned in the activities of this unit, prior arrangement should be made to ensure they get there safely and comfortably.

10.8: List of lessons 6

Lesson number	Lesson title
1	Importance and contribution of environmental planning in sustainable farming
2	Impact of farming on the environment and natural resource management
3	Impact of farming on the environment and natural resource management Impact of mineral fertiliser on soil and harvest
4	Eco-friendly farming practices for pest and weed control
5	Waste minimisation in food production Value chain in food production
6	Performance parameters for food processing Modern trends in food processing

LESSON DEVELOPMENT

10.1 Importance and contribution of environmental planning in sustainable farming

Lesson 1

Student's Book page 150-152

Learning objectives

By the end of the lesson, a learner should be able to:

- Appreciate the contribution of environmental planning in sustainable farming.
- Define the following terms: food security, environmental planning, environmentally friendly farming and sustainable farming.

Introduction

Ask learners to explain what they understand by the terms food security, environmentally friendly farming and sustainable food production. They can research and give meanings of what the terms mean. Correct them where possible.

Teaching and learning resources: Student's Book, writing board

Learning activities/Teaching steps

Step 1: Let the learners carry out Activity 1 on page 150 of the Student's Book in pairs. Let learners present their finding in class. This activity enhances the following competences: co-operation, communication skills, research and problem solving, lifelong learning and critical thinking.

Step 2: Explain to the learners the meaning of food security and household food security. Let them understand that it is crucial for the people to attain food security for a healthy life.

Step 3: Discuss with the learners the meaning of environmentally friendly farming and sustainable or ecologically friendly farming.

Step 4: Let the learners attempt Activity 2 on page 151 of the Student's Book in pairs. This activity enhances the following competences: co-operation, communication skills, lifelong learning and critical thinking.

Step 5: Discuss with the learners the contributions of environmental planning in sustainable farming.

Step 6: Let the learners carry out Activity 3 on page 152 of the Student's Book in pairs. This activity enhances the following competences: co-operation, communication skills, lifelong learning and critical thinking.

Synthesis: Recap the concepts of food security and the contributions of environmental planning in sustainable farming. Ask the learners questions to find out

if they have understood. For the areas that learners are having difficulties, explain them one more time before giving an assessment exercise.

Assessment

1. Explain the meaning of the following terms; food security, environmentally friendly farming and sustainable food production.
2. Explain the contribution of environmental planning in sustainable farming.

Expected answers introductory activity (page 150)

Answers to introductory activity

1. a) This is a situation where all people in an area, at all time, have access to sufficient and nutritious foods that meet the dietary needs and food preferences for an active and healthy life of the population in an area.
b) This refers to farming practices which minimise environmental degradation by replenishing soil fertility and conserving the bio-diversity.
c) Sustainable food production refers to production of food in a manner friendly to the environment.
2. Expect varied responses from the learners, however, ensure their arguments are valid.
3. Yes, use irrigation system, plant crops that are drought resistant or use less water, reduce food wastage, use of agricultural sustainable practices, embrace new technology for knowledge transfer, nurturing young people's career in agriculture.
4. Yes, using new technology to transfer information, developing sustainable farming techniques, conducting scientific research to address challenges or crop pest and disease, educating farmers in technology methods such as irrigation and introduction of better seeds enhancing nutritional value of crops, reducing pest free and disease free, maximising yield potential of seeds.

Answers to Activity 1 (page 150)

1. A state where the people do not have a reliable access to sufficient quantity and nutritious food.
2. Sub-Saharan Africa is faced with severe food insecurity to the extent that some countries have to rely on food donations when faced with famine, floods or drought (especially the horn of Africa).
3. Expect varied responses from the learners, however, ensure their arguments are valid.
4. Policy changes, employing sustainable farming practices, improving agricultural development that offer income generating opportunities, efficient use of water resources, organic manure, target food for direct consumption or utilise value addition, reduce food wastage, invest in agricultural research and development, grow drought resistant food crops, use of high quality farming inputs, employ techniques that will help farmers improve their staple food crops, improving crop and livestock markets

5. Use of modern irrigation methods, developing drought resistant food crops, sharing agricultural information through mobile phones or the internet, introduction of non-chemical approach to solve pest and weed control, sustainable livestock production, inventions that improve the shelf-life of agricultural products

Answers to Activity 2 (page 151)

1. Environmental planning refers to the process of carrying out an evaluation of social, economic and political factors of human activities and their impact on sustainable development.
2. Yes, such practices include the following:
Burning of vegetation, overgrazing, use of fertilisers indiscriminately, cultivation on steep slopes, mono-cropping
3. Soil erosion, destruction of bio-diversity, low production, high transmission of diseases through pests.
4. Prevention of soil erosion measures, educating people to abandon poor farming practices, inclusion of environmental conservation in the school curriculum, sensitising people on careful application of fertilisers, use of organic materials/manure, providing agricultural extension officers to educate farmers. Use of national service recruits through the *Urugerero* Initiative and through *Umuganda* initiative

Answers to Activity 3 (page 152)

1. Informs an action plan for attainment of sustainable farming. Provides new solutions to curb environmental degradation. It develops a vision for the future. Assesses the needs of farmers and threats to the environment. Provides documentation for implementing solutions to environmental challenges.

10.2 Impact of farming on environment and natural resource management

10.2.1 Impact of livestock farming on environment and natural resources management

Lesson 2:

Student's Book page 152-155

Learning objectives

By the end of the lesson, a learner should be able to:

- State the relationships between farming and natural resource management.
- Examine the impact of livestock farming on environment and natural resources.

Introduction

Review the previous lesson on contributions on environmental planning in sustainable

farming. Ask learners to discuss the impact of livestock and crop farming on the environment.

Teaching and learning resources: Student's Book, writing board

Learning activities/Teaching steps

Step 1: Let learners carry out Activity 1 on page 152 of the Student's Book individually. This activity enhances the following competences: lifelong learning and critical thinking.

Step 2: Explain to the learners that crop and livestock farming leads to various threats to the environment. This has raised a lot of concern among the world environmentalists.

Step 3: Learners to attempt Activity 2 on page 153 of the Student's Book in groups. This activity enhances the following competences: co-operation, communication skills, research and problem solving, lifelong learning and critical thinking. Let learners present and share their findings in class.

Step 4: Let learners carry out Activity 3 on page 153 of the Student's Book in groups. This activity enhances the following competences: co-operation, communication skills, lifelong learning and critical thinking.

Step 5: Discuss with the learners the impact of livestock farming on environment and natural resource management. Ensure learners can give examples drawn from their environment or other places in the world where environmental degradation has occurred as a result of livestock farming.

Step 6: Learners to carry out activities 4, 5 and 6 on pages 154 and 155 of the Student's Book respectively. These activities enhance the following competences: co-operation, communication skills, research and problem solving, creativity and innovation, lifelong learning and critical thinking.

Synthesis: Recap the impact of livestock farming on environment and natural resources management. Find out if the concepts have been well understood. For the areas that learners are having difficulties, explain them one more time before giving an assessment exercise.

Assessment

Explain the impact of farming on environment and natural resource management.

Global warming, land degradation, loss of bio-diversity, pollution of the environment, increased desertification, reduced production

Expected answers

Answers to Activity 1 (page 152)

Soil erosion, loss of biodiversity, desertification, water pollution

Answers to Activity 2 (page 153)

1. Farming practices should be environmentally friendly to ensure maximum benefits from the activity for current and future generations. Land must be used in a manner that does not degrade it in any way.
2. Mono-cropping, over grazing, de-forestation, burning of vegetation, over-population
3. Re-afforestation and afforestation measures, agro-forestry, de-stocking, use of manure and fertilisers to add fertility to the soil, shifting cultivation, mixed farming, greenhouse farming, improving livestock breeds.

Answers to Activity 1 (page 153)

Global warming, land degradation and loss of biodiversity

Answers to Activity 2 (page 153)

Proper waste disposal and treatment, adoption of afforestation and re-afforestation programmes to enable forests serve as carbon (IV) oxide sinks, diversify livestock farming such as poultry and fish farming, improve animals' diets to reduce enteric fermentation and consequent methane emissions and setting up biogas plant initiatives to recycle manure, use soil conservation methods and silvopastoralism, control the number of animals kept by use of rotational grazing, destocking, ranching or paddocking.

Answers to Activity 3 (page 154)

1. Keeping manageable stock of animals, discouraging over-grazing by incorporating use of hay and other livestock food products, use of afforestation and re-afforestation programmes
2. Yes
3. Sensitising farmers on the importance of keeping animals their land can sustain, organising visits to farms where people do not practice overstocking and over grazing, asking them to keep modern livestock breeds as opposed to the traditional breeds. Informing them that it is expensive to keep very many livestock.

Answers to Activity 4 (page 154)

1. Destruction of the Ozone layer through emission of greenhouse gases. Destruction of vegetation. Increased soil erosion through overgrazing. Destruction of biodiversity.
2. The Sahel, Horn of Africa, northern Uganda and Northern parts of Kenya.

3. Over- stocking and overgrazing (Animals trample on the soil with their hooves and remove the available vegetation cover thus increasing the rate of soil erosion and the land is left bare.)
4. Keeping limited livestock, supplementing animal feeds, introducing afforestation and re-afforestation measures, introducing soil conservation programmes.
5. Re-introduction of destroyed bio-diversity, restoration of vegetative growth, introduction of animal orphanage/sanctuaries, gazettelement of forests, protection of water catchment areas.

10.2.2 Impact of crop farming on environment and natural resource management

10.3 Impact of mineral fertilisers on soil and harvest

Lesson 3

Student's Book page 155-159

Learning objectives

By the end of the lesson, a learner should be able to analyse the impact of mineral fertilisers and suggest solutions to their menace

Introduction

Review the previous lesson on impact of livestock farming on environment and natural resource management. Ask learners to discuss ways in which crop farming affects the environment and natural resource management.

Teaching and learning resources: Internet, Student's Book, writing board

Learning activities/Teaching steps

Step 1: Explain to the learners how crop farming has led to the destruction of bio-diversity on earth.

Step 2: Learners to attempt Activity 7 on page 156 of the Student's Book in pairs. This activity enhances the following competences: co-operation, communication skills, research and problem solving, lifelong learning and critical thinking.

Step 3: Discuss with the learners the effects of using pesticides and herbicides on the environment. Find out from the learners if they have witnessed such effects in the country.

Step 4: Let learners undertake Activity 8 on page 157 of the Student's Book in groups. This activity enhances the following competences: co-operation, communication skills, research and problem solving, lifelong learning and critical thinking.

Step 5: Discuss with the learners on impact of mineral fertilisers on soil and harvest and ways of remediation.

Step 6: Divide the class into two groups and let learners carry out Activity 1 on page 148 of the Student's Book. Allow the two group's representative to present their debate findings. This activity enables learners to acquire the following competences:

co-operation, communication skills, lifelong learning and critical thinking.

Step 7: Let learners carry out a project on the impact of mineral fertilisers on soil and harvest. Let them visit a resource person such as agricultural officers. They should ask questions on ways of remediation from the effects of mineral fertilisers. Let them present their findings in class.

Synthesis: Recap the impact of crop farming on environment and natural resource management and impact of mineral fertilisers on soil and harvest. Find out if the concepts have been well understood. For the areas that learners are having difficulties, explain them one more time before giving an assessment exercise.

Assessment

Explain reasons why organic fertilisers are better than inorganic/chemical fertilisers.

They don't pollute the environment. They are cheaper. Are readily available. Do not cause soil acidity and salinity. Do not affect the crop's growth. Are not harmful to human and other animals hence are bio-diversity friendly.

Expected answers

Answers to Activity 7 (page 156)

1. Clearing of vegetation to give room for crop farming. Destruction of wildlife which pose harm to crop farming such as killing monkeys. Removal of wild animals and insects from their habitat to create room for crop farming. Burning of vegetation as a way of clearing land for farming has ended up killing plants and animals. Cultivation of riverbeds and wetlands have destroyed bio-diversity in the areas.
2. Increased soil erosion. Reduced productivity. De-stabilization of eco-systems. Increased river deposition. Pollution of water and land surfaces. Climate change.
3. Introduction of afforestation and re-afforestation and soil conservation programmes. Enactment of strict legislation against pollution. Educating farmers on the importance of preserving bio-diversity. Practising environmentally friendly farming techniques.

Answers to Activity 8 (page 157)

1. Expect varied responses from the learners, however, ensure their arguments are valid.
2. Use of organic manure, mulching, crop rotation, use natural methods for pest and weed control, control soil erosion, cultivate across the slope, practice afforestation and agroforestry
3. To a greater extent, population pressure causes environmental degradation in the following ways. People move to other places such as hill slopes, wet lands and riverbanks or forests to create more room for agricultural production. These actions result to environmental degradation as they cause loss of bio-diversity, deforestation and soil erosion due to human encroachment in such lands.

4. Educating the people on the need to have smaller families, providing information on family planning, including information on the effects of high population in the school curriculum.
5. Embracing agroforestry in all farms, use of organic manure, using improved and water management techniques, using better crop varieties and animal breeds, reducing soil erosion, optimising water use, using cover crops to build soil fertility.
6. Learners arguments should be based on the impact of farming on the environment and sustainability of farming in the country.

Answers to Activity 10 (page 158)

For: They have undergone intensive research before being processed, do not transmit diseases to crops, are readily available, are very effective and cheap.

Against: Pollute the environment, add foreign materials to the crop, are expensive and beyond reach of many farmers, most are imported hence contributing to loss of foreign exchange for the country, cause soil acidity and salinity thus contributing to loss of nutrients, where it causes stunted growth in crops it lowers production, harmful to human and other animals when washed into water sources.

10.4 Eco-friendly farming practices for pest and weed control

Lesson 4

Student's Book page 159-161

Learning objectives

By the end of the lesson, a learner should be able to describe eco-friendly farming practices for pests and weed control.

Introduction

Review the previous lesson on impact of crop farming on the environment. Ask learners to explain the meaning of eco-friendly and describe eco-friendly farming practices carried out by people.

Teaching and learning resources: Internet, Student's Book, writing board

Learning activities/Teaching steps

Step 1: Let the learners attempt Activity 1 on page 159 of the Student's Book individually. This activity enhances the following competences: research and problem solving, lifelong learning and critical thinking.

Step 2: Explain to the learners the meaning of eco-friendly farming. Ask learners to give examples of eco-friendly farming practices that promote environment sustainability.

Step 3: Let learners carry out Activity 2 on page 159 of the Student's Book in pairs. Let them record their findings for presentation to the class later. This activity enhances the following competences: co-operation, communication skills, research and problem solving, lifelong learning and critical thinking.

Step 4: Explain to the learners the eco-friendly farming practices for pest and weed control.

Step 5: Learners to carry out the following Activities 3 and 4 on pages 160 and 161 of the Student's Book respectively. These activities enhances the following competences: co-operation, communication skills, lifelong learning and critical thinking.

Synthesis: Recap the concepts of eco-friendly practices for pest and weed control. Find out if the concepts have been well understood. For the areas that learners are having difficulties, explain them one more time before giving an assessment exercise.

Assessment

Explain eco-friendly farming practices for pests and weed control that may be applied in Rwanda to enhance crop productivity.

Natural pest elimination, introduction of parasitic pests, timely planning of crops, crop rotation, natural weed management, use of appropriate crop farming practices, revival of local and indigenous varieties of food crops, off-season preparation of farm lands before planting, use of mechanical weeders and soil solarisation.

Expected answers

Answers to Activity 1 (page 159)

1. Eco-friendly farming practices are those agricultural practices which are not harmful to the natural enrichment.

Answers to Activity 2 (page 159)

1. Pollution of the environment, stunted growth to crops, spread of diseases, elimination of bio-diversity, reduced production
2. Agro-forestry, use of mulching, discriminate use of fertilisers, pesticides and herbicides, use of organic materials for soil fertility, integrated pest management practices, natural pest elimination, use of parasitic pests, timely planning of crops and crop rotation

Answers to Activity 3 (page 160)

Integrated pest management practices. Natural pest elimination. Introduction of parasitic pests. Timely planning of crops. Crop rotation, mulching. Natural weed management. Revival of local and indigenous varieties of food crops. Off-season preparation of farm lands before planting. Use of mechanical weeders. Soil solarisation.

Answers to Activity 4 (page 161)

1. Improving water conservation and storage measures, providing incentives for selection of drought-tolerant crop species, using reduced-volume irrigation systems, managing irrigation to reduce runoff, selection of varieties that are well suited to the farming area and conditions of the farm, diversification of crops and cultural practices to enhance the biological and economic stability of the farm, management of the soil to enhance and protect soil quality, controlled grazing, use of greenhouse irrigation, better water management, use of organic manure for soil enrichment, promoting sustainable forest management, conserving the eco-systems
2. Mulching, use of organic fertilisers, irrigation farming, crop rotation, use of drought resistant crop varieties, natural elimination of pest and weed, sustainable forest management

10.5 Waste minimisation in food production

10.6 Value chain in food production

Lesson 5

Student's Book page 161-165

Learning objectives

By the end of the lesson, a learner should be able to:

- Explain different ways to minimise waste in food production.
- Appreciate the importance of waste minimisation in food production.
- Describe the different steps in food production.

Introduction

Review the previous lesson on eco-friendly farming practices for pest and weed control. Ask learners to explain to the learners the meaning of waste minimisation in food production.

Teaching and learning resources: Student's Book, writing board

Learning activities/Teaching steps

Step 1: Discuss with the learners the different ways of waste minimisation in food production. Ask them which methods are commonly practiced in the country.

Step 2: Let learners attempt activities 1, 2 and 3 on pages 161 and 162 of the Student's Book respectively. These activities enhance the following competences: co-operation, communication skills, lifelong learning and critical thinking.

Step 3: Explain to the learners the importance of value chain in food production. Ensure learners understand the five categories of value chain according to porter and can give examples.

Step 4: Let learners carry out activities 1, 2, 3 and 4 on pages 163, 164 and 165 of the Student's Book respectively. These activity enhance the following competences: co-operation, communication skills, research and problem solving, lifelong learning and critical thinking.

Synthesis: Recap the concept of waste minimisation and value chain in food production. Find out if the concepts have been well understood. For the areas that learners are having difficulties, explain them one more time before giving an assessment exercise.

Assessment

1. Explain ways in which we can minimise waste in food production.
2. Explain porter's secondary activities to the value chain system in food production.

Expected answers

Answers to Activity 1 (page 161)

The processes include: planting, weeding, harvesting, transportation, preservation and storage

Answers to Activity 2 (page 162)

Meat- smoking, drying, salting, freezing, fruits-drying, vegetables, drying, herbs and spices-drying

Answers to Activity 3 (page 162)

Sun drying, salting, frying, smoking, fermenting, canning, refrigeration and boiling.

Answers to Activity 1 (page 163)

Fresh milk can be used to make yoghurt, cheese, ghee. Fresh fruits such as strawberry and plums can be used to make jam and juice. Pineapples, grapes, pawpaws- used to make fruit wine. Peanuts-used to make peanut butter.

Answers to Activity 2 (page 164)

Storing grains in moisture/airtight silos to prevent aflatoxins and grain infecting moulds, food drying and storage techniques, shelling grains from the cob and storing them, use of mechanical dryers to remove moisture from grains, developed grain storage bags with insecticides laced into individual fibres in order to reduce infestation, fruit canning, drying vegetables and use of vehicles with coolers to transport perishable food products.

Answers to Activity 3 (page 164)

1. Expect varied responses from the learners depending on the food products.
2. Supermarket chains, retailers, wholesalers, brokers, importers, exporters, fast food restaurants, processed food manufacturers, commodity packers, millers, animal breeders, extension officers, agrochemical companies, farmers and labourers

3. Capital (start-up and working capital), access to credit or loans services, taxes, insurance, agricultural consultants or extension officers, government agencies or ministries, labour, food safety measures, subsidies and conservation measures.
4. Reducing food waste, introducing new products, improving new products, producing more products, improving coordination among actors and activities in the value chain, improve performance, comply with standards set for those products, increase demand and acceptability of the products, increase supply of available and affordable food products all year round

Answers to Activity 4 (page 165)

Value chain development in agriculture can address food security and reduce poverty in the country. The following measures should be put in place. Improve the value by employing efficient use of water and environment, ensure there is good post-harvest measures and products are handled safely, reduce food wastage in the value chain, employ value addition of the food products, produce supply that meets the demand of the products, improve the quality of the products, employ mechanisation and irrigation, use high quality inputs such as fertilisers and seeds, ensure there is easy access to credit, inputs, research and technology, improve on labour training for all actors involved in the value chain, involve all actors in the value chain by ensuring they participate actively and improve on transport infrastructure to open up marginalised areas

10.7 Performance parameters for food processing

10.8 Modern trends in food processing

Lesson 6

Student's Book page 165-167

Learning objectives

By the end of the lesson, a learner should be able to;

- Explain the meaning of food processing.
- Describe the performance parameters for food processing.

Introduction

Review the previous lesson on waste minimisation and value chain in food production. Ask learners to explain the meaning of the terms food processing and performance parameters.

Teaching and learning resources: Internet, Student's Book, writing board, resource persons.

Learning activities/Teaching steps

Step 1: Discuss with the learners the meaning and benefits of food processing. Ensure they are able to give examples when required.

Step 2: Discuss with learners the different performance parameters used in measuring food processing.

Step 3: Learners to carry out Activity 1 on page 166 of the Student's Book in groups. After the discussion, let them present their findings. These activities enhances the following competences: co-operation, communication skills, research and problem solving, lifelong learning and critical thinking.

Step 4: Discuss the modern trends and new developments used in food processing. Learners to carry out Activity 1 on page 166 of the Student's Book.

Step 5: Let learners attempt Activity 2 on page 167 of the Student's Book. This is a filed study activity for the whole class. Organise for a visit to an agro-processing factory or plant near your school. Seek permission from the relevant authorities before the visit. Ensure the learners have prepared adequate interview questions that will enable them answer questions in the activity. This activity enhances the following competences: co-operation, communication skills, research and problem solving, lifelong learning and critical thinking.

Synthesis: Recap the concepts on performance parameters and modern trends in food processing. Find out if the concepts have been well understood. For the areas that learners are having difficulties, explain them one more time before giving an assessment exercise.

Assessment

1. Identify the performance parameters for food processing on both the individual and national level.
2. Explain the modern trends of food processing.

Expected answers

Answers to Activity 1 (page 166)

1. Destruction of bio-diversity (planting). Pollution of the environment (planting). Transmission of diseases/ill-health (Packaging and harvesting). Soil degradation (land preparation).
2. Fermentation, barbequing, frying, chopping, pasteurization, roasting and poaching

Answers to Activity 1 (page 166)

1. These are known as lifestyle diseases. They are mainly caused by eating unhealthy foods and other habits that we have adapted such as lack of exercise.

Answers to Activity 2 (page 167)

1. These trends meet healthy, hygiene and efficiency standards.
2. They have greatly met the health, hygiene and efficiency standards because they have been endorsed by the country's quality assurance standards' body.
3. Government must inspect and give a clean bill of health to all food products before consumption. Strict laws should be passed on food products processing and packaging.
4. Value chain in food production will extend the shelf life of products thus make food available to the population for a longer time. Value chain in food production will check destruction to the environment thus make people to use the environment in a sustainable manner. It will give rise to a competitive spirit among producers hence keep price of goods at a minimum to enable many people afford the products. Government will enforce strict laws to the firms so as to ensure environmental sustainability.

END OF UNIT

Summary of the unit

This unit has explored the issue of environmental friendly farming for standards food production. Specifically it has delved into contribution of environmental planning in sustainable farming, impact of framing on environment and natural resource management, impact of mineral fertilisers on soil and harvest and ways of remediation. In addition, eco-friendly farming practices for pests and weeds control, waste minimisation in food production and value chain in food production have been examined. Finally the unit has tackled the issue of performance parameters for food processing and trends in modern food processing. Generally the unit has brought out the essence of environmental friendly farming for sustainable food production. This has been the theme that has cut across the entire chapter. The learning activities in the entire unit have strived to bring out the same.

Additional information

The realisation by environmental scientists that increased human activities are precariously changing the system on which the earth nourishes and sustains life, has attracted the attention of the global community since 1980s. The earth's natural system, which for millions of years has been supporting life, is increasingly being threatened by human activities. An array of human activities on earth have led to the destruction of the Ozone layer, warming up of the earth, increased desertification, scarcity of water resources, water pollution, loss of biodiversity, rise in sea levels, melting of the permanent ice cap in the North Pole and deteriorating conditions in food production resulting to food insecurity among others. The environmental issues surrounding the survival of humanity on earth have mobilised the international community to focus

their attention on new ways of creating a healthy and productive environment. The concept of sustainable development was coined in the 1980s in an attempt to chart a new path towards a healthy and productive environment.

Sustainable development has been perceived as one of the ways of addressing the current challenges facing humanity on this planet. Environmental friendly farming for sustainable food production emanates from the aspirations of humanity in the renewed path towards sustainable development. The main objective of teaching this unit is to equip learners with the current knowledge on sustainable agriculture so that they analyse and assess the impact of farming practices carried out in the country. Ultimately, they are able to suggest best farming practices, which are in line with sustainable agriculture and address the challenges of adopting sustainable farming practices. Sustainable development has been defined by United Nations World Commission on Environment and Development as *'development that meets the needs of the present while safeguarding earth's life support system on which the welfare of the current and the future generations depend'*.

The concept of sustainable development is usually traced to the United Nations Conference on the Human Environment which was held in Stockholm, Sweden in 1972. The main theme of the conference was to consider the rights of the global human family to a healthy and productive environment. This conference provided an avenue for the formation of World Commission on Environment and Development in 1983. The World Commission on Environment and Development set the tempo for the United Nations Conference on Environment and Development held in Rio in 1992 in Rio. Twenty years later, in 2012, another conference, United Nations Conference on Environment and Development was held in the same city of Rio; this is referred to as Rio + 20. This is the conference which initiated Millennium Development Goals (MDGs) and which further culminated in the establishment of Sustainable Development Goals (SDGs). Environment friendly farming for sustainable food production has been embraced by every nation of the world and is directly linked to sustainable development and more specifically SDGs.

End of unit assessment

In a class discussion, do a recap of what learners have learnt in this unit. Clarify what learners may have a problem with. Explain the concepts once more for them to understand. Let learners attempt the questions on page 167-168 of the Student's Book individually.

Answers to assessment exercise 10.0 (page 167)

1. Sustainable farming practices refer to those food production techniques that are friendly to the environment.
2. Destruction of biodiversity. Pollution of the environment. Contribution to global warming. Land degradation. Lowering soil quality.

3. Refer to the contributions of environmental planning in sustainable farming
4. Promotion of organic manure. Use of chemical fertilisers discriminately. Soil conservation measures. Introduction of eco-friendly farming practices for pests control. Use of eco-friendly farming practices for weeds control. Waste minimisation in food production. Value chain in food production. Introduction of performance parameters for food processing. Adoption of modern trends in food processing.
5. Yes. See (4 above).
6. Promotion of agro-forestry. Education of farmers on the importance of practicing sustainable agricultural land management. Promotion of the cooperative movement. Provision of loans and grants to farmers. Enactment of sustainable agricultural land management friendly laws.
7. Advising the government on conservation of natural resources. Protection of natural resources. Making follow up to implement international conventions on natural resources. Advising the government on appropriate mechanisms for conservation of natural resources. Offering technical advice on land use.
8. Let the student identify any product and approach it from porter's value chain categories of primary activities, that is, in bound logistics, operations, outbound logistics, marketing and sales and after sale activities.
9. Accept correct responses from the learners depending on the food product chosen.
10. Accept correct responses from the learners depending on their justifications.

Extended activity: Explain the importance of value chain and waste minimisation towards achieving food security in Africa.

Remedial activity: Explain the eco-friendly farming practices for pest and weed control.

Uses and application of Mathematics in daily life

Student's Book page 169-182

11.1: Key unit competence: To be able to analyse the use and application of mathematics in daily life

11.2: Prerequisites of this unit

This unit should be linked to the following topics in Mathematics; Algebra, Statistics and Geometry. This will enable them understand mathematical concepts which are used in man's daily life. They will also enable learners solve some mathematical problems.

11.3: Cross- cutting issues to be addressed

The following are the cross cutting issues that have been addressed in this unit. They are:

Inclusive education: All learners should actively participate in the teaching and learning process despite their different abilities.

Financial education: Learners are able to understand that they need knowledge in Mathematics for them to be able to make business transactions and important decisions concerning savings, managing debts and making purchases. This is addressed in commercial mathematics.

11.4: Generic competences

i) Communication and co-operation

This is enhanced when learners carry out activities in this unit in pairs or groups. Learners are able to discuss and present their findings thereby enhancing their communication skills. Such activities in the Student's Book include the following: Activity 1 on page 169, Activity 2 on page 170, Activity 3 on page 170, Activity 4 on page 171, Activity 7 on page 172, Activity 8 on page 173, Activity 9 on page 173, Activity 10 on page 173, Activity 11 on page 174, Activity 1 on page 174, Activity 2 on page 174, Activity 3 on page 175, Activity 4 on page 176, Activity 5 on page 177, Activity 6 on page 177, Activity 7 on page 177, Activity 8 on page 178, Activity 9 on page 178, Activity 10 on page 179, Activity 11 on page 180, Activity 1 on page 180, Activity 2 on page 181, Activity 3 on page 181, Activity 4 on page 181 and Activity 5 on page 182.

ii) Research and problem solving

This is enhanced when learners research on the origin of mathematics, how ancient civilisations used mathematics to solve problems, how various professionals such as doctors use mathematics to carry out their work and how mathematical concepts are used to carry out agricultural activities. Such activities in the Student's Book include the following: Activity 1 on page 169, Activity 2 on page 170, Activity 2 on page 174, Activity 3 on page 175, Activity 4 on page 176, Activity 6 on page 177, Activity 7 on page 177, Activity 8 on page 178, Activity 10 on page 179, Activity 11 on page 180, Activity 1 on page 180, Activity 2 on page 181 and Activity 4 on page 181.

iii) Critical thinking

This is enhanced when learners are required to solve some mathematical problems and questions in the learning activities found in this unit. Such activities in the Student's Book include the following: Activity 1 on page 169, Activity 2 on page 170, Activity 3 on page 170, Activity 4 on page 171, Activity 5 on page 171, Activity 6 on page 172, Activity 7 on page 172, Activity 8 on page 173, Activity 9 on page 173, Activity 10 on page 173, Activity 11 on page 174, Activity 1 on page 174, Activity 2 on page 174, Activity 3 on page 175, Activity 4 on page 176, Activity 5 on page 177, Activity 6 on page 177, Activity 7 on page 177, Activity 8 on page 178, Activity 9 on page 178, Activity 10 on page 179, Activity 11 on page 180, Activity 1 on page 180, Activity 2 on page 181, Activity 3 on page 181, Activity 4 on page 181 and Activity 5 on page 182.

iv) Lifelong learning

This is enhanced when learners acquire knowledge on the importance of mathematics in their daily life. They also get to learn various topics from which mathematical concepts used in daily life are drawn. This information will help them in their day-to-day life. Such activities in the Student's Book include the following: Activity 1 on page 169, Activity 2 on page 170, Activity 3 on page 170, Activity 4 on page 171, Activity 5 on page 171, Activity 6 on page 172, Activity 7 on page 172, Activity 8 on page 173, Activity 9 on page 173, Activity 10 on page 173, Activity 11 on page 174, Activity 1 on page 174, Activity 2 on page 174, Activity 3 on page 175, Activity 4 on page 176, Activity 5 on page 177, Activity 6 on page 177, Activity 7 on page 177, Activity 8 on page 178, Activity 9 on page 178, Activity 10 on page 179, Activity 11 on page 180, Activity 1 on page 180, Activity 2 on page 181, Activity 3 on page 181, Activity 4 on page 181 and Activity 5 on page 182.

11.5: Vocabulary or key words or concepts

Mathematics, logics, operations, quantities, reasoning, time management, commercial arithmetic, computer science.

11.6: Guidance on the problem statement

Let learners carry out the first Activity on page 199 of the Student's Book. This activity introduces learners to the meaning, origin, use and application of Mathematics in the daily life of mankind. Mathematics is very vital to human beings. Over the human history, there has been improvement and sophistication of human activities which is mainly attributed to the uses and application of Mathematics. By carrying out this activity, learners will be able to appreciate the crucial role played by Mathematics in the daily life of mankind. Take note of learners who may dislike learning mathematics. They should be identified and encouraged to help them engage effectively and actively in the learning process.

11.7: Attention to learners with special needs

In this unit, give attention to learners with special needs by doing the following:

a) For learners with hearing impairments

- Ensure such learners have hearing aids. You can liaise with the administrative staff, their parents or guardians for the acquisition of such equipment.
- Talk louder in class for such learners to hear properly. Put more emphasis on stimulus variation modes such as body movements in class, facial expression, use of hands to express an issue and other appropriate stimulus variation modes and use sign language.
- Use face-to-face instructional approach when conducting classroom presentation and always maintain close eye contact with such learners.
- Speak louder using simple and clear facial expressions. At times, sentences or words should be repeated for these learners to effectively hear and understand.
- Such learners should be organised to sit in front of the classroom.
- These learners should be given more time to express themselves during class discussion and presentation.
- Write down summary key notes on the chalkboard/ whiteboard for the benefit of such learners.
- Discourage noise making in class as too much noise will distract these learners.

b) For learners with visual impairments

- Books and printed materials for such learners should be of high quality and large print layout.
- The teacher's chalkboard/whiteboard writings should be large enough to be legible to those who are partially blind.
- These learners should be given more time to read, take notes or write. For individual assignment, they need more time to complete or accomplish their tasks.

- In class organisation, these learners should be encouraged to sit in front of the classroom.
- Braille should be offered for reading and writing purposes. Other tactile materials should also be availed to such learners with special educational needs.

c) For learners with physical impairments

- In classroom organisation, these learners should sit in a comfortable position
- In group discussion or presentation, other learners should form groups around them.
- Those learners without one or both arms / hands should be allowed to audio-record or audio-document the activities in this unit. They are allowed to use tape recorders or other electronic recording equipment when giving their responses for questions that need them to write something lengthy.
- Extra time should be given to them to complete the activity tasks.
- If there is academic outing to interview resource persons in the community regarding specific issues mentioned in the activities of this unit, prior arrangement should be made to ensure they get there safely and comfortably.

11.8: List of Lessons: 6

Lesson number	Lesson title
1	Origin and development of Mathematics
2	Topics from which mathematical concepts used in daily life are drawn
3	Topics from which mathematical concepts used in daily life are drawn
4	Examples of areas where mathematics is used in daily life
5	Areas where mathematics is used in daily life
6	Importance of Mathematics

LESSON DEVELOPMENT

11.1 Topics from which mathematical concepts used in daily life are drawn (1)

Lesson 1

Student's Book page 169-171

Learning objectives

By the end of the lesson the learners should be able to:

- Explain the meaning of Mathematics.

Introduction

Let learners attempt Activity 1 on page 169 of the Student's Book. This activity serves as an introduction to concepts that are to be covered in this unit. This activity will enable learners understand, how it is applied in our daily activities, its origin and trace the history of application of Mathematics to solve practical problems and make innovations during the ancient civilisations.

Teaching and learning resources: Student's Book, writing board

Learning activities/Teaching steps

Step 1: Learners to carry out Activity 1 on page 169 of the Student's Book in groups. This activity enables learners to acquire the following competences: co-operation, research and problem solving, communication skills, lifelong learning and critical thinking.

Step 2: Explain to the learners the origin and meaning of Mathematics. Let them understand that ancient civilisations used and applied Mathematics in their daily life. Even today, people still use and apply Mathematics in various activities.

Step 3: Learners to attempt Activity 2 on page 170 of the Student's Book in pairs. This activity enables learners to acquire the following competences: co-operation, communication skills, lifelong learning and critical thinking.

Step 4: Discuss with the learners various scholars who introduced some mathematical formulae of various topics in Mathematics.

Step 5: Let learners carry out Activity 3 on page 170 of the Student's Book in groups. Let learners present their findings in class and allow as many responses as possible from other learners. This activity enables learners to acquire the following competences: co-operation, communication skills, lifelong learning and critical thinking.

Synthesis: Recap the topics from which mathematical concepts used in daily life are drawn. Find out if the concepts have been well understood. For the areas that learners are having difficulties, explain them one more time before giving an assessment exercise.

Assessment

1. Identify branches of Mathematics which evolved from the earliest human civilisations.

Geometry, Number theory, Commercial Mathematics and Algebra

2. How were they applied in human civilisations?

Geometry was applied in the construction of pyramids by the Egyptians. The number theory (used in the measurement of arable land, the output from the land, sharing work or output (fractions, decimals) was used by the people of Mesopotamia. Commercial mathematics (calculation of interest, payment of taxes, calculation of profit or loss) was used to conduct business transactions by ancient Greeks and Romans. Algebra – measurement of quantities of output from the arable land (relative to workers, land acreage and output).

Expected answers

Answers to Activity 1 (page 169)

1. Mathematics is defined as a subject that deals with logic, numbers, measurements, quantities, operations, shapes, spaces and their relationships.

Measurement of time, travelling from one destination to another, cooking, running, dancing, games, farming and construction

2. Earliest human civilisations such as the Nile Valley, Mesopotamia, the Hindus Valley in India and Chinese River civilisation developed and evolved the use and applications of Mathematics when conducting various activities. They developed some of the branches of Mathematics such as Number Theory, Trigonometry and Commercial Arithmetic and the earliest symbols of mathematics.

Several ancient civilisations used mathematic concepts to solve problems such as the following. Irrigation technologies (shadoof irrigation used in the Nile Valley). Measurement of time (Babylonians evolved and developed the concept of the measurement of time. Developed the numbers system for measurement of time, agricultural output and measurement of crop land.

Answers to Activity 2 (page 170)

The objects in our universe such as the sun, moon and planets are circular in nature and hence depict the presence of mathematics in shapes. The revolution and rotation of the earth is regular and takes the calculation of time. The shape of a spider's web and some flower petals such as the sunflower depict mathematical shapes, some hills and mountains form a conical shape, some animals have lines or stripes which are symmetrical such as lines on a zebra or tiger, spots on a cheetah form patterns which are symmetrical in shape, movement of insects such as ants, drop of water falling on a water surface forms concentric circles or ripples, the shape of the rainbow, planets and other heavenly bodies follow an elliptical orbit and some flower petals or seeds of flowers are patterned numerically.

Answers to Activity 3 (page 170)

1. Continuous application of Mathematics in the daily life of man. The evolution of new mathematical concepts to solve human problems. Accounting procedures requires the use of mathematics. Technology and the application of mathematics (e.g. Architecture, road construction, computer applications, aviation).
2. Algebra, Statistics, Geometry, Probability, Number Theory
3. Cooking, dancing, playing games, construction work, time management

11.1 Topics from which mathematical concepts used in daily life are drawn (2)

Lesson 2

Student's Book page 171-173

Learning objective

By the end of the lesson, the learner should be able to identify topics from which mathematical concepts used in daily life are drawn.

Introduction

Review the previous lesson on topics from which mathematical concepts used in daily life are drawn. Ask learners to identify topics from which mathematical concepts used in daily life are drawn.

Teaching and learning resources: Student's Book, writing board

Learning activities/Teaching steps

Step 1: Explain to the learners that there are various branches of Mathematics from which various topics are drawn.

Step 2: Learners to attempt Activity 4 on page 171 of the Student's Book individually. This activity enables learners to acquire the following competences: lifelong learning and critical thinking.

Step 3: Explain to the learners how knowledge in commercial Mathematics is applied to our daily life. Let learners carry out Activity 5 on page 171 of the Student's Book.

Step 4: Explain to the learners how knowledge in algebra is used in our daily life. Let learners attempt Activity 6 on page 162 of the Student's book in pairs.

Step 5: Discuss with the learners on the use of probability and statistics to carry out activities in our daily life. Let learners undertake Activity 7 on page 172 of the Student's Book individually.

Step 6: Explain to the learners how knowledge in Calculus is used in our daily life. Let them attempt Activity 8 on page 163 of the Student's Book in groups.

Step 7: Activities 5, 6, 7 and 8 enhance the following competences: co-operation, communication skills, critical thinking and lifelong learning.

Synthesis: Recap the concepts of commercial mathematics, algebra, propability and statistics and calculus. Find out if the concepts have been well understood. For the areas that learners are having difficulties, explain them one more time before giving an assessment exercise.

Assessment

1. Explain how bankers use and apply the knowledge of commercial Mathematics.

Interest rate calculations to determine the interest payment to their clients. To determine profit or loss in a specific accounting year. Calculating dividends to be paid to their shareholders. Calculate the amount of tax to be paid to the

government. Making conversions from one currency to another. Calculating the amount of interest paid to depositors in a bank, or those who have taken loans.

2. Explain how algebra is used in the daily life of mankind.

To determine the structure of specific construction of buildings. To estimate the quantity of a specific liquid to be used e.g. petroleum, paint to cover a specific service area. To calculate specific problems which affect mankind e.g. determining the quantity of two commodities to be consumed. Used by pastoralists to determine wealth variation of their livestock e.g. pastoralists may determine which type of livestock brings in more wealth. In home economics, it is used to determine ingredients for making a recipe e.g. in baking, one source out ingredients according to the standard requirements.

Expected answers

Answers to Activity 4 (page 171)

To subtract, add, multiply, divide when carrying out purchases or sales. Weighing and interaction with weighing scales, to measure the correct qualities (of sugar, meat, maize) so as not to lose value for money. Traders calculate discounted value to customers using percentages. Ascertaining profit and loss when carrying out business transactions at the end of the day, week, and month. Bank's officials calculating interest rates using percentages. By corporations and co-operative SACCO's in ascertaining dividend payments.

Answers to Activity 5 (page 171)

1. $A = P\left(1 + \frac{r}{100}\right)^n$ $p = \text{Rwf } 280,000$
 $r = 10\% \text{ p.a}$
 $n = 3 \text{ interest periods}$

$$A = 280,000 \left(1 + \frac{10}{100}\right)^3$$
$$= 280,000 \times (1.1)^3$$
$$= \text{Rwf } 372,680$$

2. Commission offered = 45%
Set amount = Rwf 250,000
Sales made monthly = Rwf 750,000
Amount on commission = $750,000 - 250,000$
 $= \text{Rwf } 500,000$
Commission received = $\frac{4.5}{100} \times 500,000$
 $= \text{Rwf } 22,500$

3. Marked price = Rwf 80,000
Deposit paid = Rwf 8,000

Monthly installment = Rwf 8,200 for 12 months

H.P.P = Deposit + total installments

$$= 8,000 + (12 \times 8,200)$$

$$= 8,000 + 98,400$$

Rwf = 106,400

4. This is because a student is able to save, minimise expenditures by creating and managing a budget. Therefore, the money not spent is saved. The accrued interest from savings and the amount saved can be used to make investments. Making investments requires knowledge on taxes, shares and stocks especially if one invests in corporate or government bonds.

Answers to Activity 6 (page 172)

1. m – number of mangoes, n – number of oranges

$$(3m + 4n) = \text{Rwf } 50$$

$$(1m + 6n) = \text{Rwf } 40$$

$$3m + 4n = 50 \dots\dots 1$$

$$m + 6n = 40 \dots\dots\dots 2$$

$$3m + 4n = 50$$

$$- 3m + 18n = 120$$

$$\underline{\hspace{1.5cm}}$$
$$-14n - 70$$

$$\therefore 14n = 70$$

$$n = 5$$

$$3m + 4(5) = 50$$

$$3m + 20 = 50$$

$$3m = 30$$

$$m = 10$$

number of mangoes (m) = 10

number of oranges (n) = 5

2. $a = v - \frac{u}{t}$

a = acceleration, v = final velocity, u = initial velocity, t = time (s)

$$a = \left(\frac{4 - 8}{4} \right) \text{ m/s}^2$$

$$= -1 \text{ m/s}^2$$

Deceleration = 1 m/s^2

Answers to Activity 7 (page 172)

1. This should be done by arranging students according to their age (younger to oldest). Mean = Total Number of years over the total number of students. Median = the number in the middle of the age when the respective ages are arranged

- from the youngest to oldest. Modal age = the age number which appears to be more frequent
2. Presentation of population data in graphs e.g. bar graphs, line graphs, pie chart. Tabulation of data for comparative purposes e.g. demographic data, socio economic data. Use of symbols on maps to locate specific data e.g. use of dots to represent specific number of people in a locality. Graphical presentation on the page to represent data for comparative purposes e.g. population in respective past census.
 3. For planning purposes e.g. economic development variables show sectors that should be given attention by the government during planning and budgetary allocation. For service delivery by ministries concerned. To solve the economic problems of the country e.g. controlling and managing the population.
 4.
 - a) Statistical probability of the occurrence of specific weather patterns, e.g. if consistent patterns of weather have already been established in a given locality/area/region.
 - b) In sex linked genes, probability theory is employed e.g. in genetic mapping, statistics is used and applied for purposes of determining gene distances.
 - c) Maximal occurrence of cases of infections predict the likelihood of the occurrence of the same infection in the future e.g. the occurrence of Ebola pandemic in West Africa has been prevalent.
 - d) Coaches choose a strategy (game plan) depending on known results of the opponent teams e.g. in football, ball possession and space utilisation effects on performance of opponents. Statistical results of opponents e.g. goal possession and space utilisation are used in gauging a strategy to be utilised by a team e.g. defence or attack.
 - e) Insurance firms are based on data management settings which require intensive statistical applications collected over a long time. The past and future risks of insurable products are determined based on the success of the products sold in the past. Frequencies of occurrence of events e.g. motor vehicle accidents influence the choice of the vehicles sold and their relative costs. For banks, interest rates variability influence marketable rate of interest or data on individual loan defaults may influence the specific target of borrowers.
 5. Probability of finding the right mode of transport at specific times e.g. frequency of public transport plying a specified route at the specific time enables travellers plan their travels. Statistics influences dressing codes with respect to probability of experiencing certain weather patterns or events such as weddings. In sports and gambling, statistics is used depending on previous winnings or losses to predict the likely winner. In farming, prevalence of a specific weather pattern helps farmers make the choice of a crop to plant e.g. beans, potatoes, during expected short rains.

Answers to Activity 8 (page 173)

1. Develop analytical thinking on the best option in solving real-life challenges
2. Knowledge in calculus is essential for structural analysis. This determines the space covered by the structure and their respective costs as well as the right material for construction are based on calculation of specific areas using calculus.
3. Calculus aids in determining the area of the semi circles of the pitch that falls under area under the curves e.g. for the two semi-circular ends of the track calculus is used to measure the area to be covered in each specific lane to give specific distances which are similar in length for fair competition among athletes.
4. Noting changes in society e.g. crime rate of specific area or region. Used in the technological designs e.g. the shape of automobiles. Used to fix problems associated with political dynamisms e.g. political zoning of specific areas by political parties.

11.1 Topics from which mathematical concepts used in daily life are drawn(3)

Lesson 3

Student's Book page 173-174

Learning objectives

By the end of the lesson, the learner should be able to identify topics from which mathematical concepts used in daily life are drawn.

Introduction

Review the previous lesson on topics from which mathematical concepts used in daily life are drawn. Ask learners explain how geometry, graph theory, mechanics or number theory is applied in our daily life.

Teaching and learning resources: Student's Book, writing board

Learning activities/Teaching steps

Step 1: Explain to the learners the application of geometry, graph theory and number theory in our day-to-day life activities.

Step 2: Let learners attempt activities 9, 10 and 11 on pages 173 and 174 of the Student's Book respectively. These activities, enhance the following competences: co-operation, communication skills, critical thinking and lifelong learning.

Step 3: Ensure learners actively participate in the activities. Ask learners to present their answers. Allow as many students to react to the presentation in class, and especially if there are contrary responses or additional correct responses.

Synthesis: Recap the concepts on geometry, graph theory and number theory. Find out whether the lesson objectives have been satisfactorily achieved. For the areas that learners are having difficulties, explain them one more time before giving an assessment exercise.

Assessment

Explain how mechanics is applied in irrigation technology.

Irrigation equipment such as sprinklers employs the principles of mechanics in their operation. Hydraulic engineering, a branch of mechanics is used in dealing with storage collection of water to be used for irrigation. Dam construction employs the principles of mechanics. For sprinklers and irrigation pipes to work, they use the force of gravity to enable water pass through the pipes to the plants.

Expected answers

Answers to Activity 9 (page 173)

- 1. Designing and construction of houses:** Depiction of curves/lines/planes of houses uses geometry. Shape of houses and designs which are appealing require knowledge of geometry e.g. circular, rectangular, square houses, roofing shapes.
Navigation: Spherical shape of the earth determines the route of travel as well as direction which enables navigators reach their target destinations.
Surveying: Surveyors use aspect of geometry such as area, lengths and angles depending on the extent of the projects/areas.
Sports: Geometry is applied in design and construction of tracks and stadiums. Other sporting facilities like playing fields entail the use of geometry in their construction.
Mapping: In creating maps, curved surfaces on earth, height above sea levels, ocean trenches, etc. can only be represented on maps by employing geometrical aspects such as projections on flat maps.
- 2.** Visualisation of the room to be painted in three dimensions. Draw the room to establish the length, width and height. Determine the total surface area of the walls to be painted. Estimate the quantity of paint to be used and determine cost implications.
- 3.** Flowers and leaves with different geometrical shapes. Hills and mountains depict geometrical patterns. The sky at night possesses geometrical patterns to the human mental construction. Buildings, e.g. various classrooms have geometrical patterns. Machines, vehicles, tools, equipment have geometrical shapes.
- 4.** Patterns, designs and shapes are useful in textile industries. Buildings are geometrical structures arising from construction. Geometry is used in designing windscreens, bicycle wheels and mirrors. Our bodies are geometrically designed to allow body movements. Tools have varied shapes e.g. hoes, ploughs.

Advertisement industry uses coloured patterns to lure customers. Real estate developers attract customers through the application of appealing geometry in their construction work.

Answers to Activity 10 (page 173)

Graphical presentation of election results, advertisement and population data in the country.

Answers to Activity 11 (page 173)

Loci, integers, trigonometry

11.2 Examples of areas where Mathematics is used in daily life (1)

Lesson 4

Student's Book page 174-177

Learning objectives

At the end of the lesson the learner should be able to:

- Give examples of areas where Mathematics is used in daily life.
- Explain the usefulness of Mathematics in daily life.
- Readiness to use Mathematics in daily life.

Introduction

Review the previous lesson on topics from which mathematical concepts used in daily life are drawn. Ask learners to identify areas where Mathematics is applied in our daily activities.

Teaching and learning resources: Student's Book, writing board

Learning activities/Teaching steps

Step 1: Let learners attempt Activity 1 on page 174 of the Student's Book in pairs. This activity enables learners to acquire the following competences: co-operation, communication skills, lifelong learning and critical thinking.

Step 2: Discuss with the learners how activities in science and technology, home economics, music art and dance, building and construction, travelling, motoring, cycling and walking use Mathematics.

Step 3: Learners to carry out activities 2, 3, 4, 5 and 6 on pages 174-177 of the Student's Book. These activities enable learners acquire the following competences: co-operation, communication skills, research and problem solving, creativity and innovation, lifelong learning and critical thinking.

Step 4: Ask learners to present their findings in class after carrying out the activities. Allow as many students to react to the presentations especially if there are contrary responses or additional correct responses.

Synthesis: Recap the concepts on science and technology, home economics, music, art and dance, building and construction, travelling, motoring, cycling and walking. Find out if the concepts have been well understood. For the areas that learners are having difficulties, explain them one more time before giving an assessment exercise.

Assessment

1. **Identify areas in building and construction that apply topics in Mathematics.**

Correct responses may be obtained from the Student's Book page 173.

2. **Which areas in medicine use and apply Mathematics in daily life.**

Prescription and medication. Ratios and proportions of administering medications. Diagnosis e.g. measurement of body mass, index, surgery (time taken by the surgeon depending on the nature of the surgery).

Expected answers

Answers to Activity 1 (page 174)

1. Walking, cooking, cycling, selling and buying items, washing, planting crops, swimming, porting and gaming
2. Walking uses number theory, balancing the body (mechanics) e.g. an old man using the walking stick to assist in balancing the centre of gravity of the body mass. Cooking - mixing (use of ratios uses algebra) measurement – geometry. Cycling - balancing (centre of gravity (mass x gravitational pull). Selling and buying - commercial mathematics (number theory – integers, fractions, decimals and countable numbers). Washing - geometry mixing (geometry). Planting crops – number theory to measure. Sporting and gaming-football and volleyball requires the use of mathematics. Number Theory (measurement of time and scoring uses integers, real or countable numbers). Swimming – uses of mechanics due to forces of displacement of an object (up thrust force, linear motion). Athletics – (Arithmetic integers and countable numbers. Athletes uses angle of forward inclination to increase speed (mechanics).

Answers to Activity 2 (page 174)

1. The principles, laws, theories and concepts of mathematics are used and applied in the manipulation of science and technological knowledge. The robots in industries, the internet banking, the modern artificial satellites and drones have been developed using mathematical laws, principles and concepts. Mathematics facilitates innovations, inventions and discoveries made in the advancement of scientific and technological knowledge. Mathematics facilitates the inductive and deductive reasoning applied in fostering science and technological knowledge. Experimentation employs statistical tools of mathematics. Inductive reasoning reinforces experimentation process. Mathematics quantifies the variables as well as results in advancement of science and technology e.g. accuracy of results is measured using mathematics (e.g. number theory, geometry, topology, statistics,

mechanics and algebra). Mathematics removes abstractness in the knowledge of science and technology by making it real.

2. **Doctors:** Before a patient is treated, diagnostic tests are carried out. These require taking body temperature, weight, body mass index, age, sex and blood pressure. These requires in arithmetic (the number theory e.g. integers). When prescribing and administering medication, number theory and ratios, fractions and proportions are used. When taking x-rays or CT scan, one should ensure that certain body parts are not exposed to the harmful x-rays of radiation. (Trigonometric concepts such as tangent and angles are used.) Which carrying out medical research, statistical tools and concepts are applied. Number theory, graph theory, calculus and algebraic concepts are used (e.g. correlation).

Biologists: Population of plants and animals in a study area require statistical concepts (e.g. sampling the population of plants and / or animals or migration patterns). Statistical concepts used in predicting behavioural changes or population changes of organisms over time. Experiments carried out in the study of plants and animals (including micro-organisms) require use of statistics.

Detectives/Police: Solving problems of motor vehicle accidents require arithmetic, algebraic, trigonometric and geometrical concepts. Traffic police measure relative position of accident vehicles at the accident scenes to verify those at fault (arithmetic - number theory). At the time of accidents skid marks of tyres left on the road are measured in order to verify the speed of the vehicle before crashing and their relative positions before the accident. Calculating speed requires the use of arithmetical concepts (e.g. real numbers, integers). The police use alco-blows (breathalysers) to digitally establish the amount of alcohol content in the blood. Detectives use geometrical, trigonometry and graph theory concepts in solving crime scenes. For instance, the angle at which a bullet hit a victim is measured. The relative shooting position (either standing or lying on the ground) and distance is established using trigonometric concepts of tangents (drawing a line to establish angle of trajectory and the path the bullet took before hitting the victim).

Nutritionists: They measure and calculate the weight of patients to determine weight loss or gain. These involve the use of simple arithmetic concepts (number theory e.g. percentages, integers, real numbers and also negative numbers). Measure properties of food needed for good health by applying number theory (arithmetic) and percentages required for mixing food ingredients (real numbers, integers). While carrying out research on nutritional status of people in a geographical area of study, they use statistics to collect data, classify, analyse and interpret and present findings.

3. **Engineers:** Use geometry in designing bridges, dams, statistics, mechanics (force of gravity), algebra in solving equations (e.g. construction materials, calculus to determine the length, width and weight of a bridge). **Agriculturalists:** Calculate

ratios and proportions of herbicides and pesticides and chemical formulas when mixing fertilisers. Use of mechanics in irrigation farming.

Answers to Activity 3 (page 175)

1. Expect varied answers.
2. Food ingredients are weighed, added and subtracted for correct proportions and ratios. They are mixed according to the required preferences. Arithmetic is applied in these activities. During cooking temperature is measured. The amount of ingredients is measured where knowledge of ratios, fractions and decimals come to use. These activities require basic arithmetic. Aesthetic shapes of cakes and food presentation depict the use and application of geometry.

Answers to Activity 4 (page 176)

- a) **Musicians:** The voice projection of musicians is modulated to achieve low/high tones and pitch. This matches rhythmic sounds from various musical instruments. The body movements sequenced appropriately to match the sounds from musical instruments, voice projections, beats and tunes. There is speed/tempo in music. All these activities are interwoven to produce quality music and denote the use of mathematical concepts of sequences and sets. Rhythmic body movements involve counting and measuring. Musicians do duets, trios and quartets in a patterned and rhythmic manner. Patterned relationships in duos, quartets, octets and nonets denote algebraic and numerical mathematical concepts. Some body movements are done in a clockwise and anti-clockwise direction (geometry).
- b) **Artists:** An artist portrays the precision in the use of mathematical concepts when making sculptures. Wood or stone is measured accurately using accurate lines of symmetry to produce beautiful pieces of art. Lines and angles are drawn and measured accurately (trigonometry). Painters use matching colours in painting, angles and lines (trigonometry) and circles (geometrical) are applied with precision.
- c) **Dancers:** Shapes, patterns, symmetry and angles formed during dancing apply geometry, algebra, and trigonometry. Clockwise or anti-clockwise rotation, raising of hands and swinging of legs in a precisely patterned using mathematical concepts.

Answers to Activity 5 (page 177)

Identification of materials needed depends on the width, height and length of the motorable bridge to be constructed, quantity of materials needed, reinforcements (steel) needed and geological nature of the riverbanks. The length, width and height of the motorable bridge and materials needed determines the labour costs and time taken. The planning stage of construction requires number theory (measurements, algebra (costs), geometry (angles, lines) and calculus used to determine the quantity of materials and cost. In determining the length, width and height of the bridge, arithmetic and trigonometry are used.

Answers to Activity 6 (page 177)

When deciding the means of transport, algebraic concepts are used to determine the cost of transport. The rate of walking (slow or fast movements) largely depends on the distance to be covered and luggage carried if any. This uses knowledge in Number Theory (and arithmetic concepts). For luggage, mechanical concepts are used (weight and mass of the luggage). Motoring depends on the transportation infrastructure. Algebra and arithmetic are used to calculate the cost of travelling. Other factors influence travelling costs such as nature of the road, traffic rules, road signs, bends and bumps.

11.2 Examples of areas where Mathematics is used in daily life(2)

Lesson 5

Student's Book page 177-180

Learning objectives

At the end of the lesson the learner should be able to:

- Give examples of areas where Mathematics is used in daily life.
- Explain the usefulness of Mathematics in daily life.
- Readiness to use Mathematics in daily life.

Introduction

Review the previous lesson on examples of areas where Mathematics is used in daily life. Ask learners to identify other areas where Mathematics is applied in our daily activities.

Teaching and learning resources: Student's Book, writing board

Learning activities/Teaching steps

Step 1: Discuss with the learners how the following areas use Mathematics in daily life activities, that is, business and economics, medicine, agriculture, computer science, sports and games.

Step 2: Learners to carry out activities 7, 8, 9, 10 and 11 on pages 177-180 of the Student's Book. These activities enhance the following competences: co-operation, communication skills, lifelong learning and critical thinking.

Step 3: Ask learners to present their findings in class after carrying out the activities. Allow as many students to react to the presentations especially if there are contrary responses or additional correct responses.

Synthesis: Recap the concepts on business and economics, medicine, agriculture, computer science, sports and games. Find out if the concepts have been well understood. For the areas that learners are having difficulties, explain them one more time before giving an assessment exercise.

Assessment

1. Identify agricultural activities that use mathematical concepts.

Ploughing, planting, predicting the right planting season, measuring the right proportion of fertilisers and seeds per acreage, during weeding, to determine the right proportion of herbicides to be used and during harvesting and storage of food crops

2. Explain topics in Mathematics used in computers to produce quality, photos, video and audio-visual effects

Algebra, Trigonometric, Calculus

Expected answers

Answers to Activity 7 (page 177)

To carry out market research on consumer demand of products and services (statistics used to determine mean, mode, median, standard deviation and correlation). In insurance, statistics is required to calculate the frequency of the occurrence of an insurable event. Graph theory is used to represent data for decision makers. Arithmetic is used in budget planning. Calculus and geometry are used to determine the production costs and revenue to be realised in a business enterprise. Arithmetic is used to determine appropriate pricing of goods and services to calculate profit and loss.

Answers to Activity 8 (page 178)

Taking measurements (height and weight, temperature, blood) require arithmetic's and graph theory. Medical personnel use measuring instruments to calculate and take measurements (pulse rate). Use mathematics in prescribing and administering drugs. The weight of a patient's body is considered in the administration of drugs (ratios, proportions, fractions and decimals). Anaesthetists work out safe solutions on the basis of body mass index and weight to find out the level of oxygen required per patient. Surgeons estimate the length of time required to carry out surgeries.

Answers to Activity 9 (page 178)

To calculate the most economically efficient agricultural activity, commercial mathematics is used (the least cost combination of factors of production, time utilisation and management of finances). Ploughing land uses trigonometry to determining the amount of fuel, contour ploughing. The required depth of ploughing is measured using mathematical concepts of number theory. Planting uses mathematics (length between rows, length between plants and right proportions or ratios of fertiliser applications). In weed and pest control, right proportions or ratios of herbicides and pesticide applications are calculated. During harvesting mathematics is used (estimate labour force and costs of harvesting). The weight of harvested produce is carried out (number of bags per acre). Farmers carry out research on pests, weeds and diseases for purposes of control where statistics is used (to determine the most prevalent weeds, pests, diseases and eradication mechanisms).

Answers to Activity 10 (page 179)

1. Internet banking (e-banking) has made life easier with the use of computer software. Computers software and applications have been used to access education through online study activities. They have enabled people to listen to music, watch TV, read newspapers, calculate and communicate with ease. One may use computer applications to make payment (mobile banking). One may buy travelling tickets from a company after choosing destination and the time / day of travelling. Applications have been designed to keep track of pregnant women to ensure they attend regular ante-natal clinics and deliver in a health centre. Health professionals use a mobile application to keep track of HIV and AIDS patients.
2. Expect varied answers from the learners.
3. Geometry, trigonometry (transformation) calculus and graph theory are used in the production of high quality photos. Algebraic expressions are used to calculate distances and geometry is used to project the image. The angles at which the images are captured uses trigonometry. The scenes where photos are taken are represented in three dimension geometry. The image drawn on a screen is in three dimensions for video games. Therefore, graphical presentations are important. Vectors help in 3D simulation games. The production of audios and videos apply algebra, geometry and trigonometry Number theory of algorithms (self-steps in accomplishing video and audio steps) are used in combination with algebra, geometry and trigonometry.

Answers to Activity 11 (page 180)

1. Sporting activities involve competition between groups or individual competition to establish a winner. Proper measurement and counting are used to score or accurately record the scores. Athletic stadiums are measured accurately (each lap in a track should measure the same length (distance). Calculus is used to design playgrounds and athletic stadiums. Number theory (arithmetic) is used to score points or record time. In football, basketball and volleyball competitions, the angles at which the ball is hit or thrown is calculated and applied with some degree of accuracy. In golf, the angle and body posture at which a player hits the ball determines the speed and distance at which the ball travels.
2. Geo-statistics is applied in the mining industry. Epidemiology – where epidemiology mathematics is used to analyse the epidemic levels, spread and control of infectious diseases (e.g. Ebola). Industry – industrial mathematics is used and applied to focus and solve problems in industrial organisations. Ecology – the laws of population of organisms in a particular area. Anthropology – to determine and analyse ethnographic data, quantify and explain various theories in anthropological science.

11.3 Importance of Mathematics

Lesson 6

Student's Book page 180-182

Learning objectives

By the end of the lesson the learners should be able to:

- Explain the usefulness of Mathematics in daily life.
- Justify the role of Mathematics by using it in daily life.
- Appreciate the importance of mathematics in daily life.
- Readiness to use Mathematics in daily life

Introduction

Review the previous lesson on examples of areas where Mathematics is used in daily life. Ask learners to identify the importance of Mathematics in our daily life.

Teaching and learning resources: Student's Book, writing board

Learning activities/Teaching steps

Step 1: Explain to the learners the importance of Mathematics in promoting reasoning.

Let learners attempt Activity 1 on page 180 of the Student's Book in pairs. This activity enhances the following competences: co-operation, critical thinking, communication skills and lifelong learning.

Step 2: Discuss with the learners the importance of Mathematics in developing counting skills are people. Let learners carry out Activity 2 on page 181 of the Student's Book. This activity enhances the following competences: co-operation, critical thinking, communication skills and lifelong learning.

Step 3: Explain how calculations and arithmetic are promoted by the use of Mathematics in our daily life. Learners to attempt Activity 3 on page 181 of the Student's Book. This activity enhances the following competences: co-operation, research and problem solving, critical thinking, communication skills and lifelong learning.

Step 4: Discuss how measurements are carried out in our daily life. Let learners attempt Activity 4 on page 181 of the Student's Book. This activity enhances the following competences: co-operation, critical thinking, communication skills, lifelong learning.

Step 5: Discuss the promotion of time management in the use of Mathematics in daily life. Let learners carry out Activity 5 on page 182 of the Student's Book. This activity enhances the following competences: co-operation, critical thinking, communication skills and lifelong learning.

Synthesis: Recap the importance of Mathematics in our daily life. Find out if the concepts have been well understood. For the areas that learners are having difficulties, explain them one more time before giving an assessment exercise.

Assessment

Assess the importance of Mathematics in our daily life.

Expected answers

Answers to Activity 1 (page 180)

1. Investigations – exploration of the extent of daily life challenges. Drawing of relationships - comparing occurrences of instances in the daily activities. Observations – It is the key characteristic of a critical thinking which makes them aware of the environmental changes. Justifications – in cases of dynamics, professional go extra hand to offer insight on the same. Explanations – Seeking to offer grounds of occurrence of a problem/challenge. These includes professionals such as medical doctors, nurses, farmers, police officers, athletes
2. They give and receive feedback on performance. Group discussion creates challenge assumptions which boost reasoning through interaction. They develop stronger communication skills. Group discussion acts as a pool of knowledge where diverse views on life situations are drawn. During group discussion students receive social support and encouragement which boost their mental health.
3. Expect varied responses from the learners.

Answers to Activity 2 (page 181)

1. Improved visualisation through use of computers. Counting has been simplified by being presented on computer skills. Invention of scientific calculators has simplified counting. Counting machines have helped man to improve counting skills.
2. Arithmetic/calculation. Trigonometry. Geometry.

Answers to Activity 3 (page 181)

Counting of trading items. Summation of money from different sales. Transaction skills e.g. counting, addition, subtraction and multiplication.

Answers to Activity 4 (page 181)

1. Barometer – used to measure air pressure. Rain gauge – used to measure amount of rain falling in a particular area. Tape measure- used to take body measurements by tailors. Thermometer- used to measure temperature.
2. Measurement of distance by use of metre, kilometre, miles as standard units. Measurement of mass by use of kilogram, grams, pounds, ounce as standard units. Measurement of time by use of seconds, hours, minutes as standard units.
3. Measurements helps in making estimations of time utilisation. Performing the basic tasks e.g. determining body temperature to establish health conditions. Healthy living through maintaining weight-height relationship. Measurement e.g. motoring speed to safeguard road safety.

Answers to Activity 5 (page 182)

1. Punctuality e.g. in reporting to school. Accuracy – to know the exact time of carrying out an activity e.g. programme. Standardisation purposes – we measure time to establish a uniform moment of performing an event e.g. sporting activities.

END OF UNIT

Summary of the unit

This unit has covered intensively the use and application of mathematics in the daily life of human beings. It has attempted to show how Mathematics is used in a wide variety of human activities. The learner activities provided in this unit are thought-provoking. They are meant to make learners understand and comprehend the uses and application of Mathematics in people's daily life. The learners, at the end of the unit, demonstrate that the uses and applications of Mathematics are pervasive in all human activities. At the end of the unit, the learners will not only appreciate the uses, but also develop positive attitude towards the study of Mathematics.

Additional information for the teacher

Mathematics is the most fascinating form of knowledge among other subjects. It is treated as a science and an art subject depending on the context in which it is used and applied in everyday life. This means that the uses and applications of Mathematics happen or occur every day in people's interactions with the physical world. This helps people solve practical their problems and make innovations through uses and application of Mathematics. This unit is interesting and is likely to captivate learners in the learning process. It is also likely to bring to the attention of the learners the fact that Mathematics plays a crucial role in society.

End of unit assessment

In a class discussion, do a recap of what learners have learnt in this unit. Clarify what learners may have a problem with. Explain the concepts once more for them to understand. Let learners attempt the questions on page 182 of the Student's Book individually.

Answers to assessment exercise 11.0 (page 182)

1. Refer to Student's Book page 159.
2. Arithmetic, Trigonometric, Geometry, Algebra
3. Preparation of seedbeds / nursery beds for the growth of young plants. Construction of fences to protect crops and animals. Construction of green houses for growing horticultural crops. Construction of zero grazing units for animals (water troughs etc.). Designing and constructing pipes to supply water for irrigation.
4. Symmetry is applied in designing and drawing up construction plans of buildings, roads, railways, dams, bridges. This is done before construction work

to aid in the actual construction process (ground work). Symmetry realistically depicts the real shapes of objects e.g. roads, railways, dams, bridges, buildings. Symmetrical shapes add aesthetic value to the human eye in buildings, roads, railways, dams, bridges. In the construction industry, three dimensional measurements are required. Symmetry aids in measuring appropriate angles of buildings, roads, railways, bridges, dams etc. so as to meet specific requirements.

5. Arithmetic is applicable in determining duration of matches and counting of scores or points. Geometry is employed in construction of stadiums and playgrounds. Calculus is useful in designing of stadiums. Statistics is useful in embracing a sports strategy. Algebra is useful during players and team selection for qualification purposes
6. Refer to the Student's Book page 180-182.
7. Mathematics is continuously evolving to meet the challenges of sophistication of social, economic, scientific, technological and political changes of mankind in the world. New mathematical concepts, formulas and rules evolve continuously due to social, economic, scientific, technological and political advancements of mankind in the world. Mathematics shapes Science and Technology and all social, economic, business and political activities of mankind and also changes in man's social scientific, economic, technological business and political activities also shapes the evolution of mathematics (cause and effects enhance continuous evolution of the knowledge, skills and attitudes of mathematics of mankind on earth).
8. Refer to the Student's Book page 180-182.

Remedial activity: Discuss some of the uses and applications of mathematics in activities carried out in a swimming competition.

Extended activity: Explain some of the mathematical concepts that are used and applied in the hotel industry in your own country.

Global media rights and responsibilities

Student's Book page 183-194

12.1: Key unit competence: The learner should be able to analyse the responsibilities of the media.

12.2: Prerequisites of this unit

Link this unit to Media in English. This will enable learners understand the role of the media and the need for freedom of speech and freedom of press. These two are crucial in ensuring the public has access to information which is a right, the right to know.

12.3: Cross-cutting issues to be addressed

The following cross-cutting issues are addressed in this unit.

Peace and values education: This should be addressed on abuse of media on culture to enable learners understand that propaganda and incitement is a recipe for violence. This is because people act on false information and in most cases, it turns out to be violent. The media, therefore, should always uphold peace and ensure they do not give information that may bring about violence. Citizens have a responsibility not to circulate hate speech, propaganda or messages that incite or offend others.

Culture standardisation: Learners should understand that the media observes some standards to ensure the public has access to information and that freedom of speech and media and the right to know is upheld. This should be discussed on the responsibility of the global media and citizen responsibility in regards to global media.

Inclusive education: All learners should actively participate in the teaching and learning process despite their different abilities.

12.4: Generic competences

j) Communication and co-operation

This is enhanced when learners work in groups or pairs when carrying out activities in this unit. They also enhance their communication skills by discussing issues and making presentations. Such activities in the Student's Book include the following: Activity 1 on page 183, Activity 2 on page 184, Activity 3 on page 185, Activity 1 on page 185, Activity 2 on page 186, Activity 1 on page 186, Activity 2 on page 187, Activity 1 on page 187, Activity 2 on page 188, Activity 3 on page 188, Activity 4 on page 189, Activity 5 on page 191, Activity

1 on page 191, Activity 2 on page 192, Activity 3 on page 193 and Activity 4 on page 194.

ii) Critical thinking

This is enhanced when learners think critically to answer questions in this unit. Such activities in the Student's Book include the following: Activity 1 on page 183, Activity 2 on page 184, Activity 3 on page 185, Activity 1 on page 185, Activity 2 on page 186, Activity 1 on page 186, Activity 2 on page 187, Activity 1 on page 187, Activity 2 on page 188, Activity 3 on page 188, Activity 4 on page 189, Activity 5 on page 191, Activity 1 on page 191, Activity 2 on page 192, Activity 3 on page 193 and Activity 4 on page 194.

iii) Lifelong learning

This is enhanced when learners acquire knowledge that will help them in life especially on citizen responsibility on media and the right to know. This information is important in our day-to-day life. Such activities in the Student's Book include the following: Activity 1 on page 183, Activity 2 on page 184, Activity 3 on page 185, Activity 1 on page 185, Activity 2 on page 186, Activity 1 on page 186, Activity 2 on page 187, Activity 1 on page 187, Activity 2 on page 188, Activity 3 on page 188, Activity 4 on page 189, Activity 5 on page 191, Activity 1 on page 191, Activity 2 on page 192, Activity 3 on page 193 and Activity 4 on page 194.

iv) Research and problem solving

This is enhanced when learners carry out a research on freedom of information laws, Rwanda Media Law, cases where the global media failed to be sensitive to different cultural and religious views in the world and places that experience censorship of information. Such activities in the Student's Book include the following; Activity 1 on page 183, Activity 2 on page 184, Activity 3 on page 185, Activity 1 on page 185, Activity 1 on page 186, Activity 2 on page 187, Activity 1 on page 187, Activity 2 on page 188, Activity 3 on page 188, Activity 4 on page 189, Activity 2 on page 192 and Activity 4 on page 194.

12.5: Vocabulary or keywords or concepts

Freedom of speech, freedom of press, right to know, freedom of information, media, censorship.

12.6: Guidance on the problem statement

Learners should carry out the first Activity on page 183 of the Student's Book in pairs. By carrying out this activity, learners will find out the role of media, the need to have a right to know, freedom of speech and freedom of press. They should also discuss on the use and abuse of media on culture.

12.7: Attention to learners with special needs

In this unit, give attention to learners with special needs by doing the following:

a) *For learners with hearing impairments*

- Ensure such learners have hearing aids. You can liaise with the administrative staff, their parents or guardians for the acquisition of such equipment.
- Talk louder in class for such learners to hear properly. Put more emphasis on stimulus variation modes such as body movements in class, facial expression, use of hands to express an issue and other appropriate stimulus variation modes and use sign language.
- Use face-to-face instructional approach when conducting classroom presentation and always maintain close eye contact with such learners.
- Speak louder using simple and clear facial expressions. At times, sentences or words should be repeated for these learners to effectively hear and understand.
- Such learners should be organised to sit in front of the classroom.
- These learners should be given more time to express themselves during class discussion and presentation.
- Write down summary key notes on the chalkboard/ whiteboard for the benefit of such learners.
- Discourage noise making in class as too much noise will distract these learners.

b) *For learners with visual impairments*

- Books and printed materials for such learners should be of high quality and large print layout.
- The teacher's chalkboard/ whiteboard writings should be large enough to be legible to those who are partially blind.
- These learners should be given more time to read, take notes or write. For individual assignment, they need more time to complete or accomplish their tasks.
- In class organisation, these learners should be encouraged to sit in front of the classroom.
- Braille should be offered for reading and writing purposes. Other tactile materials should also be availed to such learners with special educational needs.

c) *For learners with physical impairments*

- In classroom organisation, these learners should sit in a comfortable position.
- In group discussions or presentation, other learners should form groups around them.
- Those learners without one or both arms / hands should be allowed to audio-record or audio-document the activities in this unit. They are allowed to use

- tape recorders or other electronic recording equipment when giving their responses for questions that need them to write something lengthy.
- Extra time should be given to them to complete the activity tasks.
 - If there is academic outing to interview resource persons in the community regarding specific issues mentioned in the activities of this unit, prior arrangement should be made to ensure they get there safely and comfortably.

12.8: List of lessons: 5

Lesson number	Lesson title
1	The right to know
2	Freedom of speech
3	Freedom of press
4	Responsibility of the global media and the public including censorship
5	The influence of media on culture

LESSON DEVELOPMENT

12.1 The right to know

Lesson 1

Student's Book page 183-185

Learning objective

By the end of this lesson, the learner should be able to analyse the right to know and explain its importance to an individual.

Introduction

Let learners carry out Activity 1 on page 183 of the Student's Book. This activity enables learners to find out why it is important to have a right to know or need to have access to information. This activity introduces learners to various concepts in this unit.

Teaching and learning resources: Student's Book, writing board, The Constitution of Rwanda

Learning activities/Teaching steps

Step 1: Let the learners carry out Activity 1 on Page 183 of the Student's Book in pairs. This activity enhances the following competences: co-operation, communication skills, research and problem solving, lifelong learning and critical thinking.

Step 2: Ask learners to briefly present the key points from their discussion and allow other learners to ask questions or give comments.

Step 3: Discuss with the learners the right to know and its importance to people in a country.

Step 4: Learners to attempt Activity 2 on page 184 of the Student's Book in groups. This activity enhances the following competences: co-operation, communication

skills, research and problem solving, lifelong learning and critical thinking.

Step 5: Let learners understand that the Constitution of Rwanda grants citizens the right to know, but this may be limited in special cases such as confidential judicial proceedings, parliamentary sessions held in camera and cabinet deliberations. Lead the students to discuss the importance of the limitations to this freedom.

Step 6: Learners to carry out Activity 3 on page 185 of the Student's Book in groups. This activity enhances the following competences: co-operation, communication skills, research and problem solving, creativity and innovation, lifelong learning and critical thinking.

Synthesis: Recap the concepts on the right to know with the learners. Find out if the concepts have been well understood. For the areas that learners are having difficulties, explain them one more time before giving an assessment exercise.

Assessment

1. Why is it necessary for a government to withhold some information?

To keep sensitive security and intelligence information away from the public. To ensure that intelligence information does not get to the wrong hands e.g. terrorists. Some information can lead to tension and violence. Some information could embarrass the government.

2. What would be the likely effect in a society where an individual's right to know is denied?

Individuals would not be able to effectively check and assess the performance of elected leaders. It would be difficult to hold government officials accountable without information hence encouraging corruption. Individuals would face many risks when using machinery, chemicals and medicines. Users of electronics, machinery, medicine, chemicals and processed food stuffs would not be in a position to make an informed decision before using such items.

Expected answers

Answers to Activity 1 (page 183)

1. The right to know, means that people have the right to know about the activities of their government and to have access to information, which is in the custody of public bodies or company data.
2. a) The public's right to information is a legal right, it promotes openness and integrity of public officers in public offices. The public pays taxes and should be informed on how the government spends this money. The public elect leaders and they need information to effectively check and assess the performance of their leaders. In order to be hold government officials accountable. Therefore, citizens should have such information. This ensures public officers avoid corrupt practices. The right to information improves service delivery and government functioning.
b) The public is able to safely use machinery, chemicals and medicines, which if information is denied, maybe harmful to the users. Users of electronics,

machinery, medicine, chemicals and processed food stuffs are in a position to make an informed decision before using such items. Information about their use reduces chances of incidents such as death or poisoning especially, with regard to the use of medicines and chemicals.

3.

Right	Responsibility
Right to information on dangers related to the use of medicine by people	People have a responsibility of using medicines as prescribed and safely disposing them after use as instructed.
Right to information on safe use machinery	People have a responsibility of conveying the same safety information to other users of the machine
Right to information on activities of public officers	People have a responsibility of demanding accountability and reporting misuse of public resources

Answers to qn 4,5,6 learners will give their opinions

Answers to Activity 2 (page 184)

Freedom of Information (FOI) is the right to information that is kept by public bodies and officers and companies. In 1946, the United Nations adopted the resolution that; ‘Freedom of information is a fundamental human right...’ meaning that it is the responsibility of public agencies to make public, key information about how they operate, their policies and the opportunities they have for public participation in their work. Several international organisations have recognised the fundamental human right to access information held by public bodies. These include the United Nations, the African Union and the Commonwealth. Freedom of information is a fundamental human right because people have the right to know about things that affect their lives. Ensuring freedom of information can have great impact on people’s lives as it facilitates the fulfilment of other rights.

Answers to Activity 3 (page 185)

1. The media in Rwanda has promoted the right to know in the country in several ways such as asking the government to provide information held by public offices, promoting awareness about the right to know through the mass media, demanding accountability from government officials, and publicising/ exposing information about public officers especially on corruption or malpractice.
2. It enables citizens to effectively monitor and assess performance of elected representatives. It enables citizens to know about malpractices and corruption. It enables citizens to make informed choices on matters that affect them. It enables individuals to be aware of their rights and act against the violation of those rights. It promotes good governance in the government and public officers in carrying out of their duties to the public.

3.



12.2 Freedom of speech

Lesson 2

Student's Book page 185-186

Learning objectives

By the end of this lesson, the learner should be able to.

- Explain the freedom of speech and expression.
- Be aware of the freedom of speech and expression.
- Recognise the freedom of speech and expression.

Introduction

Review the previous lesson on the right to know. Ask learners to give their interpretation of the freedom of speech and appreciate why it is important for citizens to exercise this freedom. Allow them to examine how freedom of speech may be misused with special reference to their own experience in the country.

Teaching and learning resources: Student's Book, writing board, resource persons, The Constitution of Rwanda

Learning activities/Teaching steps

Step 1: Let learners attempt Activity 1 on page 185 of the Student's Book in pairs. This activity enables learners to acquire the following competences: co-operation, communication skills, research and problem solving, lifelong learning and critical thinking.

Step 2: Ask some of the learners to give a brief presentation highlighting some points from their discussion.

Step 3: Explain the concept of freedom of speech and cite the important international provisions. Make reference to the relevant provisions in the Constitution of the Republic of Rwanda.

Step 4: Let learners carry out Activity 2 on page 186 of the Student's Book in pairs. This activity enhances the following competences: co-operation, communication skills, lifelong learning and critical thinking.

Step 5: Once learners have completed the discussion, let the pairs present their findings as the other students react to the presentation.

Step 6: Ask students to research and read the Rwanda Media Law in preparation for the next lesson.

Synthesis: Recap the concepts of freedom of speech and its importance. Find out if the concepts have been well understood. For the areas that learners are having difficulties, explain them one more time before giving an assessment exercise.

Assessment

1. What happens where there are no limitations to the freedom of speech?

Individuals could abuse such freedom to incite violence, insult others, leak sensitive government secrets and spread false information.

2. In what way does freedom of speech affect democracy?

Freedom of speech allows people to participate in discussing issues affecting their country and thus contribute to the decision-making process that shapes the government. It supports democracy because through dialogue, people are able to agree on issues and reach consensus.

Expected answers

Answers to Activity 1 (page 185)

1. Freedom of speech is the right to openly express one's opinions and ideas. It advocates for everyone's right to speak and write one's opinions without fear of being suppressed or penalised.
2. Freedom of speech is a basic freedom and an important foundation of democracy in a country. People should exercise this freedom so that they can criticise injustices, illegal activities and incompetence in provision of government services and misunderstandings that could lead to conflict in society.
3. Hassan Ngeze wrote the infamous Hutu commandments through the newspaper, Kangura, in December 1990, which promoted discrimination against the Tutsi and incited people to kill. He misused the freedom of speech by writing information that incited people to commit genocide and spread hate propaganda. Some radio presenters such as Valerie Bemeriki, a broadcaster with RTLM, actively called for the killing of the Tutsi by inciting people before and during the genocide against the Tutsi.

Answers to Activity 2 (page 186)

1. Using peace ambassadors, providing awareness of responsible expression through schools, leaders and community organisations, self-censorship by the press, citizens reporting hate speech to police, punishing those who engage in hate speech through the judicial system, adopting peaceful and responsible journalism which contributes to maintaining peace, set standards for allowing only truthful, balanced and fair account of events by the media and enforce a journalists' codes of ethics.
2. Allows people to participate in discussing issues affecting their country and contribute to the processes of decision-making that shapes the government. Supports democracy because through expressing one's opinions, we achieve consensus and collective will as a country. Contributes to a system of checks and balances through which the people may fight corruption and discourage tyrannical excesses. Provides a way through which citizens can give their opinions on matters affecting them and reduce anger that may lead to tensions and conflicts.

12.3 Freedom of the Press

Lesson 3

Student's Book page 186-187

Learning objectives

By the end of the lesson, a learner should be able to:

- Demonstrate awareness of the freedom of the press.
- Explain the meaning of freedom of the press .
- Recognise the freedom of the press.

Introduction

Review the previous lesson on freedom of speech. Ask learners to explain what they understand by the term freedom of the press. Let them find out why the Media Law is necessary for the media to operate freely as well as regulate it to act responsibly.

Teaching and learning resources: Student's Book, writing board, Rwanda Media Law, newspapers, cartoons and short quotations from magazines and newspapers that demonstrate the freedom of speech, The Constitution of Rwanda

Learning activities/Teaching steps

Step 1: Learners to attempt Activity 1 on page 186 of the Student's Book in groups. This activity enhances the following competences: co-operation, communication skills, research and problem solving, lifelong learning and critical thinking.

Step 2: Explain to the learners the concept of freedom of the press. Discuss how the Constitution of Rwanda provides for Freedom of the Press and Freedom of

Information and how it expresses the limitations of these freedoms to safeguard against public disorder, socially unacceptable behaviours and infringement on the rights of others.

Step 3: Discuss with the learners how abuse of the freedom of the press can lead to negative outcomes. Provide instances of such happenings in the country. Explain the benefits of freedom of press for the society and the individuals in the country.

Step 4: Let learners carry out Activity 2 on page 187 of the Student's Book in groups. This activity enhances the following competences: co-operation, communication skills, creativity and innovation, lifelong learning and critical thinking.

Synthesis: Recap the concept of freedom of the press with the learners. Find out if the concepts have been well understood. For the areas that learners are having difficulties, explain them one more time before giving an assessment exercise.

Assessment

1. **Why does the Constitution of Rwanda provide for freedom of press but express some limitations to this freedom?**

The constitution expresses some limitations to this freedom to safeguard against public disorder, socially unacceptable behaviours and infringement on the rights of others, destroying other peoples' good reputation and violating the privacy of personal and family life.

2. **Why is press freedom important for any society?**

Press freedom is important because it enables the media to protect democracy and keep an eye to ensure good governance. It allows the media to serve as the voice of the marginalised members of society who may not have the opportunity to fight for their rights. A free press is able to act as a 'watch-dog' against abuse of power and Human Rights and provide a healthy environment for political debates.

Expected answers

Answers to Activity 1 (page 186)

1. Freedom of press refers to the right of the media to obtain, publish and report news, information, opinions and ideas without government control.
2. The Rwanda Media Law gives journalists the right to seek, receive, give and broadcast information and ideas through the media and gives them the freedom to communicate online.
3. The freedoms granted to the media should not negatively affect public order and good morals, or infringe on other rights such good reputation and privacy of personal and family life. The Media Self-Regulatory body, which is created in the Media Law, regulates the conduct of journalists and prescribes the responsibilities of journalists (to inform and educate the public).

Answers to Activity 2 (page 187)

1. It has allowed the media to perform its role in promoting accountability and transparency of the government. It has also promoted the right to know, allowed the media to serve as the voice of members of society, allowed the press to act as a ‘watch-dog’ against abuse of power and provided a forum for political debate.
2. Can lead to high rates of corruption, poor service delivery, poor quality of news and misinformation by the public, ignorance of the public, poor participation in democracy and suffering of the oppressed or marginalised people.

12.4 Responsibility of the global media and the public including censorship

Lesson 4

Student’s Book page 187-191

Learning objectives

By the end of the lesson, a learner should be able to:

- Identify the responsibility of the media and the public including censorship.
- Analyse the responsibilities of global media and the public.

Introduction

Review the previous lesson on freedom of speech. Ask learners to identify the responsibilities of the media and appreciate the role of the media in informing and enlightening the public.

Teaching and learning resources: Internet, Student’s Book, writing board, resource persons, the Rwanda Media Law, the Constitution of Rwanda, newspapers, magazines

Learning activities/Teaching steps

Step 1: Learners to attempt Activity 1 on page 187 of the Student’s Book in pairs. This activity enables learners to acquire the following competences: co-operation, communication skills, research and problem solving, creativity and innovation, lifelong learning and critical thinking.

Step 2: Allow learners to make a presentation after the activity and encourage comments during the presentation.

Step 3: Discuss with the learners the responsibility of the global media. Let learners carry out Activity 2 on page 188 of the Student’s Book in groups. This activity enhances the following competences: co-operation, communication skills, research and problem solving, lifelong learning and critical thinking.

Step 4: Allow the groups to present their findings and encourage learners to ask questions and make comments.

Step 5: Explain the meaning of censorship and forms of censorship. Make reference to the relevant section in Rwanda’s Media Law that guards against censorship in the country.

Step 6: Learners to carry out Activity 3 on page 188 of the Student's Book in groups. This activity enables learners to acquire the following competences: co-operation, communication skills, research and problem solving, lifelong learning and critical thinking.

Step 7: Discuss with the learners on the responsibilities of citizens with regard to the media. Emphasise the fact that the media is increasingly relying on citizens to provide information.

Step 8: Learners to do activities 4 and 5 on page 189 and 191 of the Student's Book in pairs. This activity enhances the following competences: co-operation, communication skills, lifelong learning and critical thinking.

Synthesis: Recap the responsibility of the global media and the public including censorship. Ask the learners questions to find out if then concepts have been understood well. For the areas that learners are having difficulties, explain them one more time before giving an assessment exercise.

Assessment

1. Give reasons for self-censorship?

Self-censorship is a form of preventive measure used by the media to avoid getting into trouble with the government, controversy, offending the audience and creating division, enmity or hatred within a society.

2. Explain the responsibilities of citizens to global media?

To advocate for global media freedom and independence in their country as well as for global media to function freely in the world. To ensure they promote truth and accuracy by not giving distorted and false information to the global media. To defend the rights of journalists and protect global media practitioners from physical violence or coercion.

Expected answers

Answers to Activity 1 (page 187)

1. Produce content that is truly global. Being vigilant about the quality of content produced globally. Reporting issues in a way that reflects global diversity. Observing cultural sensitivity. Promoting peace, tolerance and dialogue among diverse people. Looking at issues from different perspectives and using diverse sources for their information to ensure balanced reporting. Helping the world to understand global problems such as poverty, environmental degradation, technological inequalities, health, terrorism and political instability.
2. Social injustices and inequalities in the society, abuse of human rights, environmental degradation and conservation, science and technology, health, innovations, HIV and AIDS, terrorism and world politics. The media can help in addressing these concerns through publishing success stories from around the world, disseminating research, encouraging debate on solutions, publicising disasters and atrocities such as famine, abuse of Human Rights to draw world's attention for support.

Answers to Activity 2 (page 187)

1. There are several examples of media insensitivity to cultural differences. For example, a Danish media house published cartoons of Prophet Muhammad that were found to be offensive, leading to rioting throughout the Islamic world. Embassies were burned and several people killed and others injured.
2. There are many crises that the global media has brought to the attention of the world, such as, climate change, terrorism, tragic armed conflicts and the massive population displacements resulting from these conflicts, HIV pandemic, humanitarian disasters, and abuse of human rights. For example, the Ebola outbreak and the conflict in Syria and Iraq were all brought to the world's attention by the global media. Humanitarian assistance to the victims resulted from media reporting.

Answers to Activity 3 (page 188)

There are many cases of censorship worldwide. Some examples include the following: In Russia, several media outlets were blocked or closed in 2014 due to government pressure. The government introduced a law that limited foreign media groups from investing in Russian media. In China, the government has what it calls the "Great Firewall" to block content that is seen as unacceptable, including foreign news sites. More than a million police censor the internet and activities of users. In Pakistan, the license of the most popular TV channel was suspended after government intelligence services made a defamation claim against it. In Turkey, an amendment to the internet law was made to enable authorities close any website or content. Dozens of journalists have been jailed and the government blocked the social media after allegations implicating the president were made on social media. The cause for censorship in all the above cases was criticism of government officials. The cases have not been fully resolved.

Answers to Activity 4 (page 190)

1. If there had been censorship before the genocide against the Tutsi, some of the hate messages that caused violence would have been blocked and this could have reduced the speed and efficiency with which the attacks started. It would also have reduced the scale of fighting and number of deaths that occurred during the genocide against the Tutsi.
2. Through the Media Law, genocide ideology has been banned and the media cannot be used to spread hate speech and violence. The media has its own self-regulation mechanism that is vigilant to stop spread of genocide ideology.
3. The Rwanda Media Commission is a self-regulatory body that seeks to improve professionalism in journalism while also fighting to protect press freedom. The body registers new media houses and provides accreditation to journalists. This is to ensure that the media promotes ethics and media professionalism. It

also receives and handles complaints on offensive content in the media. Other mechanisms include the Media Law and the Constitution of Rwanda.

4. The self-regulation by the media in Rwanda has been fairly effective in curbing hate speech and incitement. However, a few cases of irresponsible journalism still occur especially in the use of social media which is not easy to regulate.
5. There are several countries in the world where the media is highly censored such as Eritrea, North Korea, Saudi Arabia, Ethiopia, Iran and China.
6. The global media has a role to inform the rest of world of malpractices, corruption abuse of human rights and social injustices which the local media is unable to report due to censorship.
7. Journalists face intimidation, torture, blackmail, arrest, murder or getting banned from practising journalism.
8. The global media has a role to inform the rest of world and fight for the rights of the people through civil organisations, publicising their stories and lobbying the regional organisation and international community for assistance.
9. Obstructing the world from knowing about human right abuse in a country thus leading to prolonged suffering. Can lead to failure of the international community response to crises such as famine, civil strife, wars and epidemics due to lack of information. It allows some governments to commit atrocities with impunity. It leads to narrow-mindedness among citizens of the affected countries.
10. Expect varied answers from the students, however, accept valid arguments.

Answers to Activity 5 (page 191)

To participate in providing content about Rwanda that can be used by the global media. To create awareness on issues affecting the Rwandese in the global media. To advocate for global media freedom and independence in the country. To avoid producing or circulating offensive content such as hate speech, pornography and defamatory remarks. To contribute actively to global media content through public debate.

12.5 The influence of media on culture

Lesson 5

Student's Book page 191-194

Learning objectives

By the end of the lesson, a learner should be able to:

- State the use and abuse of global media on culture.
- Make use of the global media to promote culture.

- Advocate against the abuse of global media.
- Detect biased opinions and stereotypes in visual, written and spoken media.

Introduction

Review the previous lesson on responsibility of the global media and the public including censorship. Ask learners how the media has affected the Rwandan society. They should also explain ways in which the global media has affected the youth and the older generation in the country.

Teaching and learning resources: Student's Book, writing board

Learning activities/Teaching steps

Step 1: Learners to carry out Activity 1 on page 191 of the Student's Book in groups. This activity enhances the following competences: co-operation, communication skills, lifelong learning and critical thinking.

Step 2: Discuss with the learners the use of media on culture. This can be done in a question and answer session. Probe learners to explain the use of social media such as Twitter, Facebook and YouTube.

Step 3: Let learners attempt Activity 2 and 3 on page 192 and 193 of the Student's Book. These activities enhance the following competences: communication skills, co-operation, critical thinking, lifelong learning, research and problem solving.

Step 4: Discuss with the learners the harmful effect of media on culture. Explain the meaning of popular (pop) culture, tastemakers and media gatekeepers and the roles they play on culture. Tastemakers are people or institutions that shape the way people think, eat, listen, drink, dress and watch. The media acts as tastemakers because it influences our liking. Media gatekeepers are people who influence the decision on which stories are conveyed to the audience.

Step 5: Learners to attempt Activity 4 on page 194 of the Student's Book. This activity enables learners to acquire the following competences: co-operation, communication skills, creativity and innovation, lifelong learning and critical thinking.

Synthesis: Recap the use and abuse of media on culture. Find out if the concepts have been well understood. For the areas that learners are having difficulties, explain them one more time before giving an assessment exercise.

Assessment

1. Explain how the media promotes culture within a society.

The media is an influential transmitter of values, beliefs, traditions and social practices. It can be used to show collective national identity. Represents different cultural perspectives within a society. The dominant social groups (ethnic and religious majorities) and the elite can impose their dominant cultural values on others.

2. In what ways have people abused social media?

People use anonymity to insult, incite and malign others with impunity. There is hate speech, racism, tribalism and offensive content that can cause hatred, anguish and depression. People can post messages that cause harassment, bullying, teasing and hurting on online forums. Has been misused for impersonation by gaining access to another person's account and sending negative, or inappropriate messages or pictures. This causes embarrassment to the impersonated individual.

Expected answers

Answers to Activity 1 (page 191)

1. The modern media technologies such as satellite television and the Internet have ensured a steady flow of information and images that connect audiences worldwide. International films have affected Rwandan fashion trends; have spread tastes, desires, and behaviour from urban to the rural populations in the country. Global media has influenced the sporting culture in the country as football from Europe and South American has become a part of local culture. For example, the English Premier League is regularly watched in the country. Music videos broadcast in the media have foreign cultural messages that have influenced the mind-set of the youth that watches them. The global media promotes western culture, norms and practices which have led to the African culture been diluted.
2. The cultural messages promoted in movies, music videos, the internet and international magazines have had a greater impact on the lifestyle, fashion, food tastes and dressing of the youth. The youth in Rwanda are experiencing a flood of images, sounds, and words that expose them to a global culture.

Answers to Activity 2 (page 192)

Expect varied responses from the learners for question 1 and 2.

1. Adverts show fashion, food, drink, songs, sports, beliefs and values of the society. They affect the way people behave, eat, how they dress, leisure time and communicate.
2. It is used to portray and preserve cultural practices and values, has helped people to keep in close contact with those who live abroad and also keep in touch with their culture, has been used to showcase cultural content such as music and art, connects people in the diaspora with their extended family back home and people share pictures and videos of family events with members in the diaspora.
3. People can change their lifestyle depending on what is portrayed by advertisements such as partying, change of dressing, eating habits may change as influenced by advertisements.
4. People are able to make friends with other people, people are able to educate others on issues of concern and Rwandan values, people can promote, buy or sell items that promote Rwandan culture on social media.

Answers to Activity 3 (page 193)

1. The media has facilitated the spread of pop culture in Rwanda. This has affected the culture of youth in regards to musical tastes, clothing, social media, leisure activities and a liking for western fast food in urban areas. Music instruments like *inanga* and *umuduli* are slowly being replaced by modern instruments such as keyboards and guitars. Due to changing tastes, radio and television stations play little Rwandan folk music. The new Kinyarwanda music has beats similar to Hip Hop and Rhythm and Blues. When youth hold parties, they usually prefer to dance to foreign music and the new Rwandan music rather than have traditional Rwandan dances.
2. Many African youth prefer to spend their leisure time drinking alcohol and listening to hip hop music, some have abandoned the traditional wear and adorn western attire. Continuous exposure to social media has also led to a low regard for African cultural values and norms in some families. Due to the continual exposure to foreign culture in the social media, many youth are changing their perceptions on ethical values, socialisation, dressing, religious beliefs, relationship and sexuality. Some practices that are considered unacceptable in African culture such as homosexuality, lesbianism and pornography are being transferred to the African youth as major expressions of western civilisation that stand for global culture.

Answers to Activity 4 (page 194)

1. The media was used by the Hutu extremists to cause hatred and incite violence in Rwanda before and during the genocide against the Tutsi. While the local media provoked the genocide against the Tutsi, the international media ignored the tragedy that was happening in Rwanda. Some individuals still use social media to spread ethnic hatred.
2. The media has influenced people to engage in undesirable and immoral practices such as drug abuse and pornography. Abuse of the media during the genocide led to a culture of mistrust among the Rwandans. The abuse of media on culture has led to cultural dilution and a change in lifestyle especially by the youth.
3. Training journalists on responsible journalism. Putting in place laws to curb misuse of media and proving agencies to enforce it. Producing programs that promote Rwandans culture in the media. Monitoring the media to ensure they provide local cultural content that promote our cultural values.
4. Sometimes, movies and media advertisements portray detrimental habits such as alcohol and tobacco advertisements as being 'cool' or 'mature', while down playing the negative consequences.
5. Values include volunteerism, patriotism, unity in social co-existence, love for work, dignity, mutual respect, assistance, co-operation, love, nobility, good service delivery, justice.

END OF UNIT

Summary of the unit

The unit focuses on the respect and promotion of the right to know, freedom of speech, freedom of expression, freedom of press, responsibility of the media and public including censorship and use and abuse of the global media on culture. This enables learners to appreciate why it is necessary for the public to access important information that affects their lives as well as reflect on their responsibility with regard to this right, analyse the responsibilities of the media, the right to know and the right access to information and the use and abuse of media with regard to culture. This has also enabled learners to appreciate that misuse of such freedoms has disastrous effect such as the genocide against the Tutsi. The unit has achieved the objective of enabling learners to understand, the freedoms of speech, expression and press and how these affect the work of the media and its responsibilities. Having understood the responsibilities and role of the media, learners are thus able to not only detect biased or offensive media reporting, but also defend the media against censorship.

Additional information

Freedom of information may be interpreted more broadly, as including access to and circulation of information held by other actors beyond the government. It calls for free exchange of ideas and knowledge and the free flow of ideas in societies. Realisation of the right to know cannot take place without a free, independent, ethical and professional media. The media plays an important role in advancing the right to know. There are key instruments that protect the freedom of speech, that is, The International Covenant on Civil and Political Rights and the African Charter on Human and People's Rights. The International Covenant on Civil and Political Rights, 1968 states that everyone has the right to freedom of opinion and expression. The Organisation of African Unity (predecessor to the African Union) came up with an international human rights instrument known as the African Charter on Human and People's Rights to protect and uphold human rights on the African continent. It affirms that every individual has a right to receive information and express or disseminate his or her opinion within the law.

End of unit assessment

In a class discussion, do a recap of what learners have learnt in this unit. Clarify what learners may have a problem with. Explain the concepts once more for them to understand. Let learners attempt the questions on page 194 of the Student's Book individually.

Answers to Assessment Exercise 12.0 (page 194)

1. Refer to the Student's Book page 184.
2. Citizens need to be well-informed to be able to effectively monitor and assess leaders' performance. It allows people to participate in an informed way in decisions that affect them and meaningfully engage in public debates and decision-making processes. It enables individuals to be aware of their rights. Free flow of information helps to expose the misuse of public funds. The right to know helps in effective personal decision-making. Access to medical records, for example, can assist individuals to make decisions about treatment and reduce cases of drug abuse or over dosing. The right to know encourages both government agencies and private firms to undertake self-regulation and lessen risky activities.
3. For a democratic nation to function effectively, citizens must have access to information and be properly informed about the affairs of the government. This can only work if the media is free to gather information and circulate it to the public. Press freedom is important for any society because it enables the media to protect democracy and promote good governance. Freedom of information is necessary for it allows the media to fully perform its role in promoting accountability and transparency in the way the government is run.
4. Refer to the Students Book page 191-193.
5. Expected varied answers from the learners, however, accept valid examples.
6. Media gatekeepers promote cultural values. Media gatekeepers are people who influence the decisions on which stories are conveyed to the audience. They include editors who decide what is published and what goes to the headlines, reporters who decide what stories to tell, and media owners who have a say on what gets published. These media gatekeepers consciously or sub-consciously have their own cultural values that influence them on what counts as newsworthy, entertaining or relevant. Media gatekeepers make important decisions about what events are unimportant or uninteresting to consumers; therefore, some events may never be watched or heard by the larger public.
7. Media tastemakers are people or institutions that shape the way people think, eat, listen, drink, dress and watch. Using newspaper advertisements, television and internet marketing, the media industry acts as tastemakers by shaping what we see as appealing and valuable. The media acts as tastemakers and have a big influence on the consumers. It focuses on certain people, music, lifestyles or products and in turn influences our liking for them, locally and internationally.
8. Refer to the Student's Book page 190.
9. Refer to the Student's Book page 186.

Remedial activity

Why is the Right to know a basic human right?

This is because people have the right to get information on the things that affect their lives. People must be aware of things that affect them such as the way their taxes are spent and information on things that could harm them such as chemicals, medicine and machinery.

Extended activities

1. **Explain how the right to know enables citizens to effectively monitor and assess performance of elected representatives.**

The right to know allows citizens access to information. It is only when citizens have information that they can confidently articulate their opinions. Once they have information on what their representatives are supposed to do, and information on what they are actually doing, citizens can then monitor their representatives effectively. They can only hold the government accountable if they have information on how the government is performing.

2. **How can the media be used to promote local culture in Rwanda?**

Airing locally produced drama and movies on TV. Airing programmes in Kinyarwanda. Airing local Rwandan music on Radio and TV. Featuring cultural festivals in the print and electronic media.

Unit
13

Relationship between tourism and culture

Student's Book page 195-203

13.1: Key unit competence: The student should be able to analyse the relationship between tourism and culture

13.2: Prerequisites of this unit

Link this topic to Tourism in Geography. This will enable learners understand the importance of promoting tourism in the country. It also enables them identify the effect of tourism on culture.

13.3: Cross-cutting issues to be addressed

The following cross-cutting issues are addressed in this unit:

Standardisation culture: Learners need to understand that we must uphold certain standards in the country for economic growth and general welfare of the people. All people should be involved in the promotion of Rwandan culture in the country. This is because in boosting cultural tourism, we also boost the economy of our country.

Inclusive education: All learners should actively participate in the teaching and learning process despite their different abilities.

Environment and sustainability: The *Kwita Izina* is a cultural festival held yearly in the country. Many tourists come from different countries in the world come to witness this event. However, if we fail to use the environment sustainably (forests), there will be no gorillas. This will result in a reduction in tourist visiting the country.

13.4: Generic competences

i) **Communication and co-operation**

This is enhanced when learners work in groups or pairs when carrying out activities in this unit. They also enhance their communication skills by discussing issues and making presentations. Such activities in the Student's Book include the following: Activity 1 on page 195, Activity 3 on page 196, Activity 1 on page 197, Activity 2 on page 197, Activity 3 on page 198, Activity 1 on page 199, Activity 3 on page 200, Activity 4 on page 200, Activity 1 on page 201, Activity 2 on page 201 and Activity 3 on page 203.

ii) **Critical thinking**

This is enhanced when learners think critically to answer questions in this unit. Such activities in the Student's Book include the following: Activity 1 on page

195, Activity 2 on page 196, Activity 3 on page 196, Activity 1 on page 197, Activity 2 on page 197, Activity 3 on page 198, Activity 1 on page 199, Activity 2 on page 199, Activity 3 on page 200, Activity 4 on page 200, Activity 1 on page 201, Activity 2 on page 201 and Activity 3 on page 203.

iii) Lifelong learning

This is enhanced when learners acquire knowledge that will help them in life especially on promotion of tourism on culture. Learners will be in a position to put the knowledge acquired into practice by promoting culture. Such activities in the Student's Book include the following: Activity 1 on page 195, Activity 2 on page 196, Activity 3 on page 196, Activity 1 on page 197, Activity 2 on page 197, Activity 3 on page 198, Activity 1 on page 199, Activity 2 on page 199, Activity 3 on page 200, Activity 4 on page 200, Activity 1 on page 201, Activity 2 on page 201 and Activity 3 on page 203.

iv) Research and problem solving

This is enhanced when learners carry out a research on negative effects of tourism on culture. Learners will be able to find out lifestyles and habits that tourists exhibit and may impact negatively on culture. Such activities in the Student's Book include the following: Activity 2 on page 199, Activity 3 on page 200, Activity 4 on page 200 and Activity 3 on page 203.

13.5: Keywords and vocabulary

Culture, cultural beliefs, cuisine, souvenirs, cultural heritage

13.6: Guidance on the problem statement

The first Activity on page 195 of the Student's Book enables learners to identify practices, cuisines, dressing, ceremonies, symbols, celebrations, music and dance, arts and crafts and architecture that portray the Rwandan culture and explain how they are useful in promoting tourism in the country. This activity enables learners appreciate the relationship between tourism and culture and understand how culture is important in promoting tourism. Thus, learners will value culture as important in promoting tourism.

13.7: Attention to learners with special needs

In this unit, give attention to learners with special needs by doing the following:

a) For learners with hearing impairments

- Ensure such learners have hearing aids. You can liaise with the administrative staff, their parents or guardians for the acquisition of such equipment.
- Talk louder in class for such learners to hear properly. Put more emphasis on stimulus variation modes such as body movements in class, facial expression, use of hands to express an issue and other appropriate stimulus variation modes and use sign language.

- Use face-to-face instructional approach when conducting classroom presentation and always maintain close eye contact with such learners.
- Speak louder using simple and clear facial expressions. At times, sentences or words should be repeated for these learners to effectively hear and understand.
- Such learners should be organised to sit in front of the classroom.
- These learners should be given more time to express themselves during class discussion and presentation.
- Write down summary key notes on the chalkboard/ whiteboard for the benefit of such learners.
- Discourage noise making in class as too much noise will distract these learners.

b) For learners with visual impairments

- Books and printed materials for such learners should be of high quality and large print layout.
- The teacher's chalkboard/whiteboard writings should be large enough to be legible to those who are partially blind.
- These learners should be given more time to read, take notes or write. For individual assignment, they need more time to complete or accomplish their tasks.
- In class organisation, these learners should be encouraged to sit in front of the classroom.
- Braille should be offered for reading and writing purposes. Other tactile materials should also be availed to such learners with special educational needs.

c) For learners with physical impairments

- In classroom organisation, these learners should sit in a comfortable position.
- In group discussion or presentation, other learners should form groups around them.
- Those learners without one or both arms / hands should be allowed to audio-record or audio-document the activities in this unit. They are allowed to use tape recorders or other electronic recording equipment when giving their responses for questions that need them to write something lengthy.
- Extra time should be given to them to complete the activity tasks.
- If there are academic outings to interview resource persons in the community regarding specific issues mentioned in the activities of this unit, prior arrangement should be made to ensure they get there safely and comfortably.

13.8: List of lessons 5

Lesson number	Lesson title
1	Cultural heritage
2	Relationship between tourism and culture
3	Affects of tourism on culture
4	Promoting tourism through culture
5	Field study

LESSON DEVELOPMENT

13.1 Cultural heritage

Lesson 1

Student's Book page 195-196

Learning objectives

By the end of the lesson, a learner should be able to explain the meaning and importance of cultural heritage.

Introduction

Let learners carry out Activity 1 on page 195 of the Student's Book. Ask learners to identify cuisines, dressing, symbols, celebrations, music and dance, architecture that portray the Rwandan culture and explain how they are useful in promoting tourism in the country. This activity will enable learners appreciate the relationship between tourism and culture and be aware of how culture is important in promoting tourism.

Teaching and learning resources: Student's Book, writing board, resource persons, Rwandan cultural artefacts

Learning activities/Teaching steps

Step 1: Let the learners do Activity 1 on page 195 of the Student's Book in pairs. This activity enhances the following competences: co-operation, communication skills, lifelong learning and critical thinking.

Step 2: Let some of the pairs present their findings to the class in a question and answer session.

Step 3: Let learners attempt Activity 2 on page 196 of the Student's Book individually. Responses will vary among learners. Let several learners present their findings and correct them where necessary. This activity enhances the following competences: lifelong learning and critical thinking.

Step 4: Explain to the learners the meaning of cultural heritage. Discuss the differences between tangible and intangible cultural heritage. Ask students to give several examples of each as you discuss them.

Step 5: Learners to carry out Activity 3 on page 196 of the Student’s Book. These activities enable learners to acquire the following competences: co-operation, communication skills, lifelong learning and critical thinking.

Synthesis: Recap the concept on cultural heritage. Find out if the concepts have been well understood. For the areas that learners are having difficulties, explain them one more time before giving an assessment exercise.

Assessment

1. Explain the meaning of cultural heritage.
2. Explain the difference between tangible and intangible cultural heritage.

Expected answers

Answers to introductory activity (page 195)

Rwandan food- Many tourists who visit any culture want to experience a taste of the local cuisine. Such food includes *Isombe*, *Umutsima* and *Mizuzu*. *Dressing-*the beautiful traditional attire worn by Rwandan women gives them a national identity. Such attire is sold as souvenir to many tourists. *Ceremonies and celebrations-* the gorilla naming ceremony (*Kwita Izina*) attracts tourists to the country and promotes cultural tourism. *Symbols-* The long-horned *Inyambo* traditional cows form an important part of the Rwandan culture. *Music and dance -*the *Intore* dance is used to display traditional Rwandan culture and to entertain tourists. *Architecture-* portrays the Rwandan culture, includes the King’s Palace Museum in Rukari, which was the Royal Palace of King Mutara III Rudahigwa. It gives the visitor an opportunity to appreciate the Rwandan traditional seat of the monarchy.

Answers to Activity 1 (page 195)

Expect varied answers from the students.

Answers to Activity 2 (page 196)

Expect varied answers from the students.

Answers to Activity 3 (page 196)

The students should identify festivals or rituals such as *guhamba*, *gusaba*, *gukwa*, *kurya ubunyanwa*, *kwirabura*, *kwera*, *gushyingura*, *gutwikura*; *umuganura*; and explain how they are done.

13.2 Relationship between tourism and culture

Lesson 2

Student's Book page 197-198

Learning objective

By the end of the lesson, a learner should be able to explain the relationship between tourism and culture.

Introduction

Review the previous lesson on cultural heritage. Ask learners to discuss how tourism is related to culture. This activity serves as an introduction to the lesson by enabling the students to appreciate that culture supports tourism and tourism affects the culture of people.

Teaching and learning resources: Student's Book, writing board

Learning activities/Teaching steps

Step 1: Ask learners to identify some of the cultural attractions in different parts of Rwanda or the world that they would love to experience if they ever visited those sites.

Step 2: Explain to the learners the relationship between tourism and culture.

Step 3: Let learners attempt Activity 1 on page 197 of the Student's Book in pairs. This activity enhances the following competences: co-operation, communication skills, lifelong learning and critical thinking.

Step 4: Explain how cultural sites, activities and artefacts are related to and support tourist activities.

Step 5: Let the students do Activity 2 on page 197 of the Student's Book in groups. This activity enhances the following competences: co-operation, communication skills, creativity and innovation, lifelong learning and critical thinking.

Step 6: Learners to carry out Activity 3 on page 198 of the Student's Book in groups. This activity enhances the following competences: co-operation, communication skills, lifelong learning and critical thinking.

Synthesis: Recap the relationship between tourism and culture. Find out if the concepts have been well understood. For the areas that learners are having difficulties, explain them one more time before giving an assessment exercise.

Assessment

1. How does cultural heritage of a country enhance its competitiveness and attractiveness to tourists?

The cultural heritage of a country enhances its competitiveness and attractiveness to tourists. Many tourists find culture an attraction that enables them want to visit particular destinations. Culture and tourism serve as powerful agents of

economic growth. Therefore, people have to protect, preserve and promote their cultural heritage

2. Explain how tourism and culture benefit from each other.

The different forms in which culture is expressed act as tourist attractions. Such attractions are educational and enjoyable to visitors as well. Culture is a resource in tourism. For example, tourists visiting the country have a chance to see a live performance of traditional musical dance at cultural villages, hotels and museums. While culture provides entertainment and is a source of attraction for tourism, tourism on the other hand adds value to culture by enabling the community to preserve and strengthen its indigenous cultural identity.

Expected answers

Answers to activity 1 (page 197)

1. Cultural villages, hotels and museums in the country
2. Cultural expressions such as music, ceremonies or festivals provide entertainment and are a source of attraction for tourists. Tourists who visit the country are curious to know about the culture through these expressions and get to learn more about the Rwandans from this.

Answers to Activity 2 (page 197)

1. *Agaseke* basket,
2. Holding cultural festivals, teaching the younger generation on cultural practices, preserving cultural values and practices.
3. The business plan should be aimed at promoting cultural tourism in your district. Learners should write out a plan indicating the proposed items they would like to sell, number of people involved in running the business, structure of management, an estimate of capital required for the business and proposed location for the business. The idea should be one that has been untapped or one that needs developing. Allow each group to present the plan in class after the discussion.

Answers to Activity 3 (page 198)

1. Rwanda has a rich history and cultural heritage that attracts tourists. For example, the Royal Palace of King Mutara III Rudahigwa attracts many tourists every year. Traditional crafts contribute greatly to the value and attractiveness of Rwanda as a tourist destination. Tourists love to buy handicrafts and jewellery as part of their holiday experience, and these souvenirs in turn serve as marketing tools for Rwanda. There are also some beautiful ceramics that are bought by tourists. There are several festivals and events such as *Kwita Izina* that add value to the visits and make them more memorable and attractive to tourists.
2. The *Utubindi twa Rubona* showcases seven excavations in hard rock that are shaped like clay pots without necks. The pots have historical significance

because they were excavated by King Ruganzu II Ndoli, when he got thirsty while travelling and could not trace any water. The King's Palace Museum in Rukari which was the Royal Palace of King Mutara III Rudahigwa gives visitors a chance to understand the Rwandan traditional seat of the monarchy. The long-horned Inyambo traditional cows that form an important part of Rwandan culture can also be seen at the palace.

3. Rwanda has opened several Genocide Memorial Sites such as Gisozi to commemorate the genocide and honour victims. These sites serve to remind Rwandans of the genocide against the Tutsi, with the message that this should never happen again. The sites are also used for peace building initiatives. The historical background that led to the genocide against the Tutsi is documented in these sites as a way to prevent such an occurrence in future. These memorial sites enable tourists to understand the history of the country and appreciate the progress that has been made from the dark past.

13.3 Effects of tourism on culture

Lesson 3

Student's Book page 198-200

Learning objectives

By the end of the lesson, a learner should be able to:

- Explain the effects of tourism on culture.
- Detect the effects of tourism on culture.

Introduction

Review the previous lesson on the relationship between tourism and culture. Ask learners to discuss some of the affects of tourism on culture.

Teaching and learning resources: Student's Book, writing board

Learning activities/Teaching steps

Step 1: Learners to carry out Activity 1 on page 199 of the Student's Book in pairs. This activity enhances the following competences: co-operation, communication skills, lifelong learning and critical thinking.

Step 2: Discuss the positive effects of tourism on culture in a country. Ensure all learners actively participate in the discussion.

Step 3: Learners to carry out Activity 2 on page 199 of the Student's Book individually. This activity enhances the following competences: lifelong learning and critical thinking.

Step 4: Allow the learners to point out the examples they have identified. Discuss with the learners how tourism has had negative affects on culture.

Step 5: Learners to attempt Activity 3 on page 200 of the Student's book in groups. This activity enhances the following competences: co-operation, communication skills, research and problem solving, creativity and innovation, lifelong learning and critical thinking. Select several learners from each group to make a presentation of their findings. Allow other learners to ask questions and react to the presentation.

Step 6: Let learners carry out Activity 4 on page 200 of the Student's Book in pairs. This activity enhances the following competences: co-operation, communication skills, lifelong learning and critical thinking.

Synthesis: Recap the positive and negative affects of tourism on culture and find out if the concepts have been well understood. For the areas that learners are having difficulties, explain them one more time before giving an assessment exercise.

Assessment

1. How can lack of sensitivity to local culture and values by tourists lead to conflict?

Tourists may use language that is considered offensive by locals. Tourists may dress in ways that are considered inappropriate. Tourists may display behaviour, such as public display of affection that may offend the local people. Some of the gestures used by tourists could be normal in their culture but offensive to locals'

2. Explain how cultural expressions such as songs and dance may be changed due to tourism.

Sometimes cultural expressions such as songs and dance may be changed to suit the tastes of tourists thus losing their authenticity. This may be done to display what is considered appealing for the tourists for commercial purposes.

Expected answers

Answers to Activity 1 (page 199)

Contribution to the economy, facilitating intercultural dialogue, promote international relations between countries, fosters peace and political stability in a country, facilitates intercultural dialogue and cultural exchange, keeps cultural practices alive, promotes pride in cultural traditions, helps people to appreciate the value of their cultural heritage, development of infrastructure such as roads, health services, recreational facilities

Answers to Activity 2 (page 199)

Turns local cultures into commodities. Cultural expressions such as songs and dance may be changed to suit the tastes of tourists thus losing their authenticity. Where there is a lack of sensitivity to local culture and values by tourists, cultural clashes occur. Some local people blindly copy tourist behaviour, leading to social misfits within the local culture. Cultural deterioration or damage to cultural resources when tourists vandalise or illegally remove cultural heritage items. Can result to conflicts in regard to traditional land-uses. Can promote drug abuse and prostitution.

Answers to Activity 3 (page 200)

Expect varied responses from the learners, however, accept valid arguments.

Answers to Activity 4 (page 200)

1. Where there is lack of sensitivity to local culture and values by tourists, cultural clashes can occur as a result of differences in cultures, religious groups, values and lifestyles. Tourists come with lifestyles and habits that are different from those of the locals. Some local people who interact with these tourists may copy their behaviour, leading to social misfits within the local culture. Tourism may lead to cultural deterioration or damage to cultural resources when tourists vandalise or illegally remove cultural heritage items. In African cultures, prostitution and sex tourism are regarded as immoral and culturally unacceptable.
2. Tourism can turn local cultures into mere commodities when important religious rituals, traditional rites and cultural festivals end up being exhibitions to meet tourist's expectations. Cultural expressions such as songs and dances may be changed to suit the tastes of tourists thus losing their authenticity.
3. Women and children may be used for sex tourism by tourists. Some children may be used to beg money from tourists, which is a form of child abuse. Children may be forced to miss school as they are engaged in making handicrafts to sell to tourist (child exploitation).

13.4 Promoting tourism through culture

Lesson 4

Student's Book page 201-203

Learning objectives

By the end of the lesson, a learner should be able to:

- Analyse how the promotion of tourism is based on culture.
- Appreciate the value of promoting tourism based on culture.

Introduction

Review the previous lesson on the positive and negative effects of tourism in culture. Ask learners to identify the various cultural festivals in Rwanda and their importance.

Teaching and learning resources: Student's Book, writing board

Learning activities/Teaching steps

Step 1: Let learners attempt Activity 1 on page 201 of the Student's Book in groups. This activity enhances the following competences: co-operation, communication skills, lifelong learning and critical thinking.

Step 2: Explain efforts made by the government of Rwanda to give emphasis to

museums and cultural heritage sites by establishing the Institute of National Museums of Rwanda (INMR). The INMR works to restore the historical and cultural values which were ignored and diminished during the colonial era.

Step 3: Learners to carry out Activity 2 on page 201 of the Student's Book in pairs. This activity enables learners to acquire the following competences: co-operation, communication skills, lifelong learning and critical thinking.

Step 4: Discuss how tourism can be promoted through various aspects of culture. In a question and answer session, ask learners to give examples of each aspect of culture.

Step 5: Let learners attempt Activity 3 on page 203 of the Student's Book in groups. This activity enables learners to acquire the following competences: co-operation, communication skills, lifelong learning and critical thinking.

Step 6: Learners to undertake a project as part of the community's efforts towards promoting tourism through culture. Students should create an item that can be sold to tourists and also promote the Rwandan culture. Learners to present their creative work in class. Ensure all learners actively participate in the class project.

Synthesis: Recap the concepts of promoting tourism through culture and find out if the concepts have been well understood. For the areas that learners are having difficulties, explain them one more time before giving an assessment exercise.

Assessment

Explain how the promotion of traditional foods is an important part of cultural tourism.

Many tourists who visit a certain place want to experience a taste of the local cuisine. One way to promote cultural tourism, therefore, is to add value to the tourism experience by providing local food and drinks as a cultural attraction. Food as a product for tourism can be promoted through special events, such as food festivals, adding local food in the tourist hotel menu and having locally grown food in the hospitality industry.

Expected answers

Answers to Activity 1 (page 201)

1. Expect varied responses from the learners, accept valid answers.
2. The meaning or significance of the festivals, the traditions of the people.
3. Museum at Rwesero, ndaba rock, The king palace

Answers to Activity 2 (page 201)

1. *Utubindi twa Rubona* (the small pots of Rubona) in Gatsibo District, the King's Palace Museum in Rukari, which was the Royal Palace of King Mutara III Rudahigwa and burial grounds of King Mutara III and his wife Queen Rosalie Gicanda.
2. These museums and cultural sites are significant in the promotion of the Rwandan culture because they help to conserve and protect cultural heritage that attracts

tourists. If these had not been identified and gazetted by the government, many tourists would not have known about the History of Rwanda and its people.

3. Museum at Rwesero, Ndaba Rock, The king's palace

Answers to Activity 3 (page 203)

1. Tourism can sometimes turn local cultures into mere commodities when important religious rituals, traditional rites and cultural festivals end up being exhibitions to meet tourists' expectations. When this happens, respect for sacred sites and objects may be lost and tourists see them as commodities for commercial exploitation. This can lead to basic changes in cultural values among the locals. Cultural expressions such as songs and dances may be changed to suit the tastes of tourists thus losing their authenticity. This can be a change in the tune of a song, dance move and styles. Craftsmen and women may respond to the growing demand from tourists by making changes in the original design of their products to appeal to the tourists' tastes. While demand for such products may help conserve cultural traditions, cultural erosion may equally occur when artefacts are seen as cultural goods for sale and modified to meet the market's demands.
2. Informing tourists about the various cultural heritage practices and items found in the country. Raising awareness about less known cultural events and attractions that are found in the country. Providing good infrastructure that enables tourists and service providers to access cultural heritage sites and events in the country. Tour operators should be encouraged to include cultural heritage sites, galleries and museums in their tour packages. Sensitising host communities and service providers to welcome and offer hospitality to tourists. The local people should be educated on the value of their cultural heritage for them to be proud and avoid making changes to suit the needs of tourists.
3. Accept correct answers based on the level of threat to values such as respect, hard work and honesty that leads to development of behaviours such as misconduct, greed and lack of mutual respect.

Field study

Lesson 5

Learning objective

By the end of the lesson, a learner should be able to appreciate the value of promoting tourism based on culture.

Introduction

Review the previous lessons on promotion of tourism through culture. Let learners understand the purpose of this lesson is to enable them experience cultural heritage in the country. This will enable them to appreciate the value of cultural tourism in Rwanda.

Teaching and learning resources: Resource persons, Rwandan cultural items

Learning activities/Teaching steps

Step 1: Identify a suitable cultural site that is close to the school. Inform the school principal and then call the facility you intend to visit ahead of time to inform them that you plan on visiting.

Step 2: Ask students to prepare questions for curators/guides at the cultural site to be visited. Let them note down their findings and conduct some discussions.

Step 3: Guide learners in a classroom discussion on what students learnt about Rwandan culture during the field study. Ask them to brainstorm on what could be done to enhance the cultural value of the site they visited.

Synthesis: Recap the concepts that have been taught during this field study. Ask learners questions to find out if they have understood what they have been taught well. For the areas that learners have are having difficulties, explain them one more time before giving an assessment exercise.

Assessment

Assess the value of cultural tourism in the country, both locally and nationally.

END OF UNIT

Summary of the unit

This unit sought to enable learners analyse the relationship between tourism and culture. This will enable them appreciate the relationship between tourism and culture and value culture as an important ingredient of success in tourism. Having acquired the knowledge, skills and values, learners should be able to willingly support and advocate against cultural dilution and promote tourism through culture in the country.

Additional information

Tourists contribute immensely to our economy by bringing foreign exchange in the country. This is a source of revenue for the government to develop other sectors of the economy. The tourism industry creates business opportunities for small-scale business holders. Tourism leads to interaction of individuals and communities and through them, people of different cultures interact. Tourism, therefore, plays an important role in facilitating intercultural interactions and dialogue. For such reasons, tourism promotes economic activities, peace and cultural heritage in many countries in the world. Tourism has several positive effects on our culture. Tourism leads to cultural exchange between hosts and guests. This interaction develops to mutual

understanding between the hosts and guests and reduces cultural prejudices. When people share their cultures and special experiences, they learn to respect the opinions and lifestyles of other people. Tourism adds life to the culture of a community. Cultural events and festivals that target tourists keep cultural practices alive. Tourism enhances preservation and transmission of history and culture. Tourism encourages the protection of local cultural heritage that might have declined or died. In addition to promoting local traditions and culture, tourism also leads to preservation of historic resources. This increases the awareness of important cultural heritage sites. Tourism promotes pride in cultural traditions among people who display their culture to tourists. Cultural tourism helps people appreciate the value of their cultural heritage; therefore, they develop an interest in cultural conservation. As the community makes effort to promote and preserve cultural tourism, the locals stand to gain many benefits from cultural tourism. Such benefits include development of roads, health, educational and recreational facilities that improve the living standards of people.

End of unit assessment

In a class discussion, do a recap of what learners have learnt in this unit. Clarify what learners may have a problem with. Explain the concepts once more for them to understand. Let learners attempt the questions on page 203 of the Student's Book individually.

Answers to assessment exercise 13.0 (page 203)

1. When people visit a different country or a region with diverse cultures, they are likely to be interested in seeing or experiencing the culture of the people. Tourism and culture have a close relationship and benefit from each other. There are many different forms in which culture is expressed and which act as tourist sites and attractions. Culture, therefore, is a resource for tourism. There are many cultural sites and activities all over the world that are attractive for tourists. When deciding where to visit as tourists, many people consider the culture of local people as an important feature of their tourism experience. Sites and attractions which have historical and cultural significance, such as the pyramids of Egypt and genocide memorial museums in Rwanda appeal to many tourists. Others such as cultural performances, handcrafts, traditional foods and other local and indigenous products provide great tourist market opportunities. Many tourists are eager to buy and keep locally-created and culturally-linked products as souvenirs from their holiday.
2. **Positive effects:** Contribution to the economy, facilitating intercultural dialogue, promotes cultural exchange, keeps cultural practices alive, promotes pride in cultural traditions, helps people to appreciate the value of their cultural heritage and leads to the development of infrastructure which improves the living standards of the people.

Negative effects: Cultural expressions such as songs and dances may be changed to suit the tastes of tourists thus losing their authenticity. Where there is a lack of sensitivity to local culture and values by tourists, cultural clashes occur. Some local people who interact with these tourists may copy their behaviour, leading to social misfits within the local community. Mass tourism leads to cultural deterioration or damage to cultural resources when tourists vandalise or illegally remove cultural heritage items. Tourism often leads to conflicts with regard to traditional land-uses. Many poor women and children are attracted to the easy money offered by tourists, and can easily engage in prostitution and sex tourism.

3. Beautiful cultural fabrics, traditional foods, foodstuffs, handicrafts, jewellery and art, festivals and events, identifying and mapping all local cultural assets, good infrastructure in cultural sites with touristic appeal, sensitising host communities and service providers to create a sense of welcome and hospitality.
4. Erosion of Rwandan culture through tourism can lead to bad behaviours among the people, negative attitudes that undermine social welfare and coexistence among the people.

Remedial activities

1. Explain how tourism and culture benefit from each other.
2. Identify cultural festivals in the country that have been promoted through tourism.

Extended activities

1. Describe one of the first encounters with a new culture that you are likely to meet when you visit a foreign country. How could this encounter affect you as a tourist?
2. What is the importance of traditional dances in Rwandan culture? Identify one type of dance and describe the occasion where it is performed and its meaning.
3. Describe the cultural significance of the *agaseke* basket and show its contribution to tourism.

Gender and society

Student's Book page 204-221

14.1: Key unit competence: The students should be able to analyse specific national, regional and international strategies for the prevention of and response to gender-based violence and child abuse and advocate for their elimination.

14.2: Prerequisites for the unit

Link this unit to Peace Education and Human Rights in Social Studies and Conflicts Transformation in History and Citizenship. These topics will enable learners understand the need for respecting Human Rights as required by law for all citizens. All people should not discriminate based on one's gender. Learners also learn on ways of transforming conflict to ensure that the parties in conflict do not resort to violence, rather seek other peaceful avenues to achieve reconciliation or arbitration.

14.3: Cross- cutting issues to be addressed

The following cross cutting issues are addressed in this unit:

Gender: Gender-based violence targets individuals of a particular gender. Learners should understand that this is wrong and against the law and all people should respect one another regardless of one's gender.

Comprehensive sexuality education: Learners should be able to make informed decisions when reporting cases of gender-based violence as it is a crime. They should also understand there is no shame in reporting and educating people of such crimes.

Peace values education: Learners should understand that for a nation to achieve development, Human Rights should be respected and upheld. This also promotes peace among the people.

Inclusive education: Learners should understand that there is need to appreciate people of both gender and no gender should be discriminated against. It is against the law to discriminate a person based on his or her gender.

14.4: Generic competences

i) *Communication and co-operation*

This is enhanced when learners work in groups or pairs when carrying out activities in this unit. They also enhance their communication skills by discussing issues and making presentations. Such activities in the Student's Book include

the following: Activity 1 on page 204, Activity 2 on page 205, Activity 3 on page 205, Activity 4 on page 206, Activity 5 on page 207, Activity 6 on page 208, Activity 7 on page 209, Activity 8 on page 209, Activity 9 on page 210, Activity 10 on page 211, Activity 12 on page 212, Activity 13 on page 213, Activity 1 on page 214, Activity 1 on page 217, Activity 1 on page 219 and Activity 2 on page 220.

ii) Critical thinking

This is enhanced when learners think critically to answer questions in this unit. Such activities in the Student's Book include the following: Activity 1 on page 204, Activity 2 on page 205, Activity 3 on page 205, Activity 4 on page 206, Activity 5 on page 197, Activity 6 on page 208, Activity 7 on page 209, Activity 8 on page 209, Activity 9 on page 220, Activity 10 on page 221, Activity 11 on page 211, Activity 12 on page 212, Activity 13 on page 213, Activity 1 on page 214, Activity 1 on page 217, Activity 1 on page 219 and Activity 2 on page 220.

iii) Lifelong learning

This is enhanced when learners acquire knowledge that will help them in life especially on gender-based laws. Learners are able to educate others on what they have learnt. Such activities in the Student's Book include the following: Activity 1 on page 204, Activity 2 on page 205, Activity 3 on page 205, Activity 4 on page 206, Activity 5 on page 207, Activity 6 on page 208, Activity 7 on page 209, Activity 8 on page 209, Activity 9 on page 210, Activity 10 on page 211, Activity 11 on page 211, Activity 12 on page 212, Activity 13 on page 213, Activity 1 on page 214, Activity 1 on page 217, Activity 1 on page 219 and Activity 2 on page 220.

iv) Research and problem solving

This is enhanced when learners carry out research on gender-based laws, regional and international commitments on gender-based violence and child abuse. Such activities in the Student's Book include the following: Activity 3 on page 205, Activity 4 on page 1206, Activity 5 on page 207, Activity 8 on page 209, Activity 10 on page 211, Activity 13 on page 213, Activity 1 on page 214 and Activity 1 on page 217.

14.5: Key-words and vocabulary

Gender-based violence, child abuse, one stop centres, Human Rights, strategic plan

14.6: Guidance on the problem statement

Learners to carry out the first Activity on page 204 of the Student's book in groups as an introduction to the concept of Gender-Based Violence (GBV). This activity allows learners to draw from their own experience, thus making it easier for them to relate to the content they will learn later. Encourage learners to particularly identify actual

incidents they have witnessed or heard about in their community and point out the circumstances that led to the violence and actions that were taken. This activity will enable students understand the existence and seriousness of GBV and child abuse in the country. Once they have reflected on the GBV situation in their community and country, learners should be better placed to analyse specific national, regional and international commitments for the prevention and response to gender-based violence and child abuse and advocate for their elimination.

14.7: Attention to learners with special needs

In this unit, give attention to learners with special needs by doing the following:

a) For learners with hearing impairments

- Ensure such learners have hearing aids. You can liaise with the administrative staff, their parents or guardians for the acquisition of such equipment.
- Talk louder in class for such learners to hear properly. Put more emphasis on stimulus variation modes such as body movements in class, facial expression, use of hands to express an issue and other appropriate stimulus variation modes and use sign language.
- Use face-to-face instructional approach when conducting classroom presentation and always maintain close eye contact with such learners.
- Speak louder using simple and clear facial expressions. At times, sentences or words should be repeated for these learners to effectively hear and understand.
- Such learners should be organised to sit in front of the classroom.
- These learners should be given more time to express themselves during class discussion and presentation.
- Write down summary key notes on the chalkboard/ whiteboard for the benefit of such learners.
- Discourage noise making in class as too much noise will distract these learners.

b) For learners visual impairments

- Books and printed materials for such learners should be of high quality and large print layout.
- The teacher's chalkboard/whiteboard writings should be large enough to be legible to those who are partially blind.
- These learners should be given more time to read, take notes or write. For individual assignment, they need more time to complete or accomplish their tasks.
- In class organisation, these learners should be encouraged to sit in front of the classroom.
- Braille should be offered for reading and writing purposes. Other tactile materials should also be available to such learners with special educational needs.

c) For learners with physical impairments

- In classroom organisation, these learners should sit in a comfortable position.
- In group discussion or presentation, other learners should form groups around them.
- Those learners without one or both arms / hands should be allowed to audio-record or audio-document the activities in this unit. They are allowed to use tape recorders or other electronic recording equipment when giving their responses for questions that need them to write something lengthy.
- Extra time should be given to them to complete the activity tasks.
- If there are academic outings to interview resource persons in the community regarding specific issues mentioned in the activities of this unit, prior arrangement should be made to ensure they get there safely and comfortably.

14.8: List of lessons 7

Lesson number	Lesson title
1	GBV laws and GBV policy
2	Field study
3	The National Strategic Plan for Fighting Gender-based Violence Important structures for fighting GBV in Rwanda
4	Field study
5	Regional commitments to GBV International commitments to GBV and child abuse
6	Role of police and community members in reporting rape, domestic violence and abuse cases
7	Procedure for reporting rape, domestic violence and child abuse cases

LESSON DEVELOPMENT

14.1 GBV laws, GBV policy and strategic plan

14.1.1 GBV laws

14.1.2 GBV policy and strategic plan

14. 1.3 The National Policy against Gender - based Violence

Lesson 1

Student's Book page 204-207

Learning objectives

By the end of the lesson, a learner should be able to:

- Identify national laws and policies on GBV and child abuse.
- Assess the alignment of national policies with the regional and international provisions for GBV and child abuse.

Introduction

Learners to carry out the first Activity on page 204 of the Student's Book in groups. This activity requires learners to identify the offences outlined in the Rwanda Law on the Prevention and Punishment of Gender-Based Violence. Learners are also challenged to examine why people still commit GBV even with existence of laws against it. They should make an assessment of whether the penalties stipulated for breaking the laws are adequate. This lesson will introduce learners to two important documents that help in the fight against GBV in the country, that is, the Rwanda Law on the Prevention and Punishment of Gender-Based Violence and the National Policy against Gender-Based Violence.

Teaching and learning resources: Student's Book, writing board, The Constitution of Rwanda, The 1999 Rwanda Inheritance Law, The 2005 Organic Land Law and the 2008 Law on the Prevention and Punishment of Gender-Based Violence

Learning activities/Teaching steps

Step 1: Allow learners to read through the Rwanda Law on the Prevention and Punishment of Gender-Based Violence. Let them carry out the first Activity 1 on page 194 of the Student's Book in pairs. This activity enhances the following competences: co-operation, communication skills, research and problem solving, lifelong learning and critical thinking.

Step 2: Allow learners to present their findings on Activity 1 and react to the same in a question and answer session. Ensure students of all abilities participate in the discussions and can give specific examples when required.

Step 3: Explain the concept of gender-based violence and emphasise that it takes many forms; physical, psychological, sexual, and economic. Let students provide additional examples under each form of GBV.

Step 4: Learners to carry out Activity 2 on page 205 of the Student's Book in pairs. This activity enhances the following competences: co-operation, communication skills, creativity and innovation, lifelong learning and critical thinking.

Step 5: Discuss with the learners various laws that address GBV in Rwanda, such as, the Rwandan National Constitution (Article 11 and 16), The 1999 Rwanda Inheritance Law, the 2005 Organic Land Law and the 2008 Law on the Prevention and Punishment of Gender-Based Violence.

Step 6: Ask learners to role-play a situation where a person is a victim of GBV. This exercise will bring to light the causes and behaviours associated with GBV in the country. Discuss laws that make direct reference to the scenarios depicted in the role-play.

Step 7: Learners to attempt Activity 3 on page 195 of the Student's Book in groups. This activity enhances the following competences: co-operation, communication skills, research and problem solving, lifelong learning and critical thinking.

Step 8: Explain the fact that in addition to laws, the Government of Rwanda has put in place some policies to work hand in hand with the laws. Policies express government

commitments and priorities that provide the framework for achieving these goals. The National Policy against Gender-Based Violence is a significant policy with regard to GBV.

Step 9: Let learners carry out Activity 4 on page 206 of the Student’s Book in groups. This activity enhances the following competences: co-operation, communication skills, research and problem solving, lifelong learning and critical thinking.

Step 10: Discuss with the learners the main areas of focus in the National Policy against Gender-Based Violence and explain the government’s policy on GBV.

Step 11: Learners to attempt Activity 5 on page 197 of the Student’s Book in pairs. This activity enhances the following competences: co-operation, communication skills, research and problem solving, lifelong learning and critical thinking.

Synthesis: Recap the concepts on gender-based violence laws, policy and strategic plan and find out if the concepts have been well understood. For the areas that learners are having difficulties, explain them one more time before giving an assessment exercise.

Assessment

1. Which offenses defined under the GBV laws particularly provide protection for children?

Neglecting a child because of his or her gender, using drugs, films, signs and language with the intention of committing gender-based violence or child abuse, exhibiting indecent behaviour, sexual slavery, torture and human trafficking, violence against a disabled child, refusing to assist a GBV/child abuse victim or provide testimony and forcible abduction for purpose of marital union.

2. Explain four main forms of gender-based violence.

Physical, psychological, sexual and economic

3. In what way does the constitution provide protection against GBV?

The Constitution of Rwanda supports gender equality and guarantees equal rights for women and men. Article 11 of the Constitution asserts; ‘All Rwandans are born and remain free and equal in rights and duties’. Any form of discrimination, including ethnic origin, tribe, clan, colour, sex or any other form of discrimination is prohibited and punishable by law’. The principle of gender equality is also enshrined in Article 16 of the Constitution, through which the Government has committed to establishing equity and equality at all levels of society.

Expected answers

Answers to Activity 1 (page 204)

1. Expected varied answers from the learners.
2. The biggest challenge is attitudes that promote GBV. Many people still view some forms of GBV such as spousal rape, beating of spouses, verbal insults and

denial of property rights, as 'normal' in the society. Some cultural practices and beliefs among the people have promoted GBV.

3. Expected varied answers from the learners.

Answers to Activity 2 (page 205)

1. This is because in the Rwandan society, just as the case in most African cultures, men and women are not really treated equally. In addition, some men consider some forms of GBV such as battery, assault, marital rape to be normal and traditionally sanctioned by culture. African culture also expects women be submissive to men and this makes them vulnerable to GBV.
2. At work where men dominate, as domestic employees, during war, during times of decision-making related to inheritance and in marriages
3. Reporting cases of GBV promptly, sensitising men on the need to shun GBV and sensitising women on their rights in relation to GBV.
4. They were subjected to rape, insults, exposure to indecent behaviour, torture, intentional infection with terminal disease, and violence against elderly or disabled persons.

Answers to Activity 3 (page 205)

1. Polygamy, concubinage and adultery, harassing one's spouse due to dowry, reproductive health or natural physical appearance, rape and marital rape/forced marriage, neglecting a child because of his or her gender, using drugs, films, signs and language with the intention of committing gender-based violence, exhibiting indecent behaviour, firing a woman from work or denying her education because she is pregnant or on maternity leave, sexual slavery, torture and human trafficking, killing one's spouse, intentionally transmitting a terminal disease, violence against an elderly or disabled person, refusing to assist a GBV victim or to provide testimony threatening to deny someone of his or her rights based on their gender
2. Offenses such as spousal violence, marital rape and forced marriage have been difficult to eradicate in the country. This is due to cultural attitudes that promote such practices as being 'normal' or 'okay'.
3. Intensive sensitisation at community level to enable people understand that cases of GBV that are perceived to be culturally sanctioned, are illegal and retrogressive to both genders. What is required is a change of attitude.

Answers to Activity 4 (page 206)

1. The policy is comprehensive as it addresses various levels of government and brings on board existing structures. The efforts of several government ministries are required to effectively deal with cases of GBV in the country. The GBV policy, therefore, outlines the roles of various government ministries in policy implementation. This includes the Ministry of Gender and Family Promotion that oversees the national implementation of the National Policy against Gender-Based Violence. The Ministry of Justice ensures that the gender-based violence

law is implemented effectively. The Ministry of Education ensures policies, training; codes of conduct, curricula and school-wide programmes are put into place to ensure safety and security of teachers and children at school and for schools to prepare young people to contribute towards a GBV-free society.

2. The stakeholders involved in enforcing the National Policy against Gender-Based Violence are effectively coordinated. For effective implementation of the National Policy against Gender-Based Violence, clear structures are created and explained in all levels, the community to national level.
3. The greatest gaps in the fight against GBV are related to attitudes that promote GBV, the culture of silence among victims, intimidation of victims and failure of some witnesses to report cases of GBV. To improve on the fight against GBV and child abuse, these challenges need to be addressed.

Answers to Activity 5 (page 207)

1. Ministry of Gender and Family Promotion-oversees the national implementation of the National Policy against Gender-Based Violence. The Ministry of Justice-ensures that the gender-based violence law is implemented effectively. The Ministry of Education-ensures policies, training, and codes of conduct, curricula and school-wide programmes are put into place to ensure safety and security of teachers and children at school. The Ministry of Health-charged with the responsibility of ensuring that victims of gender-based violence are able to access appropriate services .The Ministry of Public Service and Labour-protects workers from sexual harassment at their place of work.
2. It is necessary to involve various agencies in the fight against GBV. This is because the efforts of several government ministries, in their respective areas of specialisation are required to effectively deal with GBV issues in the country.

Field study

Lesson 2

Student's Book page 208

Learning objective

By the end of the lesson, a learner should be able to explain local government efforts in the fight against GBV and child abuse.

Introduction

Review the previous lesson on gender-based violence laws, policy and strategic plan. Brief learners on the purpose of the field study to a nearby police station. Inform them that they are required to find out from the police officers on cases related to GBV and child abuse that have been reported and prosecuted and how the police handles such cases.

Teaching and learning resources: Student's Book, resource persons

Learning activities/Teaching steps

Step 1: Request permission from the school principal and inform the police station about your intended visit. Secure an appointment ahead of time.

Step 2: Let learners prepare interview questions that will be used to help them answer the question on Activity 6 on page 198 of the Student's Book.

Step 3: At the station, introduce learners to the officers and allow them to ask questions prepared in step 2 above. Ask students to write notes in their exercise books during the visit.

Step 4: After the visit, in a discussion ask learners what they learnt from the visit. Let them brainstorm on what could be done to enhance handling of cases on GBV and child abuse at the station.

Synthesis: Recap the concepts that have been taught during the field study. Ask the learners questions to find out if the concepts have been well understood. For the areas that learners are having difficulties, explain them one more time before giving an assessment exercise.

Assessment

1. In what way do the local government officers support the work of the police?

The chief receives reports of GBV, but may not be in a position to make any arrests. The information received by the chief is relayed to the police, who can then arrest the perpetrators. Individuals may also find it easier and more convenient to report to the chief than to the police

2. What is the role of parliament in the fight against GBV?

Parliament is charged with the responsibility of making laws and ensuring an adequate national budget for implementing anti GBV activities.

14.1.4 The National Strategic Plan for Fighting Gender-based Violence

14.1.5 Important structures for fighting GBV in Rwanda

Lesson 3

Student's Book page 208-213

Learning objectives

By the end of the lesson, a learner should be able to:

- Explain the national policies and strategies contained in the National Strategic Plan for Fighting Gender-based Violence.
- Outline existing community and school-based interventions for GBV and child abuse.

Introduction

Review the previous lesson on national policy against gender-based violence. Ask learners to discuss how cases of GBV are handled in the community.

Teaching and learning resources: Student's Book, the National Strategic Plan for Fighting Gender-based Violence (2011-2016), the National Policy against Gender-Based Violence.

Step 1: Discuss with the learners how GBV cases are handled in their community.

Step 2: Explain to the learners how GBV prevention, GBV response and coordination, monitoring and building evidence are covered in the strategic plan. Ask them to identify the prevention and GBV responses outlined in the strategic plan that they have witnessed in their community. Let them discuss their effectiveness.

Step 3: Learners to attempt Activity 7 and 8 on page 209 of the Student's Book. These activities enhance the following competences: co-operation, communication skills, research and problem solving, lifelong learning and critical thinking.

Step 4: Explain how coordination, monitoring and building evidence of GBV and child abuse cases is handled. This area is important because it ensures that all interventions outlined in the National Strategic Plan are effectively co-ordinated and monitored through the National Steering Committee (NSC) to ensure success.

Step 5: Learners to carry out Activity 9 on page 200 of the Student's Book in groups. This activity enhances the following competences: co-operation, communication skills, lifelong learning and critical thinking.

Step 6: Ask learners to present their findings. Ensure that a new set of students other than those who presented the previous task represent their findings.

Step 7: Explain the important structures outlined in the policy documents which include the coordination mechanism, community structures for GBV and child protection, and One – Stop Centres for GBV & Child Abuse. Ensure learners understand the hierarchy of the structure of the coordination mechanism from the national to community level.

Step 8: Let learners attempt Activity 10 on page 211 of the Student's Book in pairs. This activity enhances the following competences: co-operation, communication skills, research and problem solving, lifelong learning and critical thinking.

Step 9: Discuss with the learners the community based structures for fighting GBV and their importance. Let them attempt Activity 11 on page 211 of the Student's Book individually. This activity enhances the following creativity and innovation, lifelong learning and critical thinking.

Step 10: Learners to attempt Activity 12 on page 212 of the Student's Book in groups. This activity enhances the following competences: co-operation, communication skills, lifelong learning and critical thinking.

Step 11: Explain how One-Stop Centres and Gender Desks operate and important roles they play in the fight against GBV. Inform the students about the toll-free hotline numbers used to report cases of GBV or how to seek help from the police.

Synthesis: Recap the national strategic plan for fighting GBV and the important structures for fighting GBV in Rwanda. Find out if the concepts have been well understood. For the areas where learners are having difficulties, explain to them one more time before giving an assessment exercise.

Assessment

1. **What is the role of a chief in fighting GBV as outlined in the National Strategic Plan for Fighting Gender-based Violence?**

Chief of *Umudugudu* collects information from the community policing committee and community health workers on GBV-related cases and activities and passes it on to the Cell Executive Secretary, assisted by the Social Affairs Officer and a representative from the RNP, who then pass on information to the Sector GBV and Child Protection Committee.

2. **Explain structures for effective implementation of the National Policy against Gender-Based Violence, from the community level to national level.**

Below the national level, there are GBV and Child Protection Committees from the *Umudugudu* level upwards. The Chief of *Umudugudu* collects information from the community policing committee and community health workers on GBV-related cases and activities. They pass it the Cell Executive Secretary, assisted by the Social Affairs Officer and a representative from the RNP, who then informs the Sector GBV and Child Protection Committee. Above the *Umudugudu* level, there is a GBV and Child Protection Committee at the district level chaired by the Vice-Mayor in charge of Social Affairs and assisted by the Gender and Child Protection Professional. The implementation of anti-GBV related activities in the District is monitored and coordinated by a committee that collects information pertaining to challenges and implementation at the community level.

Expected answers

Answers to Activity 6 page 207)

Expect varied responses.

Answers to Activity 7 (page 209)

1. Expect varied responses.
2. Conducting workshops and advocacy campaigns on gender and GBV for local and religious leaders, law enforcement, families, schools and GBV perpetrators. Sensitising local and religious leaders on positive gender attitudes. Establishing and strengthening men and boys for change discussion groups. Building capacity of Community Based Organisations (CBOs) to promote positive cultural values that can help to reduce GBV in the community. Identifying groups that are at risk of GBV and building capacity of service providers to deal with GBV cases. Discussing GBV issues in Security Council meetings at district levels. Conducting campaigns for people vulnerable to .GBV.

Answers to Activity 8 (page 209)

Providing One Stop Centres (OSC) for victims of GBV at hospitals, free legal aid to all victims of GBV and GBV victim-centred services or facilities in all police stations. Conducting training for professional service providers on the provision of comprehensive victim-centred care to victims of GBV and awareness campaigns on service provision and access to all service providers and potential victims of GBV. Supporting victims of GBV financially, medically, legally and psychologically.

Answers to Activity 9 (page 210)

Expect varied responses from the learners.

Answers to Activity 10 (page 211)

Help empower the youth in the fight against GBV in schools, they increase awareness of where to seek help in case of GBV and inform students on how they can help victims of GBV.

Answers to Activity 11 (page 211)

Expect varied responses from the learners.

Answers to Activity 12 (page 211)

1. The community-based child care and protection mechanism targets children and families and makes use of social work volunteers who have the responsibility of following up cases of reintegration of victims of GBV to community life.
2. Expect varied answers from the learners.
3. They assist in the protection of children from violence, exploitation, neglect and prevent the occurrence of child protection risks notably through the sensitisation of households on positive parenting and other child-friendly practices at community level.
4. Learners to make assessment based on performance of the programme in their own community. Expect varied responses.
5. There are a range of many programmes that can be used to eradicate GBV in Rwanda. What is required is full coordination and co-operation of the different programmes to achieve full benefits of concerted effort.
6. Anti-GBV clubs exist in schools and involve the participation of both girls and boys. These clubs help to empower the youth in the fight against gender-based violence in schools, especially sexual harassment and abuse by teachers or fellow students. These clubs provide an avenue through which attitude and behaviour change are promoted.

Field study (Visit to the Gender Desk, One-Stop Centre or Anti-GBV committee)

Lesson 4

Student's book page 213

Learning objectives

By the end of the lesson, a learner should be able to identify important facilities for reporting GBV and child abuse cases in Rwanda.

Introduction

Review the previous lesson on important structures for fighting GBV in Rwanda. Brief learners on the purpose of the field study to a nearby Gender Desk, One Stop Centre or Anti-GBV Committee. Inform them that they are required to find out from the resource persons at the centres on how to report cases of GBV and child abuse.

Teaching and learning resources: Student's Book, resource persons

Learning activities/Teaching steps

Step 1: Inform the school head teacher/principal and request the relevant office at the Gender Desk, One-Stop Centre or Anti-GBV committee of your intended visit. Secure an appointment ahead of time.

Step 2: Ask learners to prepare questions to be asked during the visit. Ask them to find out the services provided, challenges faced and successful efforts in the fight against GBV at the centres.

Step 3: Learners to carry out Activity 13 on page 213 of the Student's Book. This activity enables learners to acquire the following competences: communication skills, creativity and innovation co-operation, research and problem solving and critical thinking.

Step 4: Let learners present their reports on the field study and brainstorm on what can be done to enhance services rendered and address challenges facing the areas visited.

Synthesis: Recap what learners have learnt on important structures for fighting GBV during the field study. Find out if they have well understood what they have been taught. For the areas that learners are having a difficulties, explain them one more time before giving an assessment exercise.

Assessment: Assess the importance of One Stop Centres and Gender Desks in our country.

14.2 Regional commitments on GBV

14.3 International commitments on GBV and Child Abuse

Lesson 5

Student's Book page 214-217

Learning objectives

By the end of the lesson, a learner should be able to:

- Assess the alignment of national policies with the regional provisions for GBV and child abuse.
- Communicate the standards contained in regional policies that address GBV and child abuse.
- Assess the alignment of national policies with the international provisions for GBV and child abuse.
- Communicate the standards contained in international protocols that address GBV and child abuse.

Introduction

Review the previous lesson and link it to the current. Let learners discuss Human Rights expressed in the Maputo Protocol that are enjoyed by women in the country. This activity serves to introduce students to the importance of regional commitments on GBV and enables learners to appreciate how these commitments affect national policies on GBV. Let learners understand that Rwanda is party to international and regional treaties that require it to provide effective protection and support to victims of gender-based violence.

Teaching and learning resources: Student's Book, publications, writing board, The Maputo Protocol (2003), The ICGLR Protocol (2006) and The Goma Declaration (2008), The Convention on the Elimination of All forms of Discrimination against Women (CEDAW), The Convention on the Rights of the Child (CRC), The Beijing Declaration and Platform for Action, The Rome Statute (1998) and the UNSCR 1325 (2000).

Learning activities/Teaching steps

Step 1: Explain to the learners that the African Charter on Human and People's Rights of 2003 (also known as the Maputo Protocol) is a protocol on women's rights in Africa. Guide students in a discussion on the extent to which the rights expressed in this protocol are enjoyed by women in our country. They should also identify those that are yet to be met.

Step 2: Explain the Article 5 of the ICGLR's Protocol. Guide learners in a discussion on the extent to which the various forms of sexual violence described in Article 5 of the ICGLR's Protocol exist in the Rwandan society.

Step 3: Let learners carry out Activity 1 on page 214 of the Student's Book in groups. This activity enhances the following competences: co-operation, communication skills, research and problem solving, lifelong learning and critical thinking.

Step 4: Ask group representatives to make presentations and ensure that a new set of students, other than those who presented the previous task, represent their group.

Step 5: Discuss with the learners Articles 1, 2 and 5 of (CEDAW) adopted in 1979, the CRC Article 19 and the Beijing Declaration and Platform for Action of 1995, Article 17 and 29, the Rome Statute of 1998 and the United Nations Security Council Resolutions (UNSCR 1325). Ensure learners understand that gender-based violence and child abuse are addressed in these international commitments.

Step 6: Guide learners in carrying out Activity 2 on page 207 of the Student's Book in groups. They can conduct the research on the internet, journals, newspaper articles or from resource persons.

Synthesis: Recap the regional and international commitments on GBV and child abuse. Find out if they have understood the commitments. For the areas that learners are having difficulties, explain them one more time before giving an assessment exercise.

Assessment: Research on the work of Anti GBV and Child Protection Committees in your Umudugudu and discuss the role they have played in reporting cases of rape, domestic violence and abuse cases.

Expected answers

Answers to Activity 1

1. The Goma Declaration (2008) which requires that member states provide the necessary protection for women and girls against gender based-violence, as well as assistance, care and support to GBV victims.
2. Rape, sexual assault, forced pregnancy, forced pregnancies and infection of women and children with sexually transmitted diseases.
3. By ratifying and domesticating several international conventions and implementing legal and policy frameworks that address the issue of GBV. This is evident in the Rwanda National Constitution which supports gender equality and guarantees equal rights for women and men, The 1999 Rwanda Inheritance Law which grants equal inheritance rights to male and female children of civil marriages, and the law on the Prevention and Punishment of Gender-Based Violence among others.
4. Rwanda's policy framework on gender-based violence is fairly comprehensive and to a great extent adequately addresses the regional commitments policies. What remains is to eradicate GBV through more concerted efforts and change of negative attitudes that promote the vice.

Answers to Activity 2

1. Article 1 of the treaty requires states to do away with discrimination against women to allow them equal access to Human Rights and fundamental freedoms in their political, economic, social, cultural and civil life. Article 2 requires states to enshrine gender equality into their national laws and eliminate all discriminatory provisions in their laws. Article 5 requires states to eliminate

prejudices and customs that promote the idea of the inferiority or the superiority of one sex or stereotyped roles for men and women. Rwanda has complied with articles 1 and 2. The gender laws of the country satisfy the requirement of these two articles. However, complying with article 5 has been elusive because prejudices and customs that promote the idea of the inferiority or the superiority of one sex or stereotyped roles for men and women still exist.

2. Rwanda has ratified the Convention on Children's Rights. In addition, it has a law on the protection of children's rights and prevention of gender-based violence. The country has established a National Commission for Children that promotes and protects children's rights and has launched a Strategy for National Child Care Reform that works to remove children out of orphanages. As required in Article 19, Rwanda has established social programmes and mechanisms for addressing cases of child abuse.
3. Article 29 advocates for the 'Prevention and elimination of all forms of violence against women and girls'. The government has put in place legislation to prevent and eliminate violence against women. The Rwanda Penal Code of 1997, rape, defilement, torture and sexual torture are criminalised. There is also a law against GBV, and a national gender policy. To protect girls, anti-GBV clubs exist in schools, and anti-GBV-committees exist in communities. There are several other initiatives such as the One-Stop Centres. Because of provisions such as the minimum 30% quota for women in all decision-making positions, Rwanda has become the world leader in women's representation in parliament at over 64%. Rwandan women are also highly represented in the government and other state organs.
4. Rape, sexual slavery, forced pregnancy, sexual violence.
5. Parties involved in armed conflicts should put in place special plans to protect women and girls from sexual gender-based violence. The war crimes that occurred during the genocide affected many women.
6. The regional and local policies draw from the international commitments. They therefore, have accommodated most of the provisions in the international agreements.
7. The Constitution of Rwanda has also laid a solid foundation for the establishment of gender-responsive laws as well as the review of others that instill the respect of women's rights, notably in areas such as politics, inheritance, land and property rights, and quite significantly, protection against gender-based violence (GBV). This legal framework has enabled notable progress in gender equality. Other legislations in Rwanda have ensured that national commitments are addressed. For example, the Labour Law (2009) provides for equal opportunities and equal pay for women and men and prohibits GBV, harassment, and discrimination based on gender, marital status or family responsibilities. The Revised Organic Budget Law no. 12/2013, has ensured that resources are allocated for the

implementation of gender equality commitments. According to this law, all public entities must provide a ‘Gender Budget Statement’ in their budgetary request to Parliament. It is also worth noting that in order to ensure that the legal commitments are implemented, structures have been put in place. These structures include the Ministry of Gender and Family Promotion (MIGEPROF), the Gender Monitoring Office (GMO) and a National women’s council to provide space for participation of women in all areas of development right from the grassroots.

14.4 Role of police and community members in reporting rape, domestic violence and abuse cases

Lesson 6

Student’s Book page 218-219

Learning objectives

By the end of the lesson, a learner should be able to:

- Explain the role of the police in the fight against rape, domestic violence and abuse cases.
- Explain the role of the community in reporting cases of rape, domestic violence and abuse cases.
- Defend the rights of all people including those with vulnerabilities.

Introduction

Review the previous lesson on regional and international commitments on GBV and child abuse. Guide learners in a discussion that examines the role played by police and judicial officers’ in fighting rape, domestic violence and abuse cases.

Teaching and learning resources: Student’s Book, internet, writing board, Code of Conduct for Law Enforcement adopted by 1979, General Assembly of UN, Model policy on international guidelines for police adopted by the International Association of Chiefs of Police in 2006.

Learning activities/Teaching steps

Step 1: Allow learners to identify roles the police play in the fight against rape, domestic violence and abuse cases. Let them highlight any weaknesses they may have observed in the role played by the police and propose what could be done to improve efforts of the Rwanda National Police.

Step 2: Explain the role of the police in fighting rape, domestic violence and abuse cases in the country.

Step 3: Discuss with the learners how effective the police have been in executing these duties with regard to eliminating rape, domestic violence and abuse cases.

Step 4: Explain to the learners the Code of Conduct for Law Enforcement adopted by 1979, General Assembly of the United Nations and how this guides the Rwanda National Police in dealing with cases of rape, domestic violence and abuse.

Step 5: Discuss the role of The Judicial Police Unit, the Child and Family Protection Unit of the police and the Community Policing Unit at the Gender Desk. Ensure learners understand that the GBV policy places a responsibility on every individual to report GBV cases, support victims and not tolerate GBV in the community. Refusing to assist a GBV victim or refusing to provide testimony in a case of GBV is regarded as a criminal offence.

Step 6: Discuss the role played by community members in reporting rape, domestic violence and child abuse cases. Let them also discuss the work of Anti GBV and Child Protection Committees in their *umudugudu*, and the role they have played in reporting cases of rape, domestic violence and abuse cases.

Step 7: Ask learners to share experiences and cite specific cases where they reported cases of GBV and child abuse and explain actions that were taken. Let learners share experiences on cases of GBV and child abuse that are not reported. Let them propose the reasons why such cases remain unreported. Lead the class in discussing the contribution of community policing in improving the reporting of cases of GBV and child abuse in the country.

Step 8: Learners to carry out Activity 1 on page 219 of the Student's Book in pairs. This activity enhances the following competences; co-operation, communication skills, lifelong learning and critical thinking.

Step 9: Learners to carry out a project in groups as part of their contribution in the fight against rape, gender-based violence and child abuse. Students should design a poster that educates the public and urges them to report cases of rape, gender-based violence and child abuse to the relevant authorities. Students to present their posters in class.

Synthesis: Recap the role of police and community members in reporting rape, domestic violence and child abuse cases. Find out if the concepts have been understood well. For the areas that learners are having difficulties, explain them one more time before giving an assessment exercise.

Assessment

1. Explain why the role of the police is critical in the fight against GBV.

Their role is critical because they not only ensure the arrest of perpetrators that would not be easy for the community members, but also conduct investigations that are necessary for securing convictions. Without proper evidence, many culprits would go scot free. The police are important because they promote the reporting of cases of GBV by offering protection for victims. Without such protection, many victims could be intimidated into silence. The police also make it easy to report cases of GBV through the establishment of One Stop Centres and the Gender Desks.

2. Why would the work of police in the fight against GBV be weakened without the participation of the community?

This is because the police have to rely on information from the public on cases on GBV that are reported. If the community was silent, many cases would go unreported. In addition, the community play an important role in securing convictions by acting as witnesses in court.

Expected answers

Answers to Activity 1 (page 219)

- 1. Role of the police:** Conducting investigations on all alleged incidents of violence and abuse against women. Carrying out investigations. Protecting all victims of crime. Preventing crime and arresting offenders. Providing awareness on GBV. Running the OSC and the Gender Desks.
Role of the community: Report cases of GBV and child abuse. Support victims of GBV and child abuse and should not to tolerate GBV in the community. Provide testimony in a case of GBV
- 2.** There has been increased awareness of ways of seeking help for victims, increased reporting of cases and some drop in cases of GBV.
- 3.** By interacting frequently with the community, holding regular campaigns in the community, treating victims with respect, offering reliable protection for those who report GBV and taking stern action against GBV offenders.

14.5 Procedure for reporting rape, domestic violence and child abuse cases

Lesson 7

Student's Book page 219-220

Learning objectives

By the end of the lesson, a learner should be able to explain the procedure for reporting rape, domestic violence and abuse cases.

Introduction

Review the previous lesson on role of police and community in reporting rape, domestic violence and child abuse cases. Ask learners to describe steps they would take if they witnessed or are aware of a case of GBV or child abuse. This activity will help assess whether students have knowledge on reporting cases on GBV and child abuse in the country.

Teaching and learning resources: Student's Book, writing board

Learning activities/Teaching steps

Step 1: Let learners carry out Activity 1 on page 219 of the Student's Book individually. This activity enhances the following competences: creativity and innovation, lifelong learning and critical thinking.

Step 2: Let learners understand that different service providers support each other in dealing with GBV and child abuse cases in the country. In the past, due to reasons such as a culture of silence, fear of stigmatisation and lack of awareness on how to report cases of GBV, many cases went unreported. With more awareness campaigns and improvement in the reporting system, more cases of GBV are being reported and prosecuted successfully

Step 3: Explain to the learners the procedure for reporting rape, domestic violence and child abuse cases.

Step 4: Let learners give their experiences on cases they have heard of or witnessed on how people report cases of rape, domestic violence and child abuse.

Step 5: Learners to carry out Activity 2 on page 220 of the Student's Book in groups. This activity enables learners to acquire the following competences: co-operation, communication skills, creativity and innovation, lifelong learning and critical thinking.

Synthesis: Recap the procedure for reporting rape, domestic violence and child abuse cases. Find out if the concepts have been well understood. For the areas that learners are having difficulties, explain them one more time before giving an assessment exercise.

Assessment

1. Describe what takes place at police stations, One Stop Centres (OSC) and Gender Desks.

At the OSC, survivors of GBV are met by a Social Worker trained in basic counselling skills who can provide counselling. The OSC also has a Gender Desk where reports of GBV can be made, and investigation and subsequent prosecution of cases of GBV are initiated. At the Gender Desk, a requisition form is filled with information which makes investigation and follow-up easy. If a victim goes directly to the police station, he or she will be given counselling and provided with a requisition form to be submitted to the health service providers. There are Gender Desks at the Rwanda National Police whose staff are trained on GBV. The Gender Desks are usually the first point of reference at the police station. After the requisition form is submitted at the hospital, medical care will be administered accordingly and requisitioned tests by the police will be carried out. These tests are free of charge.

2. Discuss why many cases of GBV went unreported in the past and identify what is being done to solve the problem.

Due to reasons such as a culture of silence, fear of stigmatisation and lack of awareness on how to report cases of GBV. With more awareness campaigns and improvement in the reporting system, more cases of GBV are being reported and

prosecuted successfully. If a victim goes directly to the police station, he or she will be given counselling and provided with a requisition form to be submitted to the health service providers. There are Gender Desks at the Rwanda National Police whose staff is trained on SGBV. The Gender Desks are usually the first point of reference at the police station. After the requisition form is submitted at the hospital, medical care will be administered accordingly and requisitioned tests by the police will be carried out. These tests are free of charge.

Expected answers

Answers to Activity 1 (page 219)

Cases of GBV may be reported to the Community Policing Committee, Anti GBV and Child Protection Committees, or the local chief. However, in the case of an emergency the following avenues also exist. One may call the police hotline number 3512 or use 36 77 for the Prosecutor's office. Use a free hotline (3945) to report cases of military-related violence against women and girls. If it is easily accessible however, the most obvious step to take would be to immediately rush to the nearest police station.

At the police station, counselling is given and one is provided with a requisition form to be submitted to the health service providers. Gender Desks at the Rwanda National Police and in the Rwanda Defense Force are usually the first point of reference at the stations. After a requisition is submitted to the hospital, medical care will be administered accordingly and tests conducted. Results will be handed over to the judiciary by the police, however, it is important to follow up the case after receiving medical treatment, rather than simply wait for the police to do it for you. The Access to Justice Office (AJO) or Maisond' Accès à la Justice (MAJ) in each District has staff who are specifically in charge of the fight against GBV. Here one may also report cases of GBV. It is also possible to report to a hospital or health centre, where primary medical care will be given, before you are referred and accompanied to the nearest police station. Some hospitals have a police officer to whom the victim should report first.

Answers to Activity 2 (page 220)

Expect varied responses from the learners as the questions require their creativity.

END OF UNIT

Summary of the unit

The main goal of this unit was to enable learners analyse specific national, regional and international strategies for the prevention of and response to gender-based violence and child abuse and advocate for their elimination. To enable them to identify national laws, policies and strategies on GBV and Child Abuse, learners discussed The Rwanda Law on the Prevention and Punishment of Gender-Based Violence and the National Policy against Gender-Based Violence. Learners then assessed regional and international

provisions for GBV and Child Abuse. Students examined the various strategies in place to fight GBV, the roles played by different stakeholders and the mechanisms available for reporting GBV and child abuse. This empowered them to understand actions they could take when faced with situations of GBV and child abuse. Therefore, students should be able to address GBV and Child Abuse issues in the community and defend the rights of people who are vulnerable or victims of GBV and child abuse. The students should also develop positive attitudes of showing care and respect for victims or survivors of GBV and child abuse.

Additional information

The *Inshuti Z'umuryango* (Friends of a Family) is a government initiative meant to identify, prevent and respond to child protection within the community. This community-based child care and protection mechanism targets children and families and makes use of social work volunteers who have the responsibility of following up cases of reintegration of victims of GBV into the community. Operating under the *Tubarerere Mu Muryango* Programme (let us raise children in families), the community-based child and family protection workers assist in the protection of children from violence, exploitation, neglect and prevent the occurrence of child protection risks notably through the sensitisation of households on positive parenting and other child-friendly practices at community level. As part of their efforts to fight GBV, the police conduct media and community based awareness campaigns on GBV. They participate in Umuganda community gatherings and work with Community Policing Committees and Neighbourhood Watch Programmes to address GBV related issues.

The objectives of the Gender Desks are to; increase police logistics for rapid response to cases of gender-based violence, increase police capacity in investigating gender-based violence cases, increase police capacity in counselling survivors, develop strategies and guidelines on the prevention and response to GBV, increase public awareness on GBV and the role of the Police Gender Desk, assist survivors in accessing appropriate health, legal and psycho-social support services and collect data and information on gender-based violence in Rwanda. The Rwanda National Police regularly conducts investigations on Sexual Gender-based Violence (SGBV) cases. To strengthen police response to cases of SGBV and rights of victims, the Anti-SGBV Directorate was established in the National Police. The directorate has a presence in all police stations in the country and works closely with health institutions to facilitate access to medical services.

End of unit assessment

In a class discussion, do a recap of what learners have learnt in this unit. Clarify what learners may have a problem with. Explain the concepts once more for them to understand. Let learners attempt the questions on page 220 of the Student's Book individually.

Answers to assessment exercise 14.0 (page 220)

1. Anti GBV clubs exist in schools. These clubs have both girls and boys and help to empower the youth to fight gender-based violence in schools, especially sexual harassment and abuse by teachers and fellow students. Anti GBV/ Child Protection Committees exist at the grassroots level in all districts. The committees provide an avenue for raising awareness on gender-based violence and are useful in gathering information and coordinating GBV response services to the victims. They help in the identification of vulnerable children and families and provide some support services. The committees address GBV issues and protect children's rights. Monthly community gatherings organised by the government act as a forum for intimate partner violence (IPV) to be made public and discussed as a community problem. Where victims are unable to report violence against them, these public meetings provide a forum where neighbours may report instances of violence on their behalf. Community policing is used to respond to GBV and is operational at every *Umudugudu* countrywide. There also exist Children's Forums where children are able to share their issues, feelings and suggestions on issues that directly affect their lives. The *InshutiZ'umuryango* makes use of social work volunteers who have the responsibility of following up cases of reintegration of victims of GBV into the community.
2. Ministry of Gender and Family Promotion oversees the national implementation of the National Policy against Gender-Based Violence. The Ministry of Justice ensures that the gender-based violence law is implemented effectively. The Ministry of Education ensures policies, training, codes of conduct; curricula and school-wide programmes are put into place to ensure safety and security of teachers and children at school. The Ministry of Health is charged with the responsibility of ensuring that victims of gender-based violence are able to access appropriate services. The Ministry of Public Service and Labour protects workers from sexual harassment at their place of work.
3. To foster a prevention-focused environment where gender-based violence is not tolerated. Identify and support those at risk in order to prevent gender-based violence.
4. At the national level, the co-ordination is led the Ministry of Gender and Family Promotion, through a National Steering Committee that brings together several stakeholders. The Steering Committee provides overall strategic direction and monitors implementation of the policy's objectives. Below the national level, there are GBV and Child Protection Committees from the *Umudugudu* level upwards. The Chief of *Umudugudu* collects information from the community policing committee and community health workers on GBV-related cases and activities, and passes it on to the Cell Executive Secretary, assisted by the Social Affairs Officer and a representative from the RNP, who then pass on information to the Sector GBV/CP Committee. MINALOC also ensures that each district

includes a report on GBV and that the protection of child rights is included in the district performance contracts. Above the *Umudugudu* level, there is a GBV and Child Protection Committee at the district level chaired by the Vice-Mayor in charge of Social Affairs and assisted by the Gender and Child Protection Professional. The implementation of anti-GBV related activities in the District is monitored and coordinated by this committee which also collects information pertaining to challenges and implementation at the community level.

5. Have been able to spread awareness, report cases, and reduce cases of GBV and child abuse in their community.
6. The Convention on the Elimination of All forms of Discrimination against Women (CEDAW) is the only international Human Rights treaty that affirms the reproductive rights of women and targets culture and tradition as influential forces shaping gender roles and family relations. The Convention on the Rights of the Child (CRC) protects the rights of people under 18 years old by setting standards in health care, education, and legal, civil and social services. It emphasises the need for mechanisms for prevention and for identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment. The Beijing Declaration and Platform for Action recognises that violence against women – including rape, sexual slavery and forced pregnancy – affects the whole society negatively. It provides directions to countries not to use customs, traditions or religious considerations that promote the discrimination and marginalisation of women.
7. To take action against any violation of orders of protection. To provide victims or witnesses of domestic violence with support and assistance. To conduct thorough investigations and make arrest. To take steps to ensure the safety of the victim. To gather and preserve evidence. To ensure that any children at the scene of the crime are given appropriate support/assistance as required, including referrals to appropriate agencies. To interview all victims and witnesses. To interrogate the alleged offender.

Answers for qn 8,9,10 expect varied responses.

Remedial activity

Identify forms of abuse and exploitation of children that occurred during and after the genocide in Rwanda.

Expected response

Some young girls were raped during the genocide. Some children who were absorbed in centres were neglected. Some families adopted children to receive material and financial support. Some children formed child-headed households and girl heads of households faced sexual abuse. Some survivors faced discrimination and exploitation in adopted families. Many children faced exploitation in form of domestic labour. Some orphans were denied ownership and inheritance of their family property.

Extended activity: The ICGLR Protocol of 2006 provides protection for women and children against impunity of sexual violence in the Great Lakes region. According to the protocol, the member states are required to provide legal, medical, material and social assistance. Give specific examples of legal, medical, material and social assistance that could be given to victims.

Expected response

Legal – prosecution and provision of advocates to represent victims. Medical-medical tests, treatment for injury, counselling. Material –provision of safe shelter, compensation for injury. Social assistance- support groups for victims, adoption of children by larger family where parents are perpetrators of GBV.

Glossary

A

Accountability - a condition of responsibility or a position where people have the right to criticise you or ask why something happened

Anecdote - short, interesting story about a real incident or person, that is usually amusing

Audience - listeners in attendance at the delivery of a speech; group of people listening to a speaker

B

Biodiversity - variety of life in a particular habitat or ecosystem

Borrower - someone who borrows money from a bank, another agent or person

Bystander - someone who is in a particular place by chance when an accident or unusual event is happening but does not take part in it

C

Censorship - oppression or prohibition of any parts of books, films or news that are considered obscene, politically unacceptable or a threat to national security

Child abuse - any form of physical, emotional and/or sexual mistreatment or lack of care that causes injury, harm or emotional damage to a child

Citizenship - the legal right to be a citizen of a particular country

Civilisation - stage of human social development and organisation that is considered most advanced

Computer science - study of principles and use of computers

Continuum - series of events, changes or features that have a particular quality to different degrees

Corporate bond - is a debt security issued by a corporation and sold to investors

Credibility - refers to trust and respect given by the audience to the speaker. It usually comes from the audience's perception of the speaker's competence and character

Critical thinking - is the objective analysis and evaluation of an issue in order to form judgement

Cultural heritage - an expression of the ways of living developed by a community and passed on from generation to generation

Culture - a set of ideas, beliefs, values and ways of behaving of a particular group of people

D

Debt - an amount of money that you owe someone

Debt management - is a formal agreement between a debtor and creditor that addresses the terms of an outstanding debt

Democracy - a system of government in which the supreme power is vested in the people and exercised by them directly and indirectly through a system of representation usually involving periodically held free elections

Desertification - process by which fertile land becomes a desert typically as a result of drought, deforestation or inappropriate agricultural farming methods

Dialogue - process in which two people or groups have discussions sometimes in order to solve problems

Discrimination - unfair treatment of someone because of their religion, sexuality, race

E

Eco friendly farming - landscape that supports agricultural production and biodiversity conservation, working together to improve the livelihoods of rural communities

Empathy - ability to understand out what someone thinks and how they feel because you can imagine how it feels to be like them

Employment - work that you are paid regularly for to do for a person or company

Environmental planning - process of facilitating decision making to carry out land development with consideration given to the natural environment, social, political, economic and governance factors and providing a holistic framework to achieve sustainable outcomes

Excerpt - a short extract from a text

F

Financial scams - intentional acts of deception involving financial transactions for the scammer's personal gain

Food processing - transformation of raw ingredients into food or a combination of raw food ingredients to produce marketable food products that can be easily served and consumed

Food security - state of having access to a sufficient quantity of affordable and nutritious food

Freedom of the press - right to publish opinions in print without censorship

Freedom of speech - right to express opinions orally without censorship or restraint

G

Gender - the state of being male or female

Gender-based violence - violation of human rights and a form of discrimination against women or men that results in physical, psychological, sexual or economic harm or suffering to women or men being assaulted by men or women

Gender equality - state in which access to rights and opportunities is unaffected by gender. Both men and women should enjoy equal opportunities, resources and rewards

Gender equity - the process of being fair to men and women. This ensures that strategies and measures must often be available to compensate for women's historical and social disadvantages that prevent men and women from operating as equals

Genocide - refers to acts committed by people against, others based on stereotypes assigned to one group, with intent to eliminate them as a whole group or sections of them

Global warming - gradual increase in the overall temperature of the earth's atmosphere generally attributed to the greenhouse effect caused by increased levels of carbon (IV) oxide, chlorofluorocarbons and other pollutants

Governance - term used to describe how public institutions execute their affairs in the management of their activities and resources. Good governance is the goal for governments and institutions

Government securities- bonds and promissory certificates issued by the government

H

Hacking - use of a computer to gain unauthorised access to data into a system

I

Identity theft - the fraudulent acquisition and use of a person's private identification information for financial gain by a thief or fraudster

Impunity - freedom from any risk of being punished for doing something wrong or bad

Inorganic - not consisting or deriving from living matter

International financial institutions - institutions that provide financial support through loans and grants for economic and social development activities for developing countries

International relations - interactions or relations between nations, in several ways including through foreign policies, politics, commerce, communication, and social interaction, as well as through non-state actors

Investment - the process of investing money for profit or spending money on something in order to improve it or make it more successful or more productive.

L

Liberalise - to make laws less strict so that people have more freedom

M

Manipulation - behaviour that influences someone or controls something in a dishonest but clever and disguised way

Mathematical concepts - general idea behind an equation, a problem or a formula in maths

Mathematics - abstract science of numbers, quantity and space

Misunderstanding - failure to understand someone or something correctly

N

Nation - a country that has its own land and government, languages, history and culture or the people of a particular country or a group of people who share the same culture and languages but do not necessarily have their own country

National service - a system where young people, upon completing a given level of education and meeting certain conditions, are enlisted for a period of time in the country's service, often in the military

O

Organic - relating or derived from living matter

P

Phishing - fraudulent practice of sending emails purporting to be from reputable companies in order to induce individuals to reveal personal information

Pluralism - a situation in which people of different races, religions, cultures or political ideology live peacefully together in a society

Policy - a cause or principle or action adopted or proposed by a government, individual or party

Protocol - the official draft of a diplomatic document especially in the terms of a treaty agreed to in a conference and signed by the parties

PTSD - Post-traumatic Stress Disorder

Public speaking props - any object that is handled or used by a speaker during speech delivery such as projectors, pointers, notes, pens, and other audio/visual aids

R

Real estate - land and buildings on it or the business of buying and selling land and property

Reasoning - action of thinking about something in a logical and sensible way

Reconciliation - the restoration of friendly relationships between people or groups who previously argued or fought against each other

Resilience - ability to become healthy, happy or strong again after a problem, a shock, a disaster or an illness

Right to know - pertains to laws or policies that make certain government or company records available to any individual who can demonstrate a right or need to know their content

S

Saving - money that you have kept in a bank so that you can use it later

Self-reliance - being independent or relying on one's own resources to satisfy one's needs

Social cohesion - harmonious relationships in a society that enable it to work towards the wellbeing of all its members

Social media - websites and applications that enable users to create and share content or participate in social networking

Speech - a formal address given to an audience

Stabilise - to reach a state where there are no longer any major changes or problems

State - a sovereign political power, the territory of a community, or a territory considered home for an organised political community

Stereotyping - a widely held but fixed and oversimplified image or idea of a particular person, group or thing

Strategic planning - an organisation's process of defining its strategy or directions for making decisions about allocating its resources to pursue this strategy

Sustainable development - economic development done without depletion of natural resources

Sustainable farming - is the production of food from the cultivation of plants and rearing of animals using farming techniques that protect the environment, public health, human and animal welfare

T

Tourism - business of providing services to people travelling for leisure

Transparency - an honest way of doing things that allows other people to know exactly what you are doing

Transport infrastructure - framework that supports the system of moving people and goods from one place to other places

Transport - to carry people and goods from one place to another

U

Unemployment - a situation in which there are not enough jobs, so that some people do not work and do not earn an income

V

Value chain - the process or activities by which a company adds value to an article, including production, marketing and the provision of after sales services

Vishing - the fraudulent practice of making phone calls purporting to be from reputable companies in order to induce individuals to reveal personal information

Volunteer - someone who is not paid for the work they do

W

Wealth creation - act of making a country, group, person or organisation richer and more successful

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