

Social and Religious Studies

Primary 5

Student's Book

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Foreword

Dear Student,

Rwanda Basic Education Board is honoured to present to you this book of Social and Religious studies pupil's book primary five, which serves as a guide to competence-based teaching and learning to ensure consistency and coherence in the learning of Social and Religious Studies subject. The Rwanda educational philosophy is to ensure that you achieve full potential at every level of education which will prepare you to be well integrated in society and exploit employment opportunities.

The government of Rwanda emphasizes the importance of aligning teaching and learning materials with the syllabus to facilitate your learning process. Many factors influence what you learn, how well you learn and the competences you acquire. Those factors include quality instructional materials available, assessment strategies for the learners among others. Special attention was paid to activities that facilitate learning process develop your ideas and make new discoveries during concrete activities carried out individually or with peers.

In competence-based curriculum, learning is considered as a process of active building and developing knowledge and meanings by the learner where concepts are mainly introduced by an activity, a situation or a scenario that helps the learner to construct knowledge, develop skills and acquire positive attitudes and values. For effective use of this textbook, your role is to:

- Work on given activities which lead to the development of skills;

- Share relevant information with other learners through presentations, discussions, group work and other active learning techniques such as role play, case studies, investigation and research in the library, from the internet or from your community;
- Participate and take responsibility for your own learning;
- Draw conclusions based on the findings from the learning activities.

To facilitate you in doing activities, the content of this book is self-explanatory so that you can easily use it by yourself, acquire and assess your competences. The book is made of units whereby each unit comprises: the key unit competence, followed by the introductory activity before the development of Social and Religious Studies concepts that are connected to real world situation.

I wish to sincerely extend my appreciation to REB staff who organized the editing process of this textbook. 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. MBARUSHIMANA Nelson
Director General, REB



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**Ms. Joan Murungi,
Head of CTLRD**

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UNIT 1

Our province and its location in Rwanda

Key unit competence: Describe our province

Attitudes and Values: Develop a culture of using a map to locate places

In primary four, we learnt about our districts. Districts are grouped into large administrative units called Provinces.

1.1.OUR provinces and their Locations

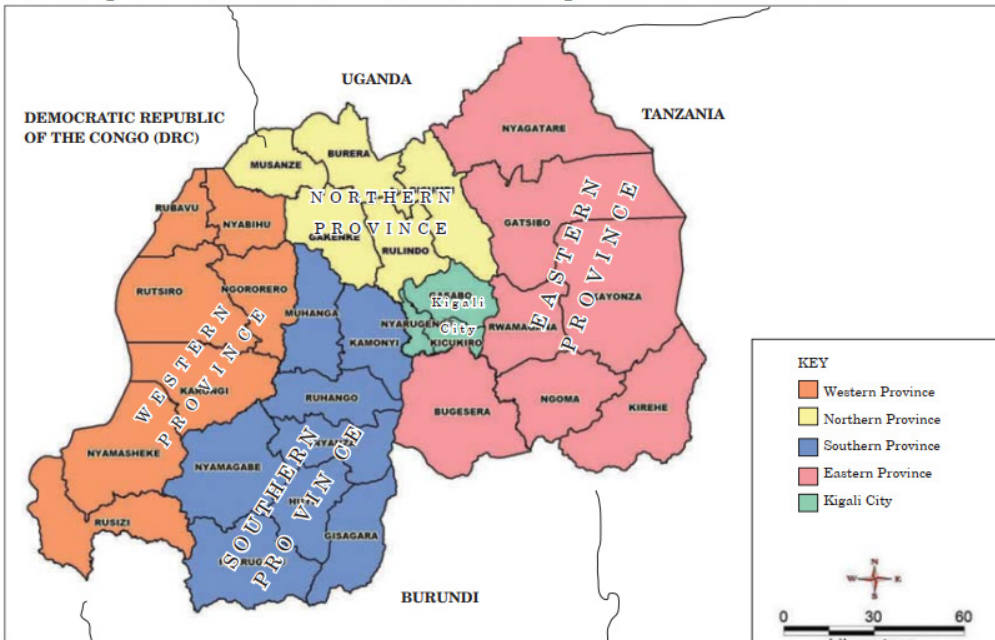
A province is a large administrative unit made up of many districts.

In Kinyarwanda a province is called **Intara** and a district is called **Akarere**.

Rwanda is made up of **four** provinces and the city of Kigali.

- The Eastern Province
- The Northern Province
- The Western Province
- The Southern Province
- The city of Kigali

The map below shows the administrative provinces of Rwanda.



Map of Rwanda showing its four provinces and the city of Kigali



Activity 1.1

Discuss the following questions:

1. How many provinces are there in Rwanda?
2. Name the biggest province in Rwanda.
3. In which province is your school located?
4. Draw a map of Rwanda in your exercise book and show the four provinces and the city of Kigali.
5. What is the name of your province?
6. Locate your district on the map given.

Provinces are made up of different districts as shown in the table below:

EASTERN PROVINCE	WESTERN PROVINCE	CITY OF KIGALI	SOUTHERN PROVINCE	NORTHERN PROVINCE
Rwamagana	Rubavu	Gasabo	Kamonyi	Rulindo
Kayonza	Nyabihu	Kicukiro	Muhanga	Gakenke
Gatsibo	Ngororero	Nyarugenge	Ruhango	Gicumbi
Ngoma	Rutsiro		Nyamagabe	Burera
Bugesera	Karongi		Huye	Musanze
Kirehe	Nyamasheke		Gisagara	
Nyagatare	Rusizi		Nyanza	
			Nyaruguru	



Activity 1.2

Discuss the following questions:

1. How many districts are there in the following provinces?
 - a. Northern Province
 - b. Southern Province
 - c. Eastern Province
2. Which is the biggest district in the Eastern Province?

1.2.A case study of the Kigali City



Map of the city of Kigali and its neighbouring provinces

Location of provinces neighbouring Kigali City

The Provinces have borders with other provinces. The provinces next to them are their neighbours.

Look at the map of city of Kigali and the provinces on its left, right, top and bottom. They are all neighbouring provinces of the city of Kigali. The topmost part is the North, right side is the East, left side is the West and at the bottom is the South. Therefore, the Northern Province, the Eastern Province and Southern Province are the neighbouring provinces of the city of Kigali. The Northern Province lies in the North, the Eastern Province lies in the South and East directions and the Southern Province lies in the West of the city of Kigali.



Children Locating different provinces on the map of Rwanda.



Activity 1.3

Using the map answer the following;

1. Name the provinces that neighbors Kigali City.
2. Which province of Rwanda is not a neighbour of the city of Kigali?
3. Using the map of Rwanda, draw the map of your province.
4. What are the neighbouring provinces of your province?

Districts of Kigali City Province

The city of Kigali has three districts, namely, Gasabo, Kicukiro and Nyarugenge. Gasabo is the largest district and Nyarugenge is the smallest district.



Activity 1.4

1. How many districts does your province have?
2. Eastern Province is located in which direction from Kigali?
3. Which is the smallest district of the city of Kigali?

1.3 Elements of a map and their importance

What is a map?

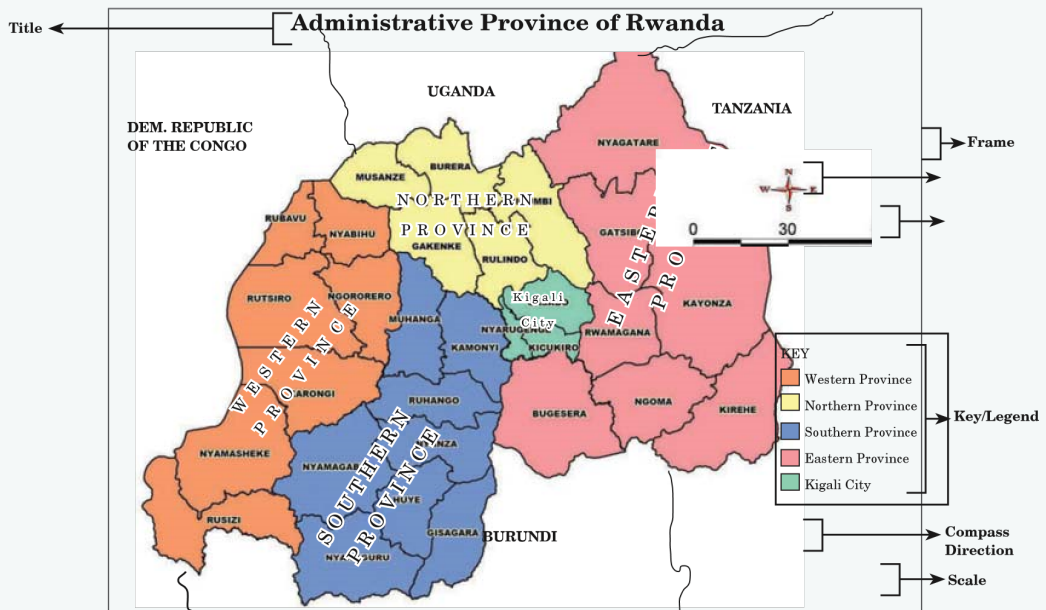
A map is something seen as drawn from above.

Elements of a good map

A good map should have the following major elements:

- Frame
- Title / Heading
- Key/ Legend
- Scale
- Compass direction/Compass rose

Look at the map given below. Do you find all the elements mentioned above in the map?



Map of Rwanda showing its four Provinces, the city of Kigali and thirty districts.

Importance of the elements in a map.

Each of the elements on a map are important for map readers in the following ways:

Frame: Encloses a map.

Heading: Tells us what the map is about.

Legend: Is used to interpret symbols found on a map.

Scale: Is used to show or calculate the actual distance between places on a map in relation to the ground.

Compass direction

A figure on a map displaying directions and their intermediate points.

A compass is also an element of a map used to show direction of places on a map.

A Compass rose has four major points called cardinal points:

- North
- South
- East
- West

These four directions are also known as the cardinal directions.



Diagram showing the cardinal points of a compass.

Compass. An instrument used to find directions. It has a needle that always points to the North. It is used by pilots, tourists, mountain climbers, soldiers, travelers and sailors.

Long ago, people used to tell the direction of places with the help of the **sun, road junctions** and **land marks** like mountains, hills, lakes and valleys.

The major point on a compass is North and the compass needle always points in a northerly direction when at rest. Once North is known, we can find out the remaining directions.

The points between the cardinal points are called **Secondary points or Semi Cardinal Points. These are:**

- North East (NE)
- South East (SE)
- South West (SW)

- North West (NW)

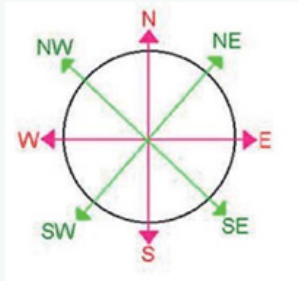


Diagram showing the Secondary Compass Points





Activity 1.5

Discuss the following questions

1. How many pupils are discussing in the picture above?
2. In which direction is the boy wearing a red shirt seated?
3. Give another name for the 'secondary points' of a compass.
4. Draw and label the four secondary points of a compass.
5. Apart from sailors, name three other groups of people who need a compass to do their work.
7. Which direction is opposite to North East (NE)?
8. What is the use of compass directions on a map?



End unit assessment 1

1. Define a province.
2. A province in Kinyarwanda is called
3. Name three provinces that neighbor the city of Kigali.
4. In which province of Rwanda do we find Lake Kivu?
5. Name the smallest and the biggest province of Rwanda.
6. Match the following provinces with their district.

Province

Main district

- | | |
|-----------------------|---------------|
| a. East | i)Karongi |
| b. South | ii)Nyarugenge |
| c. West | iii)Rwamagana |
| d. North | iv)Nyanza |
| e. The city of Kigali | v)Musanze |
7. Which one is bigger, a province or a district?
 8. Give the two provinces which share their borders with Burundi.
 9. How many provinces are there in Rwanda?
 10. What is a map?
 11. Identify three elements of a good map.
 12. How can a map reader interpret map symbols?
 13. Why is a scale needed on a map?
 14. Differentiate a compass from a compass direction?
 15. Apart from using a compass, how else can one tell the direction of a place?
 16. Draw a diagram showing the compass directions, indicate the cardinal points only.
 17. Draw a diagram only indicating the cardinal compass directions.

UNIT 2

Complementarity and social cohesion in the society

Key Unit Competence: Explain complementarity and social cohesion in the society, and their importance.

Attitudes and Values: Acknowledge the importance of complementarity in the society, show respect for basic human rights and understand the importance of harmony.

complementarity

People work together to achieve a common goal.

Complementarity comes from the word complement, which means a part that combines to make something. People in our province have to work together in order to achieve peace, security and development in our province.

2.1 The roles of different people in the society

Different people in our province such as leaders, farmers, children, parents, police officers and soldiers should work together to maintain peace.

Role of a school in maintaining peace

Teachers and other workers at school help to maintain peace in the following ways:

- Teaching good behaviour to children.
- Promoting unity and sharing among children.

- Teaching children how to keep peace.
- The school helps to promote children's rights.
- The school encourages group works.
- Teach children to learn how to forgive each other in case of disagreements.
- Setting school rules and regulations to be followed by all.



Children being taught how to share

Role of the security organs in maintaining peace

Security organs include police officers, soldiers and private security companies. They help to maintain peace in our province by:

- Keeping law and order.
- Controlling traffic.
- Arresting criminals.
- Protecting important places.



Activity 2.1

1. Discuss the role of the school in maintaining peace.
2. What does complement mean?



Police helping the school children to cross the road

Role of people in maintaining complementarity in the society

People help in maintaining complementarity by:

- Helping the needy, orphans, very poor people, people with disabilities and the elderly, etc.
- Respecting each other.
- Working together in cooperation.
- Reporting bad people to the police.
- Dialogue.
- Sharing resources equally.



Community members in a dialogue to maintain peace

Activity 2.2

1. Discuss how people in your area maintain peace.
2. Give three examples of people who need help in your area.
3. Mention three things that may affect peace in our province.
4. Why is it important for members of the community to promote complementarity?

Role of leaders in maintaining peace in our province



A leader addressing a public meeting

Leaders work at different levels in our province such as in cells, sectors and districts, to help maintain peace by:

- Encouraging people to cooperate
- Providing social services to people
- Solving conflicts and misunderstandings
- Promoting gender equality
- Educating people on how to maintain peace

2.2 Indicators of Complementarity in our province

In order to attain good development, people in our province should work together and support each other.

The following are some of the indicators of complementarity.

- Distribution of responsibilities.
- Reporting anti-social elements to the police.
- Participating in community work.
- Cooperation among members.
- Protecting community assets.
- Sharing among people.
- Educating both girls and boys.



Different people working together to build a house

Importance of Complementarity

When people in our province work together as a group, it yields better results.

Complementarity is important because it:

- Brings about development.
- Promotes gender equality.
- Promotes harmony among people.
- Maintains peace and unity.
- Allows people to express their ideas freely.
- Promotes respect for one another.
- Reduces the crime rate.

2.3 Social Cohesion and conflict management in our Province

Social cohesion is the willingness of members of the society to cooperate with each other. It is an act of keeping together.

Conflict management is the practice of being able to identify and handle conflicts fairly. When people work together, they develop their sense of cooperation. This cooperation develops unity and peace and motivates people to handle conflict in a united way.

Social cohesion includes:

- Doing community work (umuganda)
- Building houses for the needy people.
- Building schools.
- Maintaining peace by reporting criminals to the police.
- Protecting public assets.



People doing community work (Umuganda)

It is important to work together in the community in order to:

- Develop the economy of the country.
- Promote unity.
- Resolve conflicts peacefully.
- Maintain security.

2.4 Human rights and their importance in our Society

Human rights are : These are the rights, a person has and must have. These are rights which a person must have and enjoy.

These come in the form of justice, respect, fairness and dignity. People must enjoy these rights no matter what race or nationality they belong to.

Examples of human rights

All human beings are born free, and are equal in dignity and have the same rights.

Therefore, they all deserve equal rights. Some important human rights are the:

- Right to life.
- Right to own property.
- Right to a fair trial in a court of law.

- Right to freedom of speech.
- Right to freedom of press.
- Right to form an association.
- Right to freedom of worship.
- Right to vote/elect leaders.

The organizations that help to promote and protect people's rights in Rwanda

Every country has its own laws. Laws are made by the legislative body of the government, the National Assembly or the Parliament.

There are different organizations and institutions which help to protect human rights in our Country. They inform people of their rights and help those whose rights have been abused. These are:

- The Rwanda Human Rights Commission.
- The Imbuto Foundation.
- Amnesty International.
- The Ombudsman's Office.

Rwanda has been a witness to horrible human rights abuses in the form of Genocide. Other forms of human rights abuse in Rwanda include:

- Corporal punishment.
- Child labour.
- Human trafficking.



A group of people beating a person



Children being taught their rights

Activity 2.3

1. Discuss other examples of human rights that are practiced in your province.
2. Mention the different ways in which human rights are abused in your province.
3. State two organizations that protect human rights in Rwanda.

Human right abuse

This is when people are not given the freedom to enjoy their rights. When people are denied the freedom they need to have in life, it means that their rights have been abused or not respected.

Forms of human rights abuse

Below are some of the ways in which human rights may be abused in our communities.

- Denial of fair judgment in a court of law.
- Mistreating a person in an unjust way.
- Denial of freedom of movement.

- Denial of freedom of speech.
- Denial of freedom of worship.

Importance of human rights

Human rights abuses are a negative indicator of a country's development. Abuses create conflict and tension and disturb peace and unity. We should always stand up against human rights abuses.

It is important to respect human rights in order to:

- Avoid harsh punishment.
- Show respect for gender.
- Promote peace and harmony.
- Promote justice.
- Give people freedom of speech and movement.



Activity 2.4

1. Discuss other reasons why it is important to respect human rights.
2. Name any two forms of human rights abuse.

2.5 Conflict management in the society

Conflict comes when there is a misunderstanding between two or more people in an area. However, conflict management helps to solve misunderstandings among people.



Conflict being resolved by the people in the Community

Activity 2.5

Discuss other ways of resolving conflicts in our province and explain each of them.

There are many ways in which we can solve conflicts in our province peacefully.

These are:

- Respecting human rights.
- Treating people equally.
- Respecting each other.
- Through dialogue.
- Equal distribution of resources

2.6 Importance of peace in our society

When we have peace in our province it helps us to:

Promote unity: When people have peace, they always work together with the love of one another.

Avoid conflict: When people have peace, they always love and forgive one another in case of mistakes.

Promote friendship: When people have peace, they always help each other in case of problems.

Promote trade: There is good environment for people to sell, buy and transport their goods when there is peace in an area.

Ensure security: People can easily identify a wrong person in the community when there is peace among them.

Provide adequate social services: When there is peace in the society, people work together in building and maintaining social service centers like schools, water sources and Hospitals.

Develop an area: It makes it easy to bring development in an area because of good understanding and togetherness among people in an area.

Role of family in maintaining peace and harmony in the family.

Family plays a major role in maintaining peace and harmony in our province.

Parents are responsible for teaching good behaviour to children such as:

- Forgiveness.
- Respecting elders and other people.
- Sharing roles and responsibilities.
- Showing good behaviour.
- Helping others face their problems.
- Sharing what they have with others.
- Teaching good morals.
- Helping to preserve our culture.



Parents teaching children how to solve a conflict

Activity 2.6

Discuss other ways in which a family can maintain peace and harmony in their province.

2.7 Harmony and disharmony in our province

Disharmony is misunderstanding between two or more people. When there is disharmony in an area, there is no peace, as people are always involved in bad behaviours such as:

- Fighting.
- Stealing.
- Quarrelling.
- Being physically abusive.
- Disobeying.
- Disrespect of others.



A man and a woman quarreling

Activity 2.7

1. What is taking place in the picture above?
2. Discuss the causes of disharmony in our province.

2.8 Causes of disharmony in our Province

Disharmony is a condition or situation in which there is disagreement among people.

There are many causes of disharmony in our province such as:

- **Religious differences:** Some people may not live peacefully with their neighbours because of their religion.
- **Lack of respect of human rights:** Some leaders use their powers wrongly on people without respecting their rights.
- **Political differences:** Many political parties in an area may create misunderstanding among the members because of different political ideology.
- **Corruption:** This leads to unequal distribution of resource by the government officials to the real people.

- **Theft and misunderstanding among people:** Some people steal the property of their neighbours which causes conflict between them.

2.9 Consequences of disharmony in the Province

Consequences are bad results brought about by disharmony in an area. When there is disharmony, people are affected in many ways such as:

- **Loss of life (death)** When there is disharmony people can kill one another.
- **Lack of peace:** When people are not living in harmony they do bad acts like fighting, quarreling, stealing among others
- **Lack of unity among people:** Once there is disharmony, people never love one another and they can't work together to achieve their common goal.
- **Human right abuses:** People tend not to respect one another leading to human right abuses like rape, corporal punishment, unfair judgment etc.
- **Domestic violence:** When there is disharmony, families also don't have peace because of misunderstanding among the family members. It can cause fighting, quarrelling and can also lead to divorce.
- **Low development in an area:** Disharmony makes people not to work together in order to develop.
- **Being biased:** When people are biased, there will be no fair justice in the community. People tend to judge unfairly against someone they don't like



Activity 2.8

1. Why is it important to work together as a team to maintain peace in our province?
2. Define the term conflict.
3. Mention three ways in which we can avoid conflict in our province.



End unit assessment 2

1. What is complementarity?
2. Discuss the roles of the school in maintaining peace.
3. How do police help to keep peace in our province?
4. Explain the roles of community in maintaining peace.
5. List down four indicators of complementarity.
6. List four examples of human right.
7. Why is it important to respect human right?
8. State the importance of having peace in our province
9. Give three roles of a family in maintaining peace.
10. Define
 - a. Harmony
 - b. Disharmony
11. List effects of disharmony in our province
12. Which of these is not a way of maintaining peace?
 - a. Forgiving one another
 - b. Respecting one another

- c. Fighting your friends
 - d. Loving your friends
13. Mention any 2 national or international organizations that advocate for human rights.

UNIT 3

Hygiene and Sanitation

Key unit competence: Recognize the importance of living in a healthy environment

Attitudes and values: Appreciate the importance of keeping our province clean, show concern regarding the importance of proper hygiene, awareness of HIV/AIDS, STIs and TB.

3.1 SANITATION

Sanitation is the general cleanliness of our environment.

People need to keep the environment clean to prevent diseases that are caused by poor sanitation.

Activity 3.1



Children cleaning their compound



A boy brushing his teeth

1. Discuss what activities are taking place in the pictures given above.
2. Explain other ways in which we can keep our environment clean.
3. How can diseases caused by poor sanitation be prevented?



A man putting rubbish in the dustbin.

Activities being carried out

Sanitation involves activities which help to keep the environment clean. These include:

- **Sweeping:** Sweeping our compound helps to remove rubbish, which can cause diseases.
- **Proper disposal of human waste:** Human waste like **faeces** and **urine** can be a source of germs or microbes which spread disease.
- **Draining of stagnant water:** This helps to destroy breeding areas of mosquitoes, preventing the spread of diseases like malaria.
- **Slashing grass a round our homes:** This helps to keep away dangerous animals like snakes and prevents the spread of mosquitoes.
- **Cleaning the house:** In preventing the spread of diseases, people are involved in activities such as sweeping, mopping, removing cobwebs, etc.

- **Having a rubbish pit and dustbins:** This helps in the disposal of household waste such as leftover food and other waste. A rubbish pit should be dug 30 meters away from the house.

Things we use to keep our Province clean

We use different tools to ensure cleanliness in our homes, at school and other places in our province. Some of the tools are shown here.



Hoe



Slasher



Broom



Panga



Rake



Rag



Water



Soap

Activity 3.2

Suggest four other things we use to keep our province clean.

Importance of keeping our province clean

It is good to keep our province and our homes clean because when we live in a clean environment it helps us to:

- Prevent diseases.
- Avoid bad odors.

- Keep dangerous animals away.
- Stay healthy.
- Avoid the spread of diseases.
- Promote development.
- Maintain proper hygiene.



Easing yourself anywhere may contribute to poor hygiene



Dirty environment contributes to poor hygiene

Activity 3.3

1. Discuss which diseases are spread by living in a dirty environment.
2. How can we prevent the spread of diseases caused by living in a dirty environment?

Dangers of poor Sanitation

Living in a dirty environment can cause the following:

- Easy spread of disease.
- Pollution.
- Death.
- Slow development.

The most common diseases spread by poor sanitation are diarrhea, dysentery, cholera, typhoid and malaria.



Slashing grass around the house

3.2. Hygiene

Hygiene is the degree to which people keep themselves or their environment clean.

Personal hygiene

Personal hygiene is the way in which we keep our bodies clean.



basing to bathing



A boy and a girl washing clothes



A girl brushing her teeth



A man ironing clothes

Activity 3.4

1. Which of the pictures is related to personal hygiene?
2. Name other activities that we can do to promote personal hygiene.

Ways of keeping good personal hygiene

There are many activities we can undertake to keep our bodies clean. These activities help to promote personal hygiene:

- Bathing every day
- Cutting fingernails and toenails short
- Brushing our teeth every day
- Washing our hands after visiting the toilet or latrine
- Washing our hands before eating
- Washing our clothes regularly
- Ironing clothes to kill germs
- Having a regular haircut

Importance of personal hygiene

It is important to maintain personal hygiene because it:

- Makes us look smarter.
- Controls the spread of germs.
- Prevents foul body odour.
- Prevents skin diseases like scabies.
- Prevents diseases related to our teeth.

We can use things like a sponge, soap, clean water, comb, razor blade, nail cutters and toothbrushes, to maintain good personal hygiene.



Activity 3.5

Discuss how you keep yourself clean.

Dangers of poor personal hygiene

When we do not maintain personal hygiene, it leads to:

- Unpleasant body odour.
- Tooth decay.
- Spread of diseases like diarrhea.
- Accidental injuries from long fingernails to ourselves or others.

Diseases spread by poor personal hygiene include: tooth decay, scabies, dysentery, typhoid, worm infections, diarrhea, ringworm and trachoma.

Hygiene of private parts

Private parts are parts on the human body which are always kept covered by clothing in public. They are external body parts that are visible when a person is naked.

They include: the buttocks, anus, penis, vagina and breasts of women.

Keeping your private parts clean and well-maintained keep you fresh and avoid diseases which can spread through having poor hygiene.



A girl washing underwear

We can care for our private parts by:

- Shaving the pubic hair using a pair of scissor.
- Washing the private parts with clean water and soap.
- Drying it with a clean towel.
- Wearing clean pair of underwear daily.
- Putting on dry and ironed underwear.
- Change the underwear every day.
- For girls and women if you have your periods, change your pads regularly.

Effects of poor hygiene of private parts

Having poor hygiene of private parts can cause social and health problems such as:

Bad body smell. The main cause of bad body smell is interaction of sweat and bacteria.

It causes diseases such as Trichomoniasis, candidiasis, genital warts and other urinary infections.

Itching of the private parts: It is caused by bacteria which develops on the skin because of dirtiness.

Body lice: Body lice refer to insects which grow and produce eggs in clothing and bedding because of dirtiness. These insects crawl on the skin and feed on your blood making you not comfortable.



Activity 3.6

1. Briefly explain personal hygiene.
2. Name four items used in keeping good personal hygiene.
3. Why is it important to keep good personal hygiene?
4. State four ways of keeping personal hygiene.
5. Name two diseases caused by poor personal hygiene.
6. Why is it important to wash our hands after using the toilet?
7. List three private parts of the body.
8. Give two ways of caring with our private parts.

3.3 Diseases

Sexually transmitted infections (STIs)

Sexually transmitted infections are diseases which spread from one person to another through sex intercourse with an infected person.

Some sexually transmitted infections are caused by poor hygiene when a person does not wash his or her body and clothes. Sexually transmitted infections can also be called sexually transmitted diseases.

One example of a sexually transmitted disease is:

Acquired Immune Deficiency Syndrome(AIDS)

The word acquired means to get. The word **Immune** comes from the word **Immunity** which means the ability of the body to fight diseases.

Deficiency means **lack of** something and **Syndrome** means signs and symptoms of disease.

AIDs is caused by a virus called **Human Immunodeficiency Virus (HIV)**.

It spreads mainly through sex with an infected person.

The AIDS virus can also spread from one person to another in different ways.



Blood transfusion



Extramarital affairs



Pregnancy



People sharing sharp objects



Activity 3.7

Discuss different ways in which AIDS can be spread from one person to another.

How AIDS/HIV is spread

AIDS can be spread from one person to another in different ways:

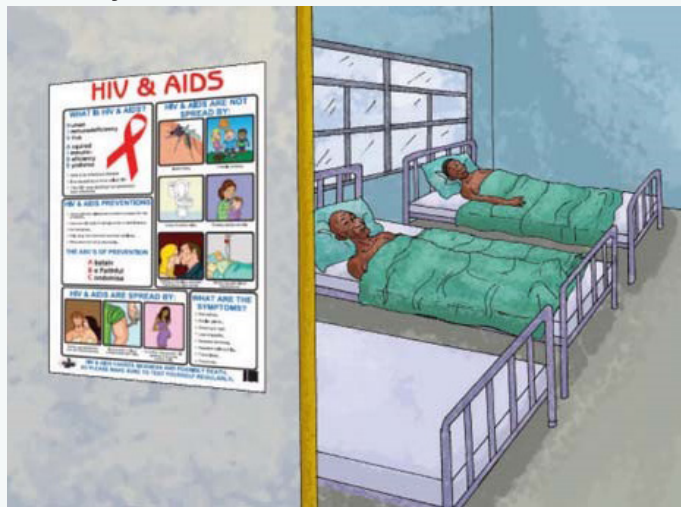
- Through sex with an infected person.
- Through transfusion of infected blood.
- From an infected mother to her child.
- By sharing sharp instruments with an infected person.
- Through accidents which involve contact of the blood with infected person.

Signs and Symptoms of AIDS

The HIV virus destroys the body's immunity by killing the white blood cells. It leaves the body defenseless. This makes the body weak and unable to fight other diseases.

The signs and symptoms of AIDS include:

- Loss of body weight.
- Itchy skin rash.
- White coating in the mouth (oral thrush)
- Prolonged fever.
- Prolonged dry cough.
- General body weakness.



AIDS patients being treated in hospital

How to prevent and control the spread of AIDS

We can prevent the spread of AIDS in the following ways:

- Abstaining from sex until marriage.
- Use condoms during sex.
- Being faithful to your partner (fidelity)
- Avoid sharing sharp instruments with an infected person.
- Through health education.
- Use screened blood for transfusion.
- Having an AIDS test with one's partner before marriage.



Health worker spreading AIDS awareness

Ways of caring for AIDS patients

We should not mistreat HIV patients. They need our help. We should show sympathy towards them. We should take care of AIDS patients by:

- Allowing them adequate rest and sleep.
- Washing their clothes and bedding.
- Spending spare time with patients, giving them hope.
- Providing healthy diet.
- Providing counselling.



Caring for an AIDS patient by a family member

Effects of AIDS

- Causes death in many people.
- Raises the number of orphans, widows and widowers.
- Leads to massive poverty due to the death of productive people and reduction in the labour force.
- Leads to imposition of travel restrictions to some countries.
- Leads to misery and hatred among people due to loss of their loved ones.
- Causes large scale famine due to lack of enough labour force.

Other sexually transmitted infections (STIs) and ways to prevent them.

Carefully study the chart below.

	Disease	Signs and symptoms	Preventive, control and treatment
1	Gonorrhea <ul style="list-style-type: none"> • Attacks the sexual organs • Caused by bacteria 	Signs and symptoms in male <ul style="list-style-type: none"> • Discharge from the penis • Swelling in the joints • Pain when passing urine Signs and symptoms in female <ul style="list-style-type: none"> • Blocked oviduct • Menstrual problems develop • A little pain when urinating 	<ul style="list-style-type: none"> • Having sex with only one lifelong partner • Using condoms during sex • Getting immediate treatment once the infection is noticed • Encourage infected people to get early treatment
2	Syphilis <ul style="list-style-type: none"> • Spread by contact between sexual organs 	Signs and symptoms <ul style="list-style-type: none"> • Painless sores appear on the penis or inside the vagina 	<ul style="list-style-type: none"> • Provide early treatment to the patient with antibiotics

	<ul style="list-style-type: none"> • Caused by bacteria 	<ul style="list-style-type: none"> • Sores in the throat and mouth • Swollen body joints • Painful rash or pimples all over the body 	<ul style="list-style-type: none"> • Have one faithful sexual partner • Practice protected sex • Encourage infected people to get early treatment
3	<p>Trichomoniasis It is caused by bacteria</p>	<p>Signs and symptoms</p> <ul style="list-style-type: none"> • Smelly discharge from the vagina • Blood stained discharge • Itching in the vagina 	<ul style="list-style-type: none"> • Keep the reproductive organs clean • Get early treatment
4	<p>Candidiasis (Thrush) Caused by fungus</p>	<p>Signs and symptoms</p> <ul style="list-style-type: none"> • Itchy discharge with bad smell from the vagina • Burning pain when urinating 	<ul style="list-style-type: none"> • Keep the reproductive organs clean • Wash the vagina with warm water and vinegar or lemon juice in water

5	<p>Genital wart</p> <p>Caused by virus</p>	<p>Signs and symptoms</p> <ul style="list-style-type: none"> • A small, hard brownish skin growth with rough surface appears on the penis, scrotum and the vagina 	<p>Apply some Vaseline around the wart</p> <p>Get treatment from a health worker</p>
6	<p>Pelvic inflammatory disease (PID)</p> <p>It is caused by bacteria</p>	<ul style="list-style-type: none"> • Pain in the abdomen • Fever • Loss of appetite 	<ul style="list-style-type: none"> • Early treatment • Immunizing girls above 12 years of age
7	<p>Chancroid (soft chancre)</p> <ul style="list-style-type: none"> • Caused by Bacteria 	<p>signs</p> <ul style="list-style-type: none"> • Pimples develop on the sexual organs • Swelling around ulcerated area • Swelling in lymph nodes around the groin 	<ul style="list-style-type: none"> • Early treatment with antibiotics • Have one faithful sexual partner • Avoid extra marital sex

8	Cancer of the cervix	Abnormal growth or tumour on the cervix	<ul style="list-style-type: none"> • Observing personal hygiene • Women over 20 years should go for a pap smear test once a year • Avoid having many sexual partners • Seek medical help
9	Penis cancer	Abnormal growth or tumour on the penis	<ul style="list-style-type: none"> • Observing personal hygiene • Seek medical help

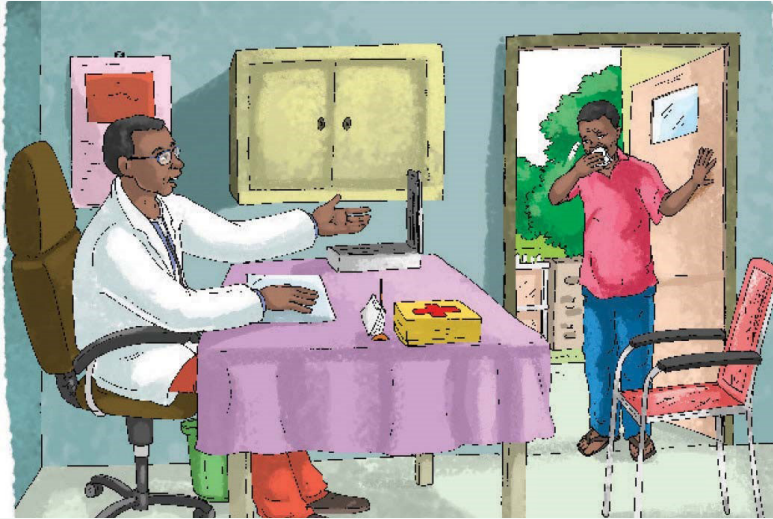
Tuberculosis (TB)

Tuberculosis is an infectious disease that affects the respiratory system. It is caused by a bacteria called **Micro bacterium**

How tuberculosis is spread

It is spread by breathing in polluted air containing tuberculosis germs.

It is also spread through saliva when sharing food with an infected person.



ATB patient visiting a doctor for treatment

Signs and symptoms of tuberculosis

- Prolonged cough
- Prolonged fever
- Loss of body weight
- General body weakness
- Pain in bones, joints and backache
- Sweating at night
- Coughing and spitting mucus with blood



A nurse immunizing a child with BCG vaccine

Prevention and control of Tuberculosis

- Immunize children at birth with the BCG vaccine.
- Isolate children from the infected person.
- Early treatment of tuberculosis infection.

The BCG vaccine (*bacille calmette guerin*) is given to children at birth because the child is not born with immunity that fights against tuberculosis.

The BCG vaccine is injected on the right upper arm of a child at birth, which protects the child throughout life. Some precautions still need to be taken.



Activity 3.8

1. Name the bacteria causing TB.
2. Give the full name of BCG.



End unit assessment 3

1. Describe three activities involved in sanitation.
2. Why is it important to keep our environment clean?
3. List four things which are used to keep our surroundings clean.
4. State any two dangers of poor sanitation in our province.
5. Differentiate personal hygiene from sanitation
6. Why is it important to keep our bodies clean?
7. Give three things we can do, in order to keep our bodies clean.
8. Write the full form of the following:
 - a. AIDS
 - b. HIV

c. STIs

d. PID

9. What are sexually transmitted diseases?
10. What are sexually transmitted diseases?
11. Name any three sexually transmitted diseases.
12. Describe three ways in which AIDS can be spread.
13. Suggest two ways of preventing the spread of HIV in our province.
14. Which part of the body is affected by tuberculosis?
15. How can tuberculosis be controlled?
16. Discuss signs or symptoms of tuberculosis.
17. Match the items use in A to its work in B

A

Water

Towel

Broom

Slasher

B

for sweeping the compound

for slashing the tall grasses

for drying our bodies after bathing

for bathing, washing and mopping house

18. One of the following is not the way how AIDS is spread?
 - a. Sexual intercourse with an infected person.
 - b. From infected mother to the child.
 - c. Sitting in the same class with an infected person.
 - d. Transfusion of infected blood.
19. Mention three ways of caring for our private body parts.
20. Explain two dangers of poor hygiene of private body parts.

UNIT 4

Civics and Governance

Key Unit Competence:

- Explain how to manage peer pressure.
- Explain the meaning of national symbols and relate leadership to development.

Attitudes and Values:

- Appreciate acceptable behaviour and show concern about bad behaviour.
- Appreciate and respect national symbols and develop a sense of patriotism.

4.1. Civic education

Civic education is the study of good citizenship and proper membership in a community.

Importance of civic education

Civic education helps citizens to:

- Elect wisely.
- Bring the spirit of patriotism and love for motherland.
- Make citizens to live in peace and harmony.
- Know rights and responsibilities of citizens.

Acceptable behavior in our province

In the community we live in, people have different behaviour patterns.

Some are good and others are bad.



Children fighting



Children assisting in home activities

Activity 4.1

1. Which behaviour in pictures A & B is good, and which one is bad?
2. In groups, discuss other examples of good and bad behaviour.

Examples of acceptable behaviour

Acceptable behaviour is a behaviour which brings peace, respect, unity, and cooperation among people. Good behaviour is supposed to be practiced by both children and adults within society. Acceptable behaviour includes:

- Cleaning our environment.
- To say 'Thank you' or to appreciate.
- Asking for forgiveness.
- Respecting others.
- Helping parents.
- Listening to teachers, parents and elders.
- Greeting people.
- Being polite.
- Being orderly and smart.

Unacceptable behaviour

There are some forms of behaviour which are unacceptable in the society.

These lead to conflict, tension and fights. This kind of behaviour includes:

- Drinking alcohol.
- Smoking.
- Abusing others.
- Fighting.
- Stealing.
- Throwing litter on the ground.
- Disturbing others in class.
- Making noise in class.

Peer pressure

Peer pressure is what makes a person start doing what is good or bad in order to fit in with a group. **Peers** are people of the same age.

Influence of peer pressure

A person's behaviour can be changed for good or bad by peer pressure, therefore peer pressure can have both positive as well as negative consequences.

Positive consequences

A peer group may teach good things and encourage us to

- Adopt good habits and give up bad ones.
- Make the right decisions.
- Shape our personality in a positive way.

- Develop a constructive attitude towards life.
- Improve our academic performance.
- Develop our communication skills.

Negative consequences

We can fall into bad peers. We may:

- adopt bad habits.
- take wrong decisions.
- lose our identity and individuality.
- become selfish.
- become alienated from our family.
- fail to perform well in academics.

We should be very careful in choosing our peer groups.

Ways of avoiding bad peer groups

There are many life skills that can help avoid bad peer groups.

These include:

- Saying no to bad behaviour.
- Listening to good advice from elders.
- Join a club, like a sports club.
- Join cooperative.
- Shun bad peer groups.



Children being involved in different physical activities



A



B

Activity 4.1

1. Which activity is each of the above pictures showing?
 - a. Good behaviour
 - b. Bad behaviour
2. Discuss how to avoid bad behaviour.

4.2. Rwanda as an independent nation

A nation is a group of people with strong bonds of identity, living together within the same geographical and political boundaries, under one government.

An independent country is a country free from colonial rule or any external influence.

Each nation has its own symbols which identify it.

These symbols are:

- The national anthem.
- The national flag.
- The national coat of arms / the national emblem.
- The national constitution.
- The national motto.
- The national currency.

The National Anthem

The National Anthem is a song which is sung to show respect and pride for the nation. It is sung in praise of the nation.

The new National Anthem of Rwanda was composed by Munyaneza Vedaste.

The National Anthem has four stanzas or parts

Rwanda nziza Gihugu cyacu	Abakurambere b'intwari
Wuje imisozi, ibiyaga n'ibirunga	Bitanze batizigama
Ngobyi iduhetse gahorane ishya	Baraguhanga uvamo ubukombe
Reka tukurate tukuvuge ibigwi	Utsinda ubukoroni na mpatsibihugu
Wowe utubumbiye hamwe twese	Byayogoje Afurika yose
Abanyarwanda uko watubyaye	None uraganje mu bwigenge
Berwa, sugira, singizwa iteka.	Tubukomeyeho uko turi twese.

Horana Imana, murage mwiza	Komezza imihigo Rwanda dukunda
Ibyo tugukeshya ntibishyikirwa;	Duhagurukiye kukwitangira
Umuco dusangiye uraturanga	Ngo amahoro asabe mu bagutuye
Ururimi rwacu rukaduhaza	Wishyire wizane muri byose
Ubwenge, umutima, amaboko yacu	Urangwe n'ishyaka utere imbere
Nibigukungahaze bikwiye	Uhamye umubano n'amahanga yose
Nuko utere imbere ubutitsa.	Maze ijabo ryawe riguhe ijambo.

The National flag

The National Flag is a symbol of identity which shows country's independence. The National Flag of Rwanda was designed by Alphonse Cyirimobenecyo. The Rwandan National Flag has three colours: Blue, Yellow and Green.



The National Flag of Rwanda

Activity 4.3

1. Arrange the colours of the Rwandan National Flag:
 - a. From top to bottom
 - b. From bottom to top
2. Which colour on the National Flag occupies the largest area?

Meaning of colours of the National Flag

Blue: Shows peace and happiness for our country

Yellow: Represents wealth for the people and the country

Green: Shows prosperity for the country

The flag also has **the sun** with twenty-four rays against a blue in the top right corner. This represents **hope for the people and the country.**

The Rwandan Flag is raised at **half-mast**:

- During national mourning days.
- When a very important person has died and this has been officially declared by Parliament.

The Rwanda National Flag is hoisted in places like:

- Public offices.
- At the Parliamentary building.
- The National Bank of Rwanda.
- The Police Station.
- In schools.
- At international airports.



Activity 4.4

1. Discuss other places where the National Flag is flown in your province.
2. When is the National Flag flown at half-mast?
3. Give reasons why the Rwandan Flag is flown at half-mast in some offices.

National Coat of arms

The national coat of arms is the symbol of official authenticity of a country. It is also called the national emblem.

It represents political, cultural, social and economic aspects of a country.

The National Emblem should have the national motto and symbols with the political, cultural, social and economic ideas of a country.

Features of the Coat of arms of Rwanda

The national coat of arms of Rwanda is made up of different features including the sun, basket, sorghum, coffee plant, cog and two shields.



Rwanda's National Coat of arms



Activity 4.5

1. Discuss the symbols found on the National Coat of Arms.
2. Write the national motto of Rwanda in English and in Kinyarwanda.

Meaning of the symbols on the National Coat of arms

The two shields: The shields represent defense, patriotism and unity.

The sun: Shows hope and transparency.

The basket: Represents culture and the gift of friendship.

Coffee and Sorghum: Represent agriculture in the country.

Green ring with a knot at the bottom: Represents unity.

Blue cog: Represents moving forward for technology and industrial development in Rwanda.

Importance of National Coat of arms

- It is a symbol of independence.
- It is a symbol of the nation.

The national constitution

A constitution is the supreme law of the nation.

A referendum is a direct vote by the citizens of a country on a single political issue.

The constitution of the Republic of Rwanda was adopted by referendum on 26 May, 2003 and came into force on 4th June 2003. However, it was later revised on 18 December 2015.

The National motto

Represents unity, work and love for the country.

The national motto of Rwanda is National "Unity, work and Patriotism" In Kinyarwanda it means " Ubumwe, Umurimo, Gukunda igihugu". This motto is written at the bottom of the National of Arms.

The National Currency

Rwanda Franc is the national currency of Rwanda.



Rwanda's National Currency

4.3 Leadership in our province

Leadership in our province is the act of guiding or managing others.

Leadership is important in our province because it helps in directing and planning resources and meeting the needs of the people.

A leader is a person who is given the responsibility of guiding and managing others.

Main leaders in our province

There are many leaders in our province who provide services to the people. They include the following:

- The Governor, who is the head of the province.
- The Cabinet of the Governor.
- The Executive Secretary.
- The Coordination Committee.
- The Directors of Department.
- The Secretary Committee.
- The Province Executive Secretary.

Leadership style and democracy in our province

Democracy is the government of the people, for the people and by the people. Democracy gives people freedom to exercise their rights by electing their leaders.

When the people are given a chance to elect their own leaders, it shows a sign of democracy.



People can become leaders in different such as:

- Voting through secret ballot
- Being appointed
- Through inheritance

Role of leaders in our province

There are leaders in our province who perform different roles in providing services to the people.

A leader is called *Umuyobozi* in Kinyarwanda. We should respect our leaders because they help us get services in the province.

The roles of leaders are the following:

- To promote development
- To solve conflicts among people
- To coordinate between the people and the government
- To guide people on how to use resources
- To Provide social services to the people



Local leaders talking to a group of people about development

Qualities of a good leader

A good leader should:

- Be exemplary.
- Be a good listener.
- Make good decisions.
- Be kind and honest.
- Be creative.
- Be a good conflicts solver.

Activity 4.6

1. Discuss the other roles of the leaders in our province.
2. What are the qualities of a good leader? Give any five qualities.

Factors that contribute to good governance in our province

There are many things that should be put in place to provide good governance and development in our province. These include:

- **Cooperation:** When different people work together to make sure that there is good governance
- **Democracy:** When people are given chance to participate in electing their leaders, good governance is ensured.
- **Unity:** Is the spirit of togetherness.
- **Good media:** Helps information to reach the people in a country.
- **Harmony:** When there is peace in an area it helps to promote good governance.
- **Respect for leaders:** This helps to promote a good relationship between the government and the people.



Activity 4.7

1. Discuss indicators of democracy and good governance and make a presentation.
2. Name the factors that contribute to good governance in our province.

How good governance contributes to development

Good governance can contribute to the development of an area. Through good governance people are able to benefit from the services such as:

- Excellent security.
- Good medical care.
- Good transport.
- Good communication networks.
- Democracy.



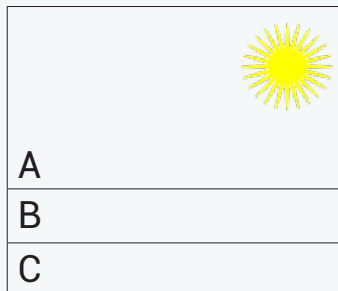
Activity 4.8

1. What is a leader?
2. Give any two characteristics of a good leader.



End unit assessment 4

1. Helping parents, respecting adults and listening to teachers are behaviours.
2. Young children should not drink alcohol because;
.....
3. Discuss bad behaviour shown by children both at home and at school.
4. What is peer pressure?
5. Describe three ways in which you can avoid bad peer groups.
6. What is a nation?
7. Give any four symbols of a nation.
8. Who designed the Rwanda National Flag?



9. Name the colours marked A, B and C
10. Explain the meaning of the colours found in the National Flag of Rwanda.
11. Why is a flag sometimes raised at half-mast?
12. Identify three places where the National flag is raised.

13. State the National Motto of Rwanda.
14. Mention four features found on the Rwanda National Coat of Arms.
15. What do the following symbols on the National Coat of Arms represent?
 - a. Coffee and sorghum
 - b. The sun
 - c. Two shields
 - d. The basket
16. Who is a leader?
17. Which political title is given to the head of the province?
18. Explain four qualities of a good leader.
19. Find the following words from the Puzzle, Coat, Leader, good, democracy, bad

A	C	L	E	A	D	E	R	Y	H
S	N	M	S	D	B	N	S	E	T
X	V	Z	S	N	K	L	O	P	R
D	E	M	O	C	R	A	C	Y	S
W	T	Y	G	O	B	N	X	A	Q
Q	S	G	S	A	D	F	G	J	K
Z	F	O	X	T	E	B	A	D	P
V	B	O	A	V	B	M	S	O	R
S	U	B	Z	C	N	Q	W	U	P
Z	C	V	N	H	J	L	F	R	E

Key Unit Competence: Make a simple family budget and develop a culture of resource management.

Attitudes and Values: Use resources properly to meet needs. Understand the importance of making a simple family budget.

5.1 What is economy?

Economy is a careful management of available resources.

Importance of economy

Knowledge of economy helps us to plan well for the resources and income we have, in order to meet our present needs and those of the future.

Needs are the basic things we should have, in order to live a better life.

Basic needs

These are things that we cannot live without, like food, water, clothing and medical care.

When planning for our families, we should consider basic needs first.

Luxurious needs

Luxurious needs are things that people can live without. These are the things which make our life easier and more comfortable. Those are such as televisions, cars and telephones.

Look at the pictures given below.



Clothes



Motorbike



Water



Sofa



Car



Food



Cupboard



Radio

Activity 5.1

1. Discuss examples of needs in your province.
2. What are basic needs?
3. Identify basic needs and luxuries in the pictures given above.

5.2 What is a budget?

A budget is an estimation of income and expenditure.

Parts of a budget

There are two main things that need to be considered while budgeting.

These include:

- **Income:** This is the money we earn.
- **Expenditure:** This is the money we spend.

The family budget

The family budget is a plan of how the family income is expected to be spent. When making a family budget, we should consider basic needs first and others afterwards. All family members should be involved in making a family budget.

The importance of a family budget

The family budget is important as it

- helps us to avoid overspending.
- provides us with basic needs.
- avoids debt.
- helps us to save.



Activity 5.2

1. Discuss the needs of a family that should be considered while making a family budget.
2. If you were the head of a family, what would you consider first while budgeting and why?

Making a family budget

Mugabo's monthly salary is 120 000 FRW. Look at his family budget (expenditure) below.

Items	Price
Rent	25 000 FRw
Food	20 000 FRw
Medical care	7 000 FRw
Fees	20 000 FRw
Transport	5 000 FRw
Clothing	12 000 FRw
Total expenditure	89 000 FRw
Savings	31 000 FRw

In order to find amount saved you have to add all items under expenditure and then subtract the total from the total salary.

Therefore, Mugabe's saving is (total salary minus expenditure)

$$\begin{aligned}\text{Saving} &= (\text{Salary} - \text{Expenditure}) \\ &= 120\,000\text{FRw} - 89\,000\text{FRw} \\ &= 31\,000\text{FRw}\end{aligned}$$

This is a surplus budget. A negative answer indicates a deficit while equality of of income and expenditure indicates a balanced budget.

Look at another family budget below

Uwamahoro's monthly salary is 100 000 frw look at her expenditure below

Items	Price
Rent	20 000 FRw
Food	22 000 FRw
Clothing	15 000 FRw
Medical care	8 000 FRw
Transport	5 500 FRw
Water bill	2 000 FRw
Electric bill	2 500 FRw
Fees	45 000 FRw
Total expenditure	120,000frw



Activity

1. Discuss the problems which is faced by Uwamahoro's family.
2. What advice can you give to her so that she can reduce on her family expenses?

Savings

Savings are the amount of money put aside for future use.

Importance of savings

We save to

- Avoid waste.
- Swap to immediate and future needs.
- Improve our standard of living.
- Use savings in future.

5.3 Importance of financial institutions and local markets

Financial institutions in our province

Financial institutions are places which provide financial support, in terms of money. People get money from different financial institutions in order to carry out activities like **Trade, farming, paying school fees, building houses etc.**



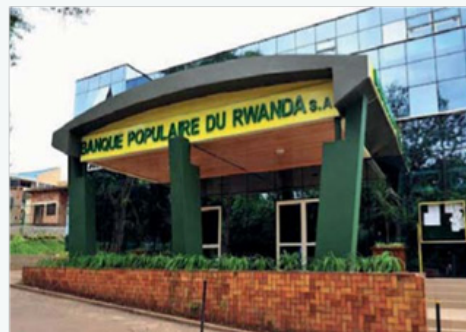
Activity 5.3

1. Discuss other ways in which people use money in our province.
2. Why do we need money in our daily lives?

Some financial institutions belong to the government and others are Non-Governmental Organizations (NGOs). Examples of NGOs that provide financial services in the province are:

- IMF – International Monetary Fund
- WB – World Bank
- BOA – Bank of Africa

Examples of financial institutions in our province are banks, cooperatives and markets.



The National Bank of Rwanda (BNR) Banque Populaire du Rwanda (BPR)

A bank

A bank is an institution that keeps people's money safe and provides other financial services.

In our province there are banks like the:

- Bank of Kigali
- Eco bank
- Equity Bank
- National Bank of Rwanda (BNR)
- AB Bank
- Banque Populaire
- I & M bank
- GT Bank

Importance of banks in our province

- keep money safe
- provide loans/ credit to people
- help people to save money
- give interest on money kept in the bank



Activity 5.4

1. Discuss the various types of banks in our province.
2. State two functions of banks.

Co-operatives

A co-operative is a group of people who work together to achieve a common goal.

Types of co-operatives

There are many types of cooperatives. Some of them are profit-making co-operatives and others are service providers. All co-operatives aim for providing financial support to improve the lives of their members.

Below are some of the types of cooperative in our province.

- Producer cooperatives
- Worker cooperatives
- Savings and credit cooperatives like Umwalimu Sacco, Umurenge Sacco, and Zigama CSS.



Sacco Ingenzi Byimana



Umwalimu Sacco

Importance of Co-operatives in our province

- They give loans to cooperative members
- Provide tools, seeds and fertilizers to farmers
- Help farmers to sell and market their produce
- Promote unity among the people
- Promote development among people
- Give advice to their members on how to improve the quality of their products

Activity 5.5

1. Discuss other examples of co-operatives in our province.
2. Why are cooperatives important in our province?

Markets in our province

The market is the meeting of people for buying and selling their goods and services.



People at the market

Activity 5.6

1. Name the items people sell and buy in the market.
2. Discuss the types of markets in your province.

Importance of markets in our province

- People buy and sell their products.
- They promote development.
- They are a source of government revenue.



End unit assessment 5

1. Explain what a budget is.
2. Define what a family budget is.
3. State two reasons why it is important to make a family budget.
4. Why should people save money?
5. What are basic needs?
6. List any three examples of a family's basic needs.
7. Write the following in full.
 - i. NGOs
 - ii. UNICEF
 - iii. IMF
8. Differentiate between a bank and banking.
9. Give any four examples of banks in Rwanda.
10. Which bank is responsible for printing new notes and coins?
12. A co-operative is
13. How are co-operatives important to people in our province?
14. Outline any two roles of banks.
15. Give two ways in which markets are important in our province.
16. In the table below, make your family budget using 90 000 FRw.
17. Items to be bought include: food, clothing, medical care, rent, transport and electric bill.

Items	Price

UNIT 6

Social services and important places in our province

Key Unit Competence: Explain the importance of social services and important places in our province and ways of preserving them.

Attitudes and Values: Appreciate the importance of social services, facilities and important places in the province. Acknowledge the importance of money in the provision of social services.

6.1 Social services and important places in our province

Social services are support provided to the people to improve their well-being.

Social services make life better for people as they help them to meet their needs.

Examples of social services in our province include:

- Educational services
- Medical services
- Security services
- Transport services
- Communication services
- Banking services
- Insurance services
- Housing services

- Water supply services
- Electricity services

Institutions that provide social services in our province

These are places that provide social services to people.

Institutions that provide social services are also called **Social service centers**. People who provide social services are called **Social workers**.

A



B



C



D





Activity 6.1

1. Name the social service centers in A, B, C and D above.
2. Apart from the social service centers given above, name other places that provide us with social services.

Examples of Social service centers in our province

Social service centers and services provided

- School – Education
- Hospital – Health services like medicine, treatment, care of patients
- Market – Selling and buying of goods
- Police station – Safety, security, lodging complaints
- Bank – Deposit and withdraw money, loans, safe deposits
- Petrol station – Fuels like petrol and diesel
- Post office – Sending and receiving parcels, postage stamps
- Water supply – Clean drinking water

6.2 Education services

Schools, colleges, universities, churches and community centers; provide education. People who provide educational services include teachers, lecturers, parents, religious leaders and professors.

Types of education

There are three types of education:

- **Formal education:** This is the type of education given in schools. It includes reading and writing.
- **Informal education:** This is the type of education given at home and in society. It does not involve reading and writing. Examples: cooking, hunting, craft work, washing. etc.
- **Non formal education:** It may result from one's observation and personal research.



A



B

Activity 6.2

1. Which type of education is being given in pictures A and B?
2. Which group of people introduced formal education to Rwanda?

Importance of education

- We learn to read and write.
- We acquire different skills which help us to get jobs.
- Education promotes moral development.

- It brings people together (friendship).

6.3 Security services

Security refers to absence of wars, hazards, social and political conflicts, etc.

Security services help to maintain peace in our province.



Activity 6.3

1. Name the groups shown in the pictures given above.
2. What is the role of the police in our province?

People who provide security

- The army
- Police
- District Administration Security Support Organ (DASSO)
- Private security guards
- Prison officers

Importance of security services in our province

The security services are important in our province in the following way:

- To keep law and order
- To protect people and their property
- To arrest and keep wrongdoers away from good people
- To control traffic on the roads
- To defend the country from rebels and strange attacks

6.4 Transport services

Transport is the physical movement of people and their goods from one place to another.

People move from one place to another in order to get to their destination.

They use different types of transport like land, air, water and railways to move from one place to another.



Nyabugogo Bus Park



RwandAir

Importance of transport

Transport is extremely useful because:

- It helps people to move from one place to another.

- Transport promotes trade.
- People are able to carry goods from one place to another.
- It provides employment (jobs) for people like drivers, pilots and
and
- captains.
- It promotes tourism in an area.

6.5. Medical services

Medical services are an important social service in our province.

We get medical services from hospitals, clinics, dispensaries, pharmacies and health centers.



A dentist removing tooth



Pharmacy



Activity 6.4

1. What activities are taking place in the pictures given above?
2. Discuss other places in our province where we get medical services.
3. Name two hospitals found in our province.

The people who provide medical services include:

- Lab technicians
- Nurses
- Midwives
- Doctors, like surgeons, dentists and opticians

Importance of hospitals

- Hospitals help to provide medical services to people in many different ways such as:
- Treating sick people.
- Immunizing children against disease.
- Teaching people how to control diseases.
- Teaching people about good nutrition.

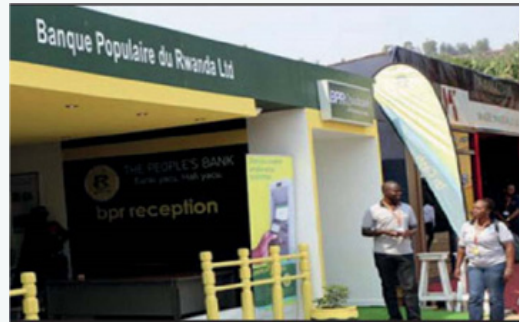
6.6 Banking services

A bank is a financial institution that provides and keeps money safe from theft.

Banking is the act of keeping money in the bank. People who provide banking services include:

- Bank managers
- Bank cashiers

- Bank accountants



Banking services



Activity 6.5

1. Discuss the examples of banks in your province.
2. Why are banks important in our province?

6.7. Market services

Many people in our province buy and sell products at the market.

People who buy and sell goods at the market are called market vendors.



People buying and selling goods at the market

Activity 6.6

1. Name the items sold at the market in your province.
2. Discuss examples of markets found in our province.

Importance of markets in our province

Markets are important in our province because they:

- Promote trade.
- Are a source of government revenue.
- Help people fulfil their basic needs.
- Promote unity and cooperation.

Caring for social service centers

Social service centers need to be protected and well maintained for future use. It is the responsibility of each and every citizen to take care of service centers.

Look at the pictures given below.



Activity 6.7

Discuss the activities taking place in the pictures above.

We can maintain and care for the social service centers in the following ways:

- Cleaning social service centers.
- Proper handling of property in social service centers.
- Respecting people who care for social service centers.
- Educating people about the proper use of social service centers.
- Planting grass to control soil erosion in and around social service centers.
- Guarding by security personnel.

6.8 Important places in our province

There are many places in our province which are important to us. People use these places in order to meet their needs. Important places can also be called Public places because they are used by all.



Stadium



Game park



King's place



School

Activity 6.8

1. Discuss other important places in our province.
2. State the use of each of these important places in our province.

The following are some of the important places in our province.

- **Churches:** These are holy places of worship for Christians.
- **Mosque:** These is a holy place of worship for Muslims.
- **Markets:** These are places where the buy and sell goods.
- **Banks:** These are financial institutions, which keep people's money safely for future use.
- **Stadiums:** These are playgrounds where sports activities take place.
- **Hospitals:** These are places that provide medical services.
- **Schools:** These are places that provide education.
- **Game parks** They help to protect wild animals and attract tourists.
- **Forest:** Protect some species of plants and trees that help in the formation of rainfall and also controls soil erosion
- **Water sources:** These are places where we get water for domestic and industrial use.

- **Police stations:** These are places which provide security. Police help to keep law and order.
- **Hotels:** These are places which provide accommodation, food and meeting venues in our province.
- **Public toilets:** These are also very important places because they help in proper disposal of human waste like urine and faeces
- **Museums:** These are places where traditional things of long ago are kept.

Problems faced by important places

The problems faced by the important places in our province include:

- Poor service delivery.
- Poor hygiene and sanitation.
- Bad weather conditions.
- Misuse of public funds by some workers.
- Corruption.
- Dense population.
- Shortage of land.

Solutions to these problems

Solutions are steps taken in order to solve problems. Below are some of the ways to solve problems faced by important places.

- Increase funds for maintenance
- Provide sufficient social services
- Employ more workers
- Arrest corrupt officials
- Teach people to protect important places
- Control population growth



Activity 6.9

Identify two groups of people who work in each of the social service centers. below:

- a. Schools
- b. Hospitals



End unit assessment 6

1. What are social services?
2. Give three examples of social services in our province.
3. Name the two types of education.
4. Differentiate informal education from formal education
5. Explain the importance of education in our province.
6. Name any two groups of people who provide security services in our province.

UNIT 7

Environment and climate in our province

Key Unit Competence: Recognize the environmental components and climate conditions in our province and their importance.

Attitudes and Values: Appreciate the importance of the environment and show concern about human activities that pollute the environment. Appreciate the importance of climate and acknowledge man's role in contributing to a good environment.

7.1 What is environment?

Environment means surroundings.

The environment is made up of both living things and non-living things such as vegetation, soil, lakes and rivers, animals, air, mountains, roads and buildings. All of these are environmental components.

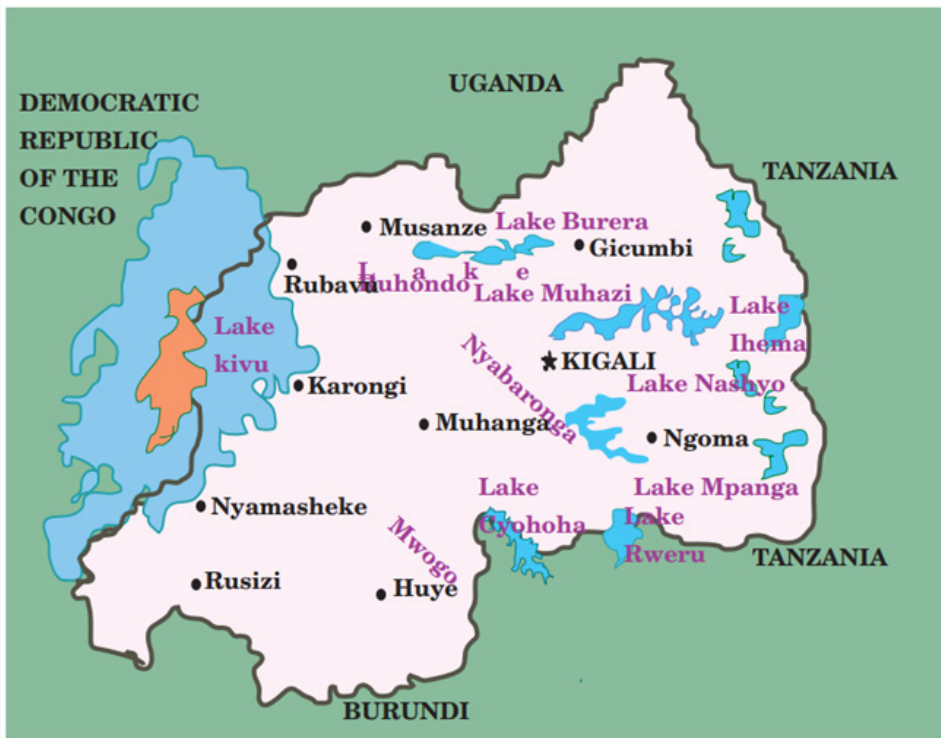
The environment is divided into two types:

- i. Natural environment:** This is the type of environment found in nature. It is made up of both living things and non-living things. Examples are plants, animals, lakes, mountains, swamps and valleys.
- ii. Man-made environment:** This is the type of environment made by people in order to meet their needs. Examples are buildings, roads, dams, vehicles and markets.

7.2 Importance of natural environment in our province

Lakes

A lake is a large depression filled with water. The largest and most important lake in Rwanda is Lake Kivu. It lies between Rwanda and the Democratic Republic of Congo (DRC).



Map of Rwanda showing different lakes



Activity 7.1

1. Discuss and list all the lakes on the map above.
2. Identify the districts and provinces where these lakes are found

Importance of lakes

Lakes are important to people in the following ways:

- People catch fish in lakes.
- People get water for domestic, industrial and irrigational use.
- Lakes attract tourists.
- Lakes help in the formation of convectional rainfall.
- Lakes are used for water transport.
- People get clay from lakes.
- Some lakes are used to generate electricity.
- They are recreational centers.
- Lakes make the surroundings pleasant.

Activity 7.2

1. Discuss how lakes are useful to us.
2. What is the biggest lake in Rwanda?

Swamps

Swamps are waterlogged areas with dense vegetation. Some swamps are permanent while others are seasonal.



Rusheshe swamp (Kicukiro district)

Importance of swamps

Swamps are important to us in the following ways:

- Swamps control floods.
- We get water for domestic use for swamps.
- We get clay and papyrus reeds for craft.
- We catch fish in swamps.
- Swamps help in the formation of rainfall.



Activity 7.3

1. Which type of soil do we get from swamps?
2. Apart from clay, name other things we can get from swamps.
3. How are swamps important to people in our province?

Forest

A forest is a large area covered with trees. There are two types of forests.

- **Natural forest:** These are the type of forests, where trees grow by themselves in large numbers.
- **Artificial forest/ Man made forest:** In these types of forests trees are planted by people.



A map of Rwanda showing natural forests

Importance of forests

Forests are important to us in the following ways:

- We get fuel (firewood and charcoal).
- They control soil erosion
- People get timber for construction purposes and for making furniture.
- We get herbs for local medicines.
- Forests help in the formation of relief rainfall.

Natural forests in Rwanda

The following are natural forests in Rwanda.

- Nyungwe forest

- Gishwati forest
- Mukura forest
- Cyamudongo forest
- Ibirunga forest



Activity 7.4

1. How are forests important to our province?
2. Discuss the different types of forest we have in our province as well as in others.

Terms related to forests

Afforestation: Planting trees where they have not existed.

Re-afforestation: Planting trees where they have been cut down.

Agro-forestry: Planting trees together with crops, to enhance production.

Deforestation: Cutting down trees on a large scale.

Mountains and Hills

Mountains

Mountains are the highest features on earth, with peaks and slopes.

The **Peak** is the highest point of a mountain.

Examples of mountains in our province as well as in other provinces are:

- Karisimbi Mountain lies on the border of Rwanda and the Democratic

- Republic of Congo (DRC). It is the highest peak, with a height of 4507 m in Rwanda.
- Gahinga Mountain lies at the border of Rwanda and Uganda. It is 3474 m high.
- Bisoke Mountain lies at the border of Rwanda and the Democratic Republic of Congo. It is 3711 m high.
- Muhabura Mountain lies between Rwanda and Uganda. It is 4127 m high.
- Sabyinyo Mountain lies at the intersection of Rwanda, Uganda and DRC. It is 3645 m high.



Mountain Karisimbi in Rwanda

Hill

A hill is a raised piece of land. Rwanda is said to be the land of a thousand hills because it has many mountains and hills.



Hills in Kamonyi district

Importance of mountains and hills

Mountains and hills

- Help in rain formation.
- Provide fertile soil for agriculture.
- Attract tourists who contribute to the economy.
- Provide stones for construction.

Caring for the natural environment

There are many ways to care for the natural environment so that it does not become exhausted. Some of these are:

- **Proper disposal of the waste:** We should avoid putting domestic waste in water sources.
- **Avoid cutting down of trees:** Trees help to prevent soil erosion and make the soil more fertile.

- **Building industries far from towns to avoid air pollution.**
- **Protect animals in game national from the poachers**
- **Control bush burning:** This helps to control the destruction of vegetation and soil erosion.
- **Avoid swamp reclamation:** Swamps help to control water drainage. Floods can occur if swamps are destroyed

7.3 Importance of man-made environments in our province



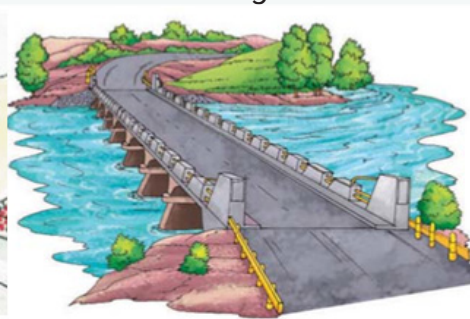
Road



Buildings



Market



Bridge

Examples of physical man-made environment include the following:

- **Roads:** Roads help people to move from one place to another.
- **Buildings:** Buildings provide shelter and offices to people.

- **Bridges:** Bridges help to connect roads across valley and rivers.



Activity 7.5

1. Discuss other examples of man-made environment.
2. Why is the man-made environment important to us?

- **Markets:** People buy and sell goods at the market.
- **Electricity installations:** This provides power for running industries.

7.4 Human activities that affect the environment

There are many activities carried out by the people which can destroy the environment. These include:

- **Burning bush:** Destroys the vegetation cover and leaves the land bare.
- **Deforestation:** When trees are cut down the soil is exposed to agents, which erode it.
- **Vegetation cover:** Is destroyed through over grazing and over cultivation
- Through the construction of roads, land becomes unfit for cultivation.
- Building industries near water sources reduces the water level and quality.
- **Killing animals** and birds creates imbalance in nature.
- **Throwing rubbish** in waterbodies degrades water quality.



Deforestation



Overgrazing



Activity 7.6

1. Discuss what is taking place in the pictures above.
2. State other ways in which people can destroy the environment.

7.5 Dangers of polluting the environment

When the environment is polluted or become dirty, it leads to:

- Easy spread of diseases
- A decline in the quality of the environment
- Soil erosion
- Global warming

Ways of preserving the environment

We can preserve the environment by:

- Planting trees and grass in the school compound and at home.
- Making terraces.
- Avoiding throwing rubbish in water sources.
- Conserving wetlands.

- Practicing agro-forestry.
- Educating people about the dangers of deforestation and swamp drainage.
- Avoiding bush burning.
- Building industries far from the town and water sources.



Pupils planting trees



Farming on Terraces

Rwanda Environment Management Authority (REMA) is responsible for protecting the environment in Rwanda.

7.6 Climate in our province

To understand the climate of a place, it is very important to know what weather is.

Weather is the conditions of a place (sunshine, rain, wind, etc.) recorded for a short period of time. A weather station tells us about the type of weather in a particular area.

Climate is the average weather conditions of a place recorded for a long period of time, for example 30-45 years.

The climate of a place can change due to human activities like deforestation and bush burning.

The climate of Rwanda is almost the same throughout the country.

Elements of climate

The elements of the climate are conditions or factors which make up the weather.

The climate of an area changes over a long period of time.

The elements of climate include:

- **Rainfall** is the water which falls from clouds.
- **Clouds** are tiny water droplets hanging in the atmosphere.
- **Sunshine** Is the amount of the sun's rays which reach on Earth.
- **Temperature** Tells us how hot or cold of a place is.
- **Wind** Is the moving air or air in motion.
- **Humidity:** Humidity is the amount of water vapor present in the atmosphere
- **Air pressure:** Is the weight of the atmosphere which is exerted on the earth's surface.

Ways in which people protect themselves from bad weather

Weather changes from time to time and those changes affect people.



People using Umbrella during rain



A man wearing sunglasses during sunny day



Trees planted around a house



People wearing thick sweaters for protection from the cold

Activity 7.7

1. Discuss the types of weather.
2. How do people protect themselves from different types of weather?
3. Define air pressure and wind.

We can protect ourselves from bad weather in different ways.

1. Sunny weather

We can protect ourselves from too much of sunshine by:

- using umbrellas.
- using sunglasses.
- using hats.
- wearing light or white clothes.

2. Rainy weather

We can protect ourselves from rainy weather by using

- umbrellas.
- raincoats.
- gumboots.

3. Cold weather

We can protect ourselves from cold weather by wearing thick woollen clothes like sweaters and jackets.

Thick clothes prevent body heat from escaping, this keep us warm in cold weather.

4. Windy weather

We can protect ourselves from windy weather by planting trees in the compound. The trees in the compound block strong wind and save our houses and property from getting destroyed by strong winds.



Activity 7.8

1. How does the climate affect people's way of dressing?
2. Why do we wear light clothes when it is hot and thick clothes when it is cold?
3. What is a weather station?

7.7 Weather instruments

These are instruments used to measure different elements of the weather.

These weather instruments are kept at the weather station.

A weather station is a place where the weather condition is observed, measured and recorded.

To record the various elements accurately, weather instruments are kept in Stevenson's screen.

A Stevenson's screen

A wooden box in which delicate weather instruments are kept at the weather station. This helps to protect them from damage and to obtain the accurate shade temperature.

Delicate instruments kept in a Stevenson's Screen are the:

- Barometer
- Six's Thermometer and
- Hygrometer



Stevenson's screen

Weather records are also kept in a Stevenson's Screen.

A Stevenson's Screen is painted white in order to reflect the sun's heat. The instruments used to measure the weather are:

Thermometer

The Thermometer is an instrument used to measure temperature.

Temperature is measured in degrees.

The two liquids commonly used in thermometers are alcohol and mercury.

Types of thermometer

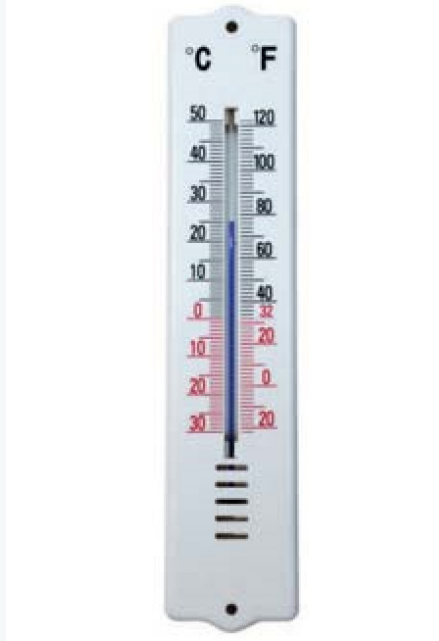
There are three types of thermometer. The uses of these thermometers are different. The thermometers are:

1. **Clinical thermometers** are used to measure the temperature of the human body. They have a kink but other types of thermometer have no kink or constriction.



Clinical thermometer

- 2. Wall Thermometers** are used to measure room temperature or the temperature of the air.

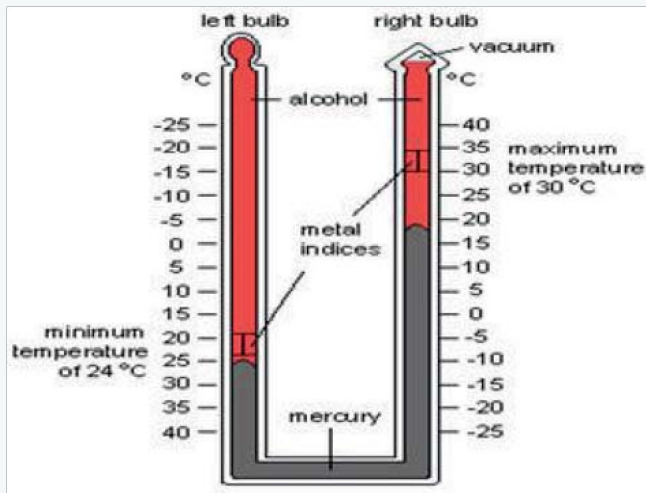


Wall Thermometer

- 3. Six's thermometers** are used to measure the highest and lowest temperatures of the day.

Six's thermometer is also called a Minimum and Maximum thermometer

The minimum thermometer measures the lowest temperature of the day while the maximum thermometer measures the highest temperature of the day.



Six's Minimum and Maximum thermometers



Activity 7.9

What is the minimum and maximum temperature shown above thermometer?

Wind vane It is an instrument used to show the direction of the wind.

A wind vane should be placed in an open area to avoid obstructing wind movement.

The pointer of a wind vane faces the direction the wind is blowing to.



A wind vane

Windsock

A windsock is also used to measure the direction and strength of the wind.

The windsock points in the direction the wind is blowing to.

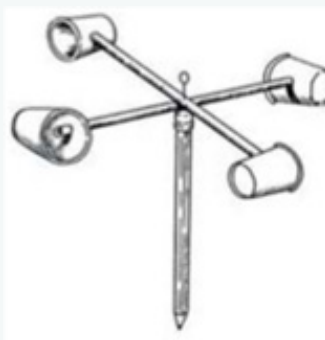


Windsock

Anemometer is an instrument used to measure the speed of the wind.

The anemometer contains cups on a rotating pole. The rate at which the cups rotate will determine the speed of the wind.

When the cups rotate slowly it means that the speed of the wind is low. When the cups rotate faster it means the speed of wind is high.



Hygrometer

A hygrometer is used to measure humidity. Humidity is the amount of water vapour present in the atmosphere.

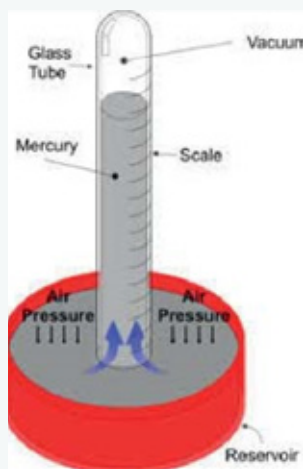


Hygrometer

Barometer

A barometer is an instrument used to measure air pressure.

When the air pressure is low, the temperature increases and when the air pressure is high the temperature decreases.



Barometer

Rain gauge

It measures the amount of rainfall received in an area.

The rain gauge should be put in an open area in order to collect the right amount of rainfall. It should also be kept on a raised platform above the ground to prevent runoff water from entering it. It contains a funnel and a measuring cylinder.



Rain gauge

Funnel

It directs rain water into the measuring cylinder.

Measuring cylinder

Measures the amount of rainfall received in an area.

Rainfall is measured in millimeters (mm).

Sunshine recorder

It records the number of hours of sunshine in a day.

It also measures the sunshine intensity of sun shine.



Sunshine recorder

Terms related to weather and climate

Meteorology Is the study of the weather.

Meteorologist Is a person who studies weather conditions.

Climatology Is the study of the climate.

Climatologist Is a person who studies the climate.



Activity 7.10

1. What is temperature?
2. State the difference between heat and temperature.
3. Name any one type of thermometer.
4. Which liquids are used in a thermometer?
5. Name the instruments, kept in a Stevenson Screen.
6. If the wind is blowing in a western direction, in which direction should the wind vane face?
7. Why is it advisable for a wind vane to be placed in an open flat area?
8. Why is a Stevenson's Screen painted white?

Seasons in our province

There are four seasons in our province. There are two wet seasons and two dry seasons.

- **Short rainy season** (*Umuhindo*)
- In this season, frequent and heavy rains are experienced. This season lasts from September to December.
- **Short dry season** (*Urugaryi*)
- This season starts from December until early February. Rain decreases and finally disappears.

- **Long rainy season** (*Itumba*)
- This season lasts from February to May. Rainfall is heavy and may continue for many hours. Floods are common in this season.
- **Long dry season** (*Icyi*)
- This season is from June to August. In most cases light cloud covers the sky. The climate of Rwanda is almost the same throughout the country.

Factors which influence the climate of an area

- **Altitude** Altitude is the height of a place above sea level.
- **Nature and Vegetation.** The vegetation cover of an area can change its climate.
- **Human activities:** Many human activities, like cutting down trees, bush burning and industrialization, can affect the climate of an area.
- Distance from waterbodies. Places near waterbodies receive heavier rainfall compared with places far from the waterbodies.
- **Prevailing winds:** These winds help to move warm, moist air and form clouds.

7.9 Effects of weather and climate on people's activities

The weather and climate do not always remain the same. They have a favourable as well as an unfavourable effect on human activities.

Favourable effects

- Appropriate weather and climate conditions favour farming.
- Winds help boats to sail on water bodies.
- Pleasant weather and favourable climate support tourism.

- Lots of sunshine help to dry clothes.
- Weather and climate help to ripen crops for harvest.

Negative effects

- Extreme weather and climatic conditions restrict people's daily activities.
- Heavy rains cause floods. The ground becomes muddy and vehicles may get stuck.
- Too hot or too cold causes dehydration.
- Agriculture is not possible in heavy rains.
- Unfavourable weather and climate result in the spread of malaria and other diseases.



End unit assessment 7

- Briefly explain the term climate.
- Mention the four elements of climate.
- How is climate different from weather?
- What is a meteorologist?
- Match the items in A with those in B.

A

B

- | | |
|------------------|--------------------------------------|
| i) Windsock | a) To measure the temperature |
| ii) Barometer | b) To measure the amount of rainfall |
| iii) Thermometer | c) To measure humidity |
| iv) Rain gauge | d) To measure air pressure |
| v) Hygrometer | e) To measure the speed of wind |

6. How do people manage the following changes in their environment?
 - a. Strong wind
 - b. High temperatures
 - c. Very low temperatures
7. What is a forest?
8. Give three ways in which forests are useful to people in our province.
9. Give the meaning of the following terms:
 - i. Afforestation
 - ii. Deforestation
 - iii. Agro-forestry
 - iv. Re-afforestation
 - v. Swamps
 - vi. Lakes
10. What is environment?
11. Name any four examples of lakes found in Rwanda.
12. Suggest three ways in which lakes are important to our province.
13. How are swamps important to people in our province?
14. Name the two types of forests.
15. Give any two forests found in Rwanda.
16. How are mountains important in the environment?
17. Give four examples of man-made environments.
18. Name any three human activities that affect the environment.
19. Give three ways of conserving the environment.
20. Write the full meaning of REMA.
21. How do we protect ourselves from different types of weather?

UNIT 8

Population

Key Unit Competence: Analyse consequences of overpopulation and ways to control population growth.

Attitudes and Values: To appreciate the importance of controlling population growth and show concern about overpopulation and population growth.

8.1 What is population?

Population is the total number of people living in an area.



City



Village

Activity 8.1

1. Discuss the factors that may lead to overpopulation and sparse population.
2. Identify and explain problems caused by overpopulation in an area?

Terms used regarding to population in an area

- **Dense population:** This is when there are many people living in an area.
- **Sparse population:** This is when there are few people living in an area.
- **Population census:** Is the counting of people living in an area.
- **Population density:** Is the total number of people living in an area per square kilometer.
- **Population distribution:** This is the way people are spread in an area.
- **Population explosion:** This is a sudden increase in the number of people in an area.
- **Optimum population:** When the number of people living in an area is equal to the available resources.

8.2 Factors which influence population distribution

There are many reasons for an area to have too many or too few people.

Reasons for sparse population

The following are some of the factors that lead to sparse population.

- Lack of water.
- Lack of employment.
- Disease
- Shortage of food
- Unfavourable climate

Some areas are mountainous and do not favour agriculture and settlement.

Reasons for dense population

The following are some of the factors that may lead to dense population in an area.



Farming in Rwanda

- **Presence of fertile soils for agriculture** People prefer to live in areas where the soil is fertile because it is good for growing crops.
- **Favourable climate** When the climate of an area has enough rain, many people settle there to farm.
- **Availability of social services** People prefer to settle in areas with good road, hospitals, schools and banks.
- **Improved medical care** Many people like to live in towns because good medical facilities are available.
- **Improved security** Many people like to live in areas with good security.

- **Industrialization** When area is industrialized; it provides job opportunities for a large number of people.
- **Urbanisation** Many people like to live in towns because of good social service, opportunities and lifestyle.

8.3 Problems caused by high population growth

When the number of people living in an area are higher than the available resources it leads to many problems. Some of these are listed below:



Slum area (un planned housing environment)



Poor Sanitation (dirty)

- High crime rate.
- Poor sanitation and hygiene.
- Destruction of the environment.
- Shortage of land.
- Shortage of food.
- Disease spreads easily.
- High unemployment.

8.4 Population Census

This is the official counting of people living in a country.



Population Census is carried out every ten years.

The most recent population census was carried out in 2012 and the population of Rwanda has reached about 12 million.

Population census is carried out after about a gap of ten years because it is

- Expensive
- A government policy

Information needed during population census

During a population census the following information is required.

- Level of education
- Age
- Sex
- Number of children

Reasons why the government carries out Census

The government carries out a population census to

- plan for the citizens
- know the birth and death rate
- know the number of people in our country
- demarcate electoral areas
- determine the level of poverty
- determine the level of unemployment
- determine the level of literacy

A person who carries out a population census is known as an **Enumerator**

The Ministry of Finance and Economic Planning is responsible for organizing the population census.



Activity 8.2

1. Who is the minister for finance and economic planning?
2. What is population census?
3. Identify information required during population census?
4. Discuss the reasons why the government carries out population census.

8.5 Population growth

Population growth is an increase in the number of people living in an area at a given time.



A resource person talking to villagers about family planning

Ways in which the government can control population growth

The government helps to control population growth by:

- Encouraging family planning.
- Educating people about the dangers of population growth.
- Discouraging early marriage.
- Discouraging polygamy.
- Providing incentives to families which have accepted family planning methods.

Importance of controlling population growth

The government tries to control population growth in order to:

- Promote development.
- Ensure easy family planning for citizen.
- Provide good social services.
- Reduce crime rate.
- Reduce unemployment.
- Control the spread of diseases.

Population density

Population density is the average number of people living in an area, per square kilometer. Gasabo district of Kigali province is the most populous district, and Nyarugenge district of Kigali is the least populated district. We can find out the population density of an area if we know the area and number of people given.

Example:

1. An area has a population of 5 000 people.
Find its population density if the area is 10km².

$$\text{Population Density} = \frac{\text{No. of People}}{\text{Area}}$$

$$= \frac{5\ 000}{10}$$

$$= 500 \text{ People per square km.}$$

2. An area of 20km² has a population of 20 000 people. Find the population density.

$$\text{Population Density} = \frac{20\ 000}{20}$$

$$= 1\ 000 \text{ People per square km}$$



End unit assessment 8

1. Explain the meaning of the following terms.
 - a. Population
 - b. Population density
 - c. Population census
 - d. Population growth
 - e. Population distribution
 - f. Sparse population
 - g. Optimum population
 - h. Overpopulation
2. Discuss four factors that influence population distribution.
3. Identify the most densely populated province in Rwanda.
4. Why should the government carry out a population census? Give four reasons.
5. Which ministry is responsible for carrying out population censuses in Rwanda?
6. What should the Government of Rwanda do to reduce the population?
7. Give any three questions asked during the population census.
8. Explain why it is good to control the population growth in our province.
9. is the counting of people in an area.
10. An area of 3 000 km has a population of 44 000 women and 28 000 men. Calculate the population density of the area.

11. Choose from the list below problems affecting highly populated areas

12. a. Shortage of food

b. Poor housing

c. Shortage of labour

d. poor hygiene and sanitation.

UNIT 9

Infrastructure

Key Unit Competence: Explain the importance of transport and communication in our province.

Attitudes and Values:

To appreciate the importance of transport and communication.

- To show concern about proper use of roads and show awareness of dangers relating to communication.

9.1 What is Infrastructure?

Infrastructure refers to the fundamental facilities of a country, city, or an area.

Infrastructure includes services and facilities necessary for the economy to function well.

The main infrastructure systems of a country include:

- Transportation
- Communication
- Sewage and water systems
- Electricity



Infrastructure projects

Infrastructure is important to a country's economic development and prosperity. Infrastructure projects may be funded by the government or carried out privately.

9.2 Transport services in our province

Transport is the physical movement of people and goods from one place to another.

People move from one place to another using different types of transport.



Road transport



Air transport



Water transport

Activity 9.1

1. How many types of transport can you see in the pictures?
2. Which types of transport is common in our province?
3. Name the types of transport which is not found in our province.

There are four major types of transport. They are:

- **Road transport:** This type of transport uses roads.
- **Air transport:** This type of transport is used to travel by air.
- **Water transport:** This is the type of transport used to travel on water.
- **Rail transport:** This is a type of transport which travels on rails. * Rails are the tracks over which trains pass.
- Rail transport is not yet in Rwanda but the plan to construct the line is already in plan

Means of transport in our province

Means of transport means the various modes of transport used, carry goods from one place to another.

Means of road transport

The means used in road transport include cars, buses, lorries, pickups, bicycles and motorcycles. Road transport is the most popular transport in our province.

Look at the pictures below.



A Motorcycle



A Bicycle



A car



A Lorry

Means of water transport

Water transport is mainly used on lakes, rivers, oceans and seas. It can also be used to transport heavy loads. This transport is the slowest and cheapest means of transport.

We use boats, ferries, canoes, ships/vessels and dhows to travel on water.



Ship



Boat



Ferry



Canoe

Activity 2.1

1. Why isn't water transport commonly used in our community?
2. Name any four means of water transport.
3. Draw and name any two means of water transport.

Means of Air transport

Air transport is the quickest and the most expensive means of transport, therefore, it is suitable for travel over long distances. Perishable goods are also easily transported by this means.

The place from which an aero plane takes off and lands is called an **Airport**.

There are two main airports in Rwanda Kigali international airport and Kamembe airport in Rusizi but other are airfields like Huye airfield, Musanze airfield, Rubavu airfield, Gabiro airfield in Gatsibo District, Gako airfield Nemba air field and others.



Aero plane



A helicopter



A parachute



A rocket

Activity 9.3

1. Name any three means of air transport.
2. Why is air transport not used by many people?
3. Give the two International Airports of Rwanda.

Means of rail transport

This type of transport is suitable for transporting bulky or heavy goods.

Rail transport is not found in Rwanda. However, the construction plan is on.

The means used in railway transport is a **train**.



A train approaching a station

9.3 Special places where different means of transport are found

Means of transport have special places where they are found. Look at the table.

Means of transport	Special place
Buses, Taxis and Cars	Bus/ Taxi Park
Boats, canoes, ferries and ships	Landing sites or ports
Aircraft, aero planes and helicopters	Airports and airfields
Trains	Railway Station



Activity 9.4

Match the different people to the means of transport they are associated with.

People	Means of transport
i. Captain	a. Buses, cars, lorries, taxis
ii. Driver	b. Trains, ships
iii. Cyclist	c. Jets, aero planes, rockets, helicopters
iv. Pilot	d. Motorcycles, bicycles

9.4 Importance of having good roads in our province

- Easy movement of people from one place to another,
- To transport agricultural produce to market,
- Promotes trade,
- Promotes tourism,
- Easy transportation of fragile and perishable goods.

Fragile goods are those that break easily, like glass.

Perishable goods are those which get spoilt easily, like flowers, fruit, and fish.

Difficulties and dangers related to transport in our province

Transport in our province is affected by many factors these makes transportation of goods and people difficult.



A truck stuck in mud during rainy season A road accident

Some of the transport problems faced by our province are as under:

Poor roads: This affects the movement of people and their goods from one place to another.

Bad weather: Heavy rains can spoil roads in our province.

Landscape: The land may make it impossible or expensive to construct roads or build railway lines in some areas.

Strong winds: These can make boat capsize.

Accidents These are caused by poor roads, overloading, bad weather conditions and speeding. To be speeding is to be above the speed limit.

Narrow roads: Roads are narrow in some areas, leading to traffic jams which cause delays people from moving quickly.

Few means of transport: This makes it difficult for some people to get to work on time.

Some means of transport are very expensive and difficult to build and maintain, such as airports and railway stations.

Causes of road accidents

Road accidents are caused by:

- Bad roads with potholes

- Rash driving
- Drunken driving
- Speeding
- Jumping Red lights
- Use of mobile phones while driving
- Not using safety gear like seatbelts and helmets
- Wrong overtaking and lane driving
- Overloading of vehicles

Ways of overcoming the dangers and difficulties associated with transport in our province

The problems facing transport in our province can be solved in the following ways.



Construction of new roads



Providing wide roads

- Tarmacking and building wider roads
- Repairing roads
- Respecting road signs
- Avoiding speeding and overloading
- Providing greater means of public transport in the province
- Enforcing strict laws against drunken drivers
- Following traffic rules and regulations
- Converting all unmetalled roads to metalled roads



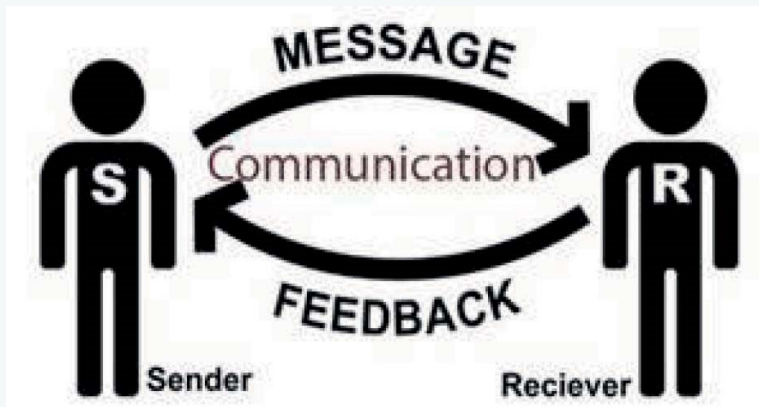
Activity 9.5

1. Discuss the problems facing transport services in our province.
2. How can problems affecting transport services be solved?
3. State any four causes of road accidents.

9.5 Communication

Communication is the sending and receiving of messages.

For communication to be effective, there must be a sender and a receiver.



Communication

Forms of communication

There are two types of communication.

1. Traditional communication

This type of communication was used long ago. Before the introduction of modern means of communication, people used drums and horns to convey messages within a long distance.

2. Modern communication

This is the type of communication which people use in modern times. It involves the use of phones, internet, telex, telegrams, newspapers and post offices.



*Modern Communication
(Using a mobile phone)*

*Traditional communication
(Using a drum)*

Activity 9.6

Discuss the means of communication which were used long ago and the ones people use today.

Means of communication

Means of communication are the means used to send messages from one place to another.



Means of communication



Activity 9.7

1. Which of the means of communication above are commonly used in our province?
2. Discuss the other means of communication in our province.
3. Identify the fastest means of communication in our province.
4. Differentiate means of communication given above

Modern means of communication

Modern means of communication are faster than traditional means, used long ago.

Modern means have wider coverage compared to traditional ones.

Modern means of communication include:

- Radio
- Television
- Newspaper
- Magazine
- Telephone
- Letter

Examples of Radio Stations in our province

Radio Rwanda, Kiss FM, Isango Star, Radio10, Magic FM, Radio Flash FM, Contact FM and others



Activity 9.8

1. Discuss other examples of radio stations found in Rwanda.
2. State the major advantage of modern means of communication over traditional ones.

Telecommunication Networks in our province

There are network companies which provide a networks to allow easy communication, by using the telephone in our province.

The telecommunication companies in our province include MTN (Mobile Telecom Network), Airtel and Tigo.



Importance of communication in our province

Good communication networks are important as they promote:

- Peace and harmony
- Trade
- Friendship
- Development
- tourism

Problems facing communication services in our province

- It is expensive
- Poor network
- Lack of skilled workers
- Poor service delivery by some telecommunication network companies.
- Poor distribution of newspapers; due to poor transport system
- Heavy rains make telecom poles fall down during the rainy season
- Limited market

Measures to overcome the problems affecting communication

- Providing good road networks
- Providing local leaders with telephones, for easy communication
- Setting strict laws to control telecommunication networks
- Training skilled workers to improve customer care services
- Educating people about the importance of communication



End unit assessment 9

1. The movement of people and their goods from one place to another is called.
a) Trade, transport, business, communication
2. Differentiate transport from communication
3. Which means of transport is shown in the picture below?



4.is the common type of transport in our province
5. The quickest mode of transport is
6. Few people in Rwanda use air transport because
7. Which is the most commonly used means of communication in our province?
8. List five means used in road transport in our province.
9. Identify any four problems facing transport in our province.
10. How can we avoid the problems facing transport in our province?
11. Name the type of transport used on Lake Kivu.
12. Mention any four forms of communication used in our province.
13. The two telecommunication companies in Rwanda are;

14. Discuss how communication is important in our province.
15. Give three problems facing communication in our province.
16. Explain how the problems facing communication can be solved?

UNIT 10

Colonial Rwanda

Key Unit Competence: Analyse important events of colonial Rwanda.

Attitudes and Values:

- To appreciate the role of political movements in Rwanda's independence and develop the spirit of patriotism.
- To acknowledge the contributions of foreigners and reforms brought about by King Rudahigwa.

10.1 Colonialism

Colonialism is when a country is under the total control of a stronger foreign country.

Rwanda was first colonized by Germany and later by Belgium.

Colonization in Africa took place towards the 19 century. The European countries which colonized Africa included **Britain, Spain, Belgium, German, France and Portugal**

Countries that colonized East Africa

- | Country | Colonizer | Colony |
|---------|-------------------|---------------|
| • | Germany / Belgium | ----- Rwanda |
| • | Germany / Belgium | -----Burundi |
| • | Britain | -----Uganda |
| • | Britain | -----Kenya |
| • | Germany | -----Tanzania |

African countries which were not colonized

Ethiopia and **Liberia** were not colonized due to many facts as seen below:

Reasons why these countries were not colonized

Ethiopia	Liberia
<ul style="list-style-type: none">• Ethiopia had no valuable minerals to attract colonialists• Ethiopia had able leaders like Menelik II.• Unity of Ethiopians based on speaking the same language.• Ethiopia had a strong army• Ethiopia had very few traders, missionaries and explorers to prepare colonization	<ul style="list-style-type: none">• Liberia was set aside for freed slaves from America.• Liberians were already literate/ well-educated• Liberia was poor. Never attracted colonialists• Liberia was protected and supported by USA.• Liberia had able and organized leaders like Joseph Roberts.

Before the coming of Europeans, Rwanda had powerful Kings called Abami. However, in the 19 century, Rwanda lost its independence to Europeans. They took over Rwanda and colonized it.



The King alongside Christian missionaries

Activity 10.1

1. Name the two European countries that colonized Rwanda.
2. Which two African countries were not colonized and why?

10.2 Causes of colonization of Rwanda

European countries had different reasons for colonizing Rwanda and other African countries.

These reasons can be divided into different categories:

Economic, Social and Political

1. Economic reasons

- The colonizers wanted minerals such as wolfram, gold and coltan from Rwanda.
- They were attracted by the favorable climate and fertile soil which supported crops for the European market.
- They were looking for a market for their goods.

- They wanted new areas to carry out trade.
- They wanted labour from Rwanda.
- They wanted to introduce cash crops in Rwanda like coffee, tea, cotton which were needed by European industries.



Activity 10.2

1. Give economic reasons why Europeans colonized Rwanda.
2. Identify the two cash crops which were introduced by colonialist in Rwanda.

2. Social reasons

- The colonizers wanted to spread Christianity
- The missionaries wanted to introduce formal education
- They wanted to improve medical care in Rwanda by building hospitals
- They wanted to introduce their culture to Rwanda (eg. Their Languages like French and English, dressing,)
- They wanted to stop the slave trade and introduce legitimate trade

3. Political reasons

- Germany and Belgium wanted to increase their colonies in Africa.
- The Europeans wanted to settle in Rwanda
- They wanted to establish civilization in Rwanda
- They wanted to protect missionaries and traders who were in Rwanda
- They wanted to discover more about the interior of Rwanda

Forms of Colonization

Protectorate is a state that is under protection by another for defense against aggression. It is a country that is controlled and protected by another.

A colony is the control of weaker country by a stronger country with the aim of economic or political interest.

10.3 Reactions of Rwandans to colonial rule

Yuhi V Musinga



Yuhi V Musinga (1883 – 13 January 1944) was a King of Rwanda who came to power in 1896 and collaborated with the German government in order to make his own Kingship strong, but failed to collaborate with the Belgian administration that had replaced Germans after the first World War.

Musinga came to power as a young teenager, in a palace coup which overturned the short reign of Mibambwe IV

Rutarindwa, the original successor to the powerful King Kigeri Rwabugiri (1840–95) of Rwanda.

Characteristics of Musinga's reign:

- World War I,
- The arrival and replacement of German rule by Belgian rule;
- His refused to be Baptized by the Roman catholic;
- The expansion of the royal power to areas autonomous of the court;
- The presence of many powerful competing people at the royal court.
- The major famine in Rwanda between 1928–1929.

In November 1931, Musinga was deposed by the Belgian administration and replaced by his son Mutara III Rudahigwa. Exiled first to Kamembe, in southwest Rwanda, and then to southeastern Congo (DRC). Musinga died on 13 January 1944 by disease.

The Rwandans collaborated with the Germans. That is to say that the people of Rwanda welcomed the German colonialists with no resistance.

Reasons:

- King Rumanyika of Karagwe, present day Tanzania, had warned King Musinga not to resist. He told him that the Germans were very strong.
- Rwandans hoped to gain economic support from Germany like constructing socio-economic infrastructure (roads, schools, hospitals)
- Europeans promised the King of Rwanda to fight his enemies eg. Rukara, Basebya and Ndungutse.

African societies responded in different ways when they saw the Europeans.

Some African societies and leaders decided to fight the Europeans from the beginning.

They include Kabalega of Bunyoro present day Uganda, and King Shaka of the Zulu present day South Africa and others. While others Collaborated with them. They include Kasagama of Toro, Mwanga of Buganda and others.

10.4 Why some Africans collaborated

During colonial period, **collaboration** was cooperation between colonialist and African leaders.

Africans collaborated with the colonialist because of different reasons as seen below:

- They wanted to protect their independence from their enemies.
- Some Africans collaborated because of military weakness.
- Europeans had stronger weapons
- Some Africans collaborated because their neighbours were defeated by Europeans.
- Some leaders lacked information about treaties they signed with the Europeans.
- They wanted to get weapons and military support to fight against their enemies.
- Some Africans collaborated because of natural calamities (disasters) like famine, floods, drought
- Internal conflicts among African societies forced people to collaborate.

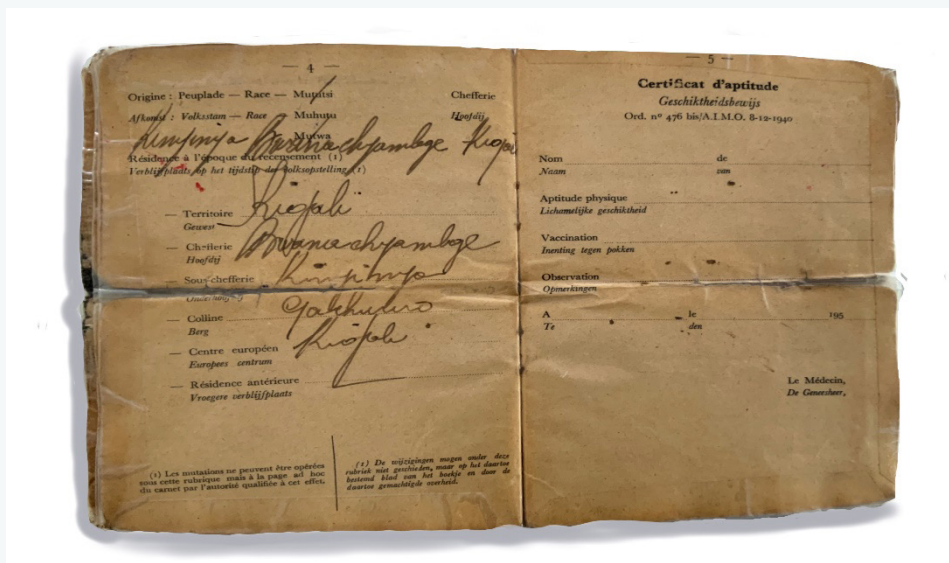
- Some Africans collaborated because of European gifts like clothes, guns, mirrors...
- Some Africans collaborated because of missionary teachings like don't kill, love your neighbor as yourself and obey others.

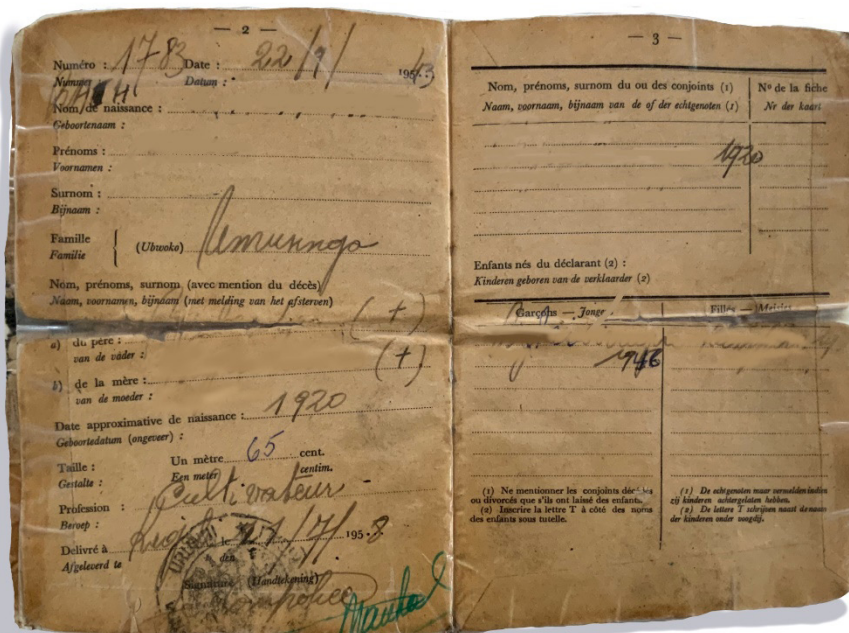
10.5 Disintegration of the unity of Rwandans during colonial period

Before the colonial period, the Rwandans were united by their Language, values, norms, beliefs, clans, and others.

However, when the colonialists came, they abolished above unifying factors in following ways:

- a. They divided Rwandans into different ethnic groups basing on their economic status and height. They wrote these ethnic groups in identification card called (Ibuku) shown below:





- b. Unity among Rwandans was weakened by colonialists through reducing the King's power.
- c. They discouraged "National Itorero " where Rwandan culture, values and taboos were taught.
- d. They also discouraged "Umuganura" where Rwandans could bring the harvest and enjoy together.
- e. The evening festival(igitaramo) was also a time when people could solve conflicts and strengthen social ties which the colonialists stopped.
- f. The Belgian colonialists used divide and rule system of administration.

Even if Rwandans welcomed the colonialists, time came when King Musinga opposed them. He refused to cooperate with the Belgians and this forced the Belgian administrators to overthrow him.

Some reasons for King Musinga's resistance to colonial rule.

Given below are some of the reasons why King Yuhi V Musinga resisted colonial rule.

- The Belgians abolished traditional cult which annoyed King Musinga.
- The Belgians abolished the worshipping of small gods which annoyed the King.
- The King was not allowed to appoint new Chiefs.
- The Missionaries did not respect the King.
- The King refused to be Baptized which annoyed the Belgians.
- The Belgian administrators introduced divide and rule policy which annoyed King Musinga.

Reasons for the deposition of King Yuhi V Musinga

- King Musinga refused to be Baptized
- He opposed the missionary activities
- King Musinga opposed the activities of colonial administration

-King Musinga was replaced by his son King Mutara III Rudahigwa, Charles. Musinga later died in 1944

Impacts of Musinga's resistance to colonial rule



King Musinga

- Musinga was removed from power.
- As a punishment, King Musinga was forced to resign on 12th/ 11/1931 and replaced by his son King Mutara III Rudahigwa.
- Musinga was exiled to Kamembe and later to Moba in the Democratic Republic of Congo(DRC) where he died from in 1944.



Activity 10.3

1. In which year did King Yuhi Musinga die?
2. Why did the Belgians exile King Musinga from his Kingdom?
3. Which King succeeded King Musinga?

10.6 The influence of foreigners in Rwanda

Foreigners were people who came to Rwanda from other countries.

They started coming to Rwanda in the 19 century. That is when they developed contact with Rwanda and other African countries.

Reasons for the coming of foreigners in Africa (Rwanda)

The foreigners wanted to:

- Find the source of the River Nile.
- Learn more about the physical features of Africa.
- Spread Christianity.
- Teach people how to read and write.
- Promote legitimate trade.
- Invest their surplus capital.
- Find a market for their goods.
- Get raw materials for their home industries.

There were four groups of foreigners who came to Rwanda at different times and for different reasons. They included: **Explorers, Missionaries, European traders and administrators/colonialists**

1. Explorers

An explorer is a person who leaves his or her country to go and discover other areas.

The explorers who came to Rwanda were Oscar Bauman and Adolf Von Gotzen.



Oscar Bauman



Adolf Von Gotzen

Problems faced by the Explorers

Explorers were faced with a number of problems in African countries such as:

- Wild animals which could attack them.
- Poor transport due to thick forests and waterfalls.
- Danger from hostile tribes like the Maasai and Nandi in Kenya.
- Tropical diseases like malaria and sleeping sickness.
- Shortage of food and medicine.
- Language barriers since they could not communicate in local languages.

2. Missionaries

A missionary is a person who moves to a foreign land to spread the word of God. There were different groups of missionaries who came to Rwanda.

The Roman Catholics were the first group of missionaries to come to Rwanda.

The Roman Catholics came to Rwanda in 1900 under the leadership of Bishop John Joseph Hirth from France. He tried to develop a relationship with King Yuhi Musinga in order to allow him to build the Catholic missions.

The first Catholic mission was built at Save, Gisagara district southern province in 1900 with a thatched structure but it was later replaced by a brick building.

Later in 1901, Zaza catholic mission was built in Ngoma District of the Eastern and Nyundo catholic mission in Rubavu District of the western province were among others.

The Church Missionary Society (CMS) were the second group of missionaries to come to Rwanda.

They were the protestant missionaries from England under the leadership of Bishop Johnson and Bishop Alloys.

In 1930s, a Revival began in Gahini the first Anglican mission which became one of the most important movements of spiritual renewal throughout East African Protestantism.

Reasons for the coming of Missionaries to Rwanda



A Christian Missionary alongside Rwanda Christians

Reasons for the coming of Missionaries to Rwanda are:

- Spread Christianity.
- Teach people how to read and write.
- Spread western civilization.
- Stop the slave trade.

Achievements of Missionaries

The coming of missionaries to African country like Rwanda had both a positive and negative effects.

Positive effects: These were good things done by missionaries. They include the following:

- Spread Christianity.
- Stopped the slave trade.
- Built schools. For example. G.S Astrida, Seminaries...
- Introduced formal education.
- Built hospitals. For example, Kigeme and Shyira Hospitals by the Anglican Church, Kabgayi and Mibilizi hospitals by the Catholics
- Built Churches. For example, Church of Nyanza, Gahini, Gitwe
- Introduced the first newspaper called Kinyamateka
- Introduced new style of building in Rwanda



A Catholic Church at Kabgayi built by Missionaries

Negative effects

Some negative results were:

- They weekend African culture.
- They caused divisionism based on religions and ethnic groups.
- They prepared the way for colonization and loss of independence.



Activity 10.4

Identify the positive and negative achievements of missionaries in Rwanda.

Problems faced by the Missionaries in Africa

The missionaries faced many problems and difficulties while spreading Christianity.

- Tropical diseases like malaria
- They lacked enough money to run their activities
- They were attacked by wild animals like lions
- Poor climate (very cold and hot areas)
- Lack of easy means of transport
- Language barrier

3. Traders

European trading companies were the third group to come to Rwanda. They were called traders and they came to Rwanda due to the following reasons:

- To carry out legitimate trade.
- To invest surplus capital.
- To find raw materials for their industries

- To prepare for future colonization

In order to do their work very well, they had to form trading companies.

In 1897 Carl Peters established a trading company in Rwanda called the **Germany East African Company (GEACo)**.

Trade Items included minerals, animals and animal skins.



Carl Peters

4. Colonialists

- A colonialist is a person who helps his / her country to take over control of another country. Gustav Von Götzen arrived in Rwanda in 1894 and he was the first Governor General of German East Africa.
- Captain Ramsay arrived in Rwanda on March 20th, 1897. Captain Ramsay gave King Musinga a German flag as a sign of German authority over Rwanda.
- Richard Kandt was the first civilian Resident of Rwanda in 1908
- Governor General Charles Voisin was a Belgian colonial administrator. He was vice governor general of Rwanda-Urundi. He deposed the King Yuhi V Musinga on November 12th, 1931.
- George Mortehan was a Belgian colonial administrator. He served as Resident of Rwanda for four terms between 1919 and 1929.

A colonial power is a country which rules another country.

Oscar Bauman was the first European administrator in Rwanda, received by King Kigeli IV Rwabugiri on 4 May 1894.

10.7 Rwanda's road to colonialism

A country is independent if it is not under the control of another country.

Rwanda was given to Germany by the Berlin Conference of 1884 -1885.

It was called Berlin Conference because it was held in Berlin the Capital City of Germany. The Berlin conference aimed at allowing all European countries to get land in Africa. It was chaired by the Germany chancellor Otto von Bismarck.



Otto Von Bismarck

The European countries which attended the conference included Germany Portugal, Belgium, France, Spain and Britain.

Resolutions made at the Berlin conference

- All European countries were encouraged to get land in Africa.
- Once a country was colonized, it was not allowed to be taken over by another country.

Rwanda as a German territory (1897-1916)

Rwanda became a Germany colony in 1897 when Captain Ramsay gave a German flag to King Yuhi V Musinga.

From 1898 Rwanda was occupied by Germany and became a province of German East Africa.

In 1914, World War I started and ended in 1918. In 1918, German was defeated by big powers, she lost the countries she had colonized in Africa including Rwanda. Rwanda was given to Belgium as a mandated territory by the League of Nations. That is how Rwanda became a Belgian colony up to July 1st, 1962 when she got her independence.

King Rudahigwa's reforms

Mutara III Charles Rudahigwa became the king of Rwanda in 1931. During his rule, he made many changes to the country.



King Mutara III Rudahigwa Charles

King Mutara Rudahigwa Charles

- He stopped the **Ubuhake** and **Uburetwa** systems. *Ubuhake* was an agreement between the owner of cattle (Shebuja) and a person who wished to get cow and worked for a given period of time (Umugaragu). *Uburetwa* was forced labour.
- He asked for independence of Rwanda in 1954
- He requested the Belgians to remove social classes in identity cards.

King Mutara III Rudahigwa died on 25th July, 1959 in Bujumbura, the capital of Burundi.

Rudahigwa is considered as Rwandan hero after he struggled actively for the unity of Rwandans.

His half-brother, **Kigeli V Jean Baptiste Ndahindurwa** became the new King when King Mutara III Rudahigwa died.



Activity 10.5

1. Discuss the systems of Ubuhake and Uburetwa.
2. In which year did King Mutara III Rudahigwa Charles die?
3. Which king replaced Mutara III Rudahigwa Charles?

The before independence of Rwanda

Those political parties were:

1. Movement Social Muhutu (MSM)

The Hutu Social Movement was formed in 1957 by Gitera Habyalimana and became a political party in 1958.

2. Association Pour la Promotion Sociale de la Masse/ Association for the Social Promotion of the Masses (APROSOMA)

The party was formed by Joseph Gitera Habyarimana in 1957 and became a Political party on February 15, 1959.

3. Union Nationale Rwandaise/ National Union of Rwanda (UNAR)

UNAR was formed in 1959. It was supporting the monarchy. The leader of UNAR was François Rukeba. He wanted immediate independence for Rwanda.

4. Rassemblement Democratique Rwandais/ Rwandese Democratic Union Party (RADER)

RADER Party formed by the Chief Prosper Bwanakwiri, in 1959. It was largely supported by the Belgian Colonisers.

5. Partidu Mouvement pour l'Emancipation Hutu/Movement for the Emancipation of the Hutu (PARMEHUTU).

PARMEHUTU was formed on October 1959. It officially became a party on the 18th October 1959. The leader of the party was Grégoire Kayibanda.

Reasons for the formation of political parties

Political parties were formed to:

- Open ways for independence.
- Contribute resources during the struggle for independence.
- Sponsor/support candidates during the struggle for independence.
- Provide leadership during the struggle for independence.

By November 1959, the political struggle turned into political chaos among parties resulting in exile of the Tutsis to neighbouring countries.

10.8 Independence of Rwanda

An independent country is a country which is free from colonial rule. Rwanda gained Independence on 1 July 1962.

The factors for independence of Rwanda:

- People were mistreated and exploited by the Belgians.
- The Belgians were forcing Rwandans to grow cash crops for their home industries.
- Rwandans had developed patriotism.
- Educated Rwandans were now able to rule their own country
- Rwandans were tired of colonial rule
- Rwandan experience from the first World war. They were no longer fearing colonialists.
- Early independence of some African countries like Ghana encouraged Rwandans to ask for their independence.

Rwanda gained independence on 1 July 1962 and Greogoire Kayibanda became the first President of the Republic of Rwanda.



Activity 10.6

1. Who was the first President of the Republic of Rwanda?
2. Which political parties were formed before the independence of Rwanda?
3. When did Rwanda get her Independence?

10.9 The government of Rwanda

A government is a group of people ruling a country.

A good government is important for promoting peace, unity and development.

Types of Government in Rwanda

There are two systems of government in Rwanda:

Constitutional government

This is the type of government which operates under the guidance of a constitution

A constitution is a set of law which is used to govern a country. it helps to determine the nature, functions and limits of the government.

Democratic government

This is the type of government in which people are allowed to elect of their leaders.

Organs of the government

There are three main organs of government

- i. Executive.
- ii. Legislature/Parliament.
- iii. Judiciary.

i. Executive

This the branch or organ of the government which implements laws.

It consists of the:

- President of the republic
- Prime Minister
- Cabinet Ministers
- Civil servants.

The Executive is headed by the President of the Republic.

The president

- The president is the commander in chief of armed forces and also the chairperson of the council of ministers.

Functions of the Executive

The Executive performs the following functions/ duties.

- Implements laws.
- Collects and spends revenue.
- Protect people and their property.
- Implements government policies.
- Maintains law and order.



Activity 10.7

1. What is a government?
2. Name the three organs of the government.
3. Who is the current president of the Republic of Rwanda?
4. Which ministry is responsible for
 - a. Education
 - b Security
 - c. Infrastructure

ii. Legislature

The Legislature is the branch of the government that makes laws.

The legislature is divided into two chambers:

- **The upper chamber** is called the **Senate** and is made up of 26 members.
- **The lower chamber** is called the **Chamber of deputies** and is made up of 80 members.



The Rwandan Parliament in session

Functions of the Legislature

The Legislature performs the following functions.

- Makes laws
- Approves the National budget
- Checks the powers of the Executive
- Amends laws
- Keeps a check on how the government spends public money

The following are some of the responsibilities and duties of the government.

- Ensure that the rule of law is respected.
- Protect the rights of citizens.
- Uphold the Constitution.
- Protect citizens and their property.
- Ensure peace and security.
- Promote social services.
- Pay civil servants.



Activity 10.9

1. Discuss the duties of the government.
2. What can an individual be asked to contribute to the development of a country?



End unit assessment 10

1. Define colonialism.
2. Name the two European countries that colonized Rwanda.
3. Name the three groups of foreigners who came to Rwanda in the 19th century.
4. Give three reasons why missionaries came to Rwanda.
5. Give any two reasons why Rwandans resisted colonialism.
6. When did Rwanda get her Independence?
7. What is a government?

8. Match the following organs of the government with their duties.

Organ of the government	Duty
i) Executive	a) Interprets and enforces law
ii) Judiciary	b) Makes laws
iii) Legislature	c) Implement laws

9. Name the three positive effects of missionaries in Rwanda.
10. Give a reason why Rwanda, Tanzania and Burundi were taken away from Germany.
11. Identify two countries in Africa that were not colonised.
12. Who was the first European explorer to come to Rwanda?
13. Which king of Rwanda died in Bujumbura Burundi in 1896?
14. What do you understand by the following terms?
15. Colony
16. Protectorate.
17. Why is King Mutara III Rudahigwa still remembered in the history of Rwanda?



End of year assessment

Sample test Paper 1

1. How many provinces are there in Rwanda?
2. How many districts are there in Rwanda?
3. How many sectors are there in Rwanda?
4. Can you tell the provinces boarder Kigali province?
5. Draw a compass and name compass directions on it.
6. Which countries boarder Rwanda to the North, South, East and West?
7. Give five examples of human rights.
8. Name any three organizations that protect human rights in Rwanda.
9. Give four consequences of disharmony in your province.
10. Write any four importance of keeping our provinces clean.
11. Give four examples of how we can keep personal hygiene.
12. Write any four symptoms of HIV/AIDS.
13. Give any three examples of sexually transmitted diseases.
14. Give any four symptoms of Tuberculosis.
15. Give any three examples of National Symbols.
16. Give a reason why the Rwandan National Flag may be raised at half-mast.
17. What is a constitution?
18. What is a budget?
19. Why should we save money?
20. Write four examples of social services in your province.

Sample test paper 2

1. Give four examples of important places in your province.
2. What is environment?
3. Write three ways in which we can protect our environment.
4. What is climate?
5. Give four examples of weather instruments.
6. What are the causes of population growth?
7. What is population density?
8. Mention four examples of means of transport.
9. List four means of communication.
10. (a) Who colonized Rwanda?
(b) When did Rwanda get independence?
11. List five political parties that were in Rwanda before independence.
12. Explain what a constitutional government is.
13. List organs of the government of Rwanda.
14. a. Give two chambers of the legislature.
b. How many members compose each chamber?
15. Give three examples of services that are given to the people by the government.
16. a. What is name of the highest court in the Republic of Rwanda?
b. What is the title of a person who heads the highest court in Rwanda?

Glossery

Administration: The management of any office or business

A forestation: The planting of trees where they never existed.

Agro-forestry: The growing of trees together with crops.

Air field: A small ground set aside for the plane to land and take off.

Airport: A place where planes land and take off.

Apologise: To ask for forgiveness.

Bank: A social service center that provides financial transactions and services to its customers.

Basic needs: The most essential goods or services to make us live well.

Barometer: A weather instrument used to measure air pressure.

Boarder: A line separating two political or geographical areas, especially countries.

Bridge: A structure carrying a road, a cross a river, road, railroad or other obstacle.

Climate: The weather condition of an area recorded over a long period of time.

Colony: A country taken over and owned by another powerful country.

Compass: An instrument used to show direction.

Communication: The sending and receiving of messages

Community: A group of people living and working together.

Complementarity: The act of working together to achieve a common goal.

Conference: A big meeting which discusses important issues.

Currency: Money which belongs to a particular country.

Deforestation: Cutting down of trees in a large number.

Democracy: Power of the people for the people by the people.

Destroy: Put an end to the existence of something by damaging or attacking it.

Disharmony: A situation where two or more people are not in good terms.

Disobey: To not do what someone with authority tells you to do.

Education: The process or art of imparting knowledge, skills and judgement.

Element: A part of something especially one that is essential.

Extreme: Reaching a high or the highest degree.

Environment? Everything around us.

Election: The act or process of choosing someone for a public office by voting.

Christian Religious Studies

Part 2

UNIT 1

Notion of the Bible

Key unit competence: The learner will be able to exhibit the positive practical values in the society based on the Biblical truth.

Introductory activity 1

Read the following Biblical texts, and then respond to the related questions:

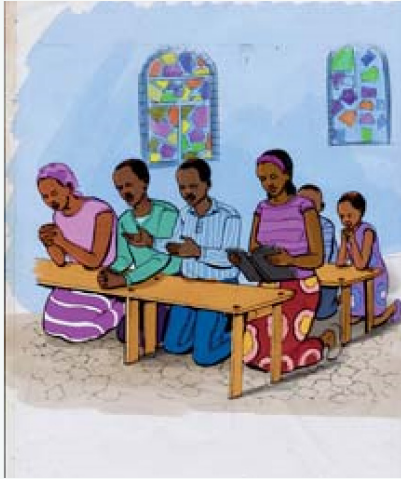
The second letter of Paul says "All scripture is inspired by God" 2 Timothy 3:16. The one of Peter says too "No prophecy was ever made by an act of human will but men stimulated by the Holy Spirit spoke from God" (2 Peter 1:21).

1. From the facts in texts above, what are other evidences you know about the truth of the Bible?
2. Basing on references and texts above, we confirm the Bible to contain many books: letters and prophets. Looking at their historical content and link between them, how can you classify the books of the Bible?
3. The Bible contains beliefs, moral behaviors and other teachings. How those contents regulate human life?
4. What do you understand by the word "Bible"?

Activity 10.1

1. According to you what are differences between the Bible and other books?
2. How the Bible was written?

1.1 Meaning of the Bible

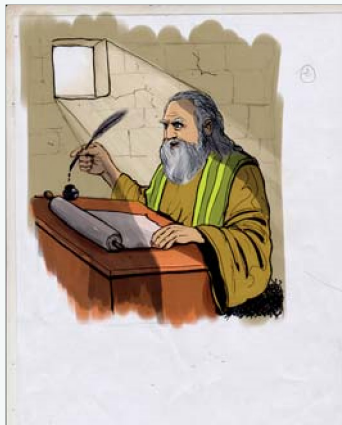


Reading the Bible in a prayer

- **Definition of the Bible**

The Bible is a set of books of Word of God composed by the Old Testament and the New Testament. It is therefore a collection of many books considered as one book by excellence.

- **Authorship of the Bible**



A Sacred Author

The authorship of the Bible refers to **its origin** and **its writing**, then **to whom the Bible is belonging**. The Bible is a proper Word of God written not by ordinary authors but by sacred authors called by God. **They wrote**

History between God and people and it is also mean of education: story of creation and fall of man (Genesis1-3); laws and norms of life (Exodus 20-23); divine callings; men's reactions like praises, thanksgivings, interrogations; preparation and accomplishment of human Salvation.

Into the Bible, God speaks to man. He renewed and communicated His plan of Salvation when He firstly called Abraham. He concluded promises with him (Genesis12:1-5; 15:1-21). To save all humanity, God then chose Israel and both sides expressed their relationship in term of **Alliance** (Exodus 24: 1-8)

- **Bible word of God and human word**

In creation God worked by His Word (Genesis 1:3-25). Into the Bible, God talked to man so the **authors appear as witnesses or messengers of God:**

The Bible is a divine word because it is inspired word of God: God breathed the content of the Bible into mind of sacred authors. These last wrote it under guidance of the spirit of God. The Bible is then, not a divine dictation but a divine inspiration.

The Bible is human word of God because it was written by men: The message inspired by God was written in different periods, mentality, languages, and cultures. But they never changed the message and the purpose of God.

Terms to keep in mind

Alliance: This is the eternal and unbreakable agreement. It can be also called Covenant.

Testament: means Alliance.

Torah: means Law. It biblically refers to the five books of law attributed to Moses.

Pentateuch: means the five books of Moses.



Application activity 1.1

The Bible is a library. Explain

1. The writers of the Bible are called sacred authors. Explain?
2. What do you understand by the Bible?

1.2 Major parts of the Bible



Learning activity 1.2

During the Exodus from Egyptian slavery, God concluded the Alliance with His people at Mount Sinai. God promised to be God protector while people promised to be obedient people. The sign of that alliance was the ten Commandments. When Jesus came He renewed it and He gave the new sign: to offer His body and blood.

1. Do you know any books related to the Alliance at Sinai and the ones related to the new alliance? Have all Christian denominations been using the same Bible? Explain.

Although the Bible is considered as one, it is formed by many books grouped into two parts such as the Old Testament and the New Testament.

The Old Testament

The Old Testament or Old Covenant deals with **The relationship between God and his chosen people** Israel. It is formed by all

books about **Preparation of human salvation**. After the fall of man, God called Abraham, made him a nation, He liberated his descendants from Egyptian slavery, concluded the Alliance at Mount Sinai, giving the Promised Land. Christians give the name Old Testament to differentiate it from the New Testament established by Jesus Christ. The Catholic Old Testament is composed of **46 books** while the Old Testament from the Protestant Bible has **39 books**.

The new testament

The New Testament is about **27 books** that talk about **the fulfilment of human salvation through the death and resurrection of Jesus Christ**. The sign of the Old Alliance is the **Sign of Ten commandments given at Mt Sinai** (Exodus 20:1-17) while the sign of the New Alliance becomes the holy Sacrifice: **Offering body and blood of Jesus Christ**.

Jesus summarizes the commandments in **love and we are no longer slaves of laws** (Romans 6:8). Christ became the final mean of God's revelation (John 1:18). In Jesus God proved his deepest love (John 3:16). The New Testament develops the process within **human salvation reached its fulfilment**: conception of savior, birth, growth, teachings, miracles, suffering death and resurrection. The books of the New Testament are grouped as following:

Gospels: Good News (formed by 4 books that account the fulfilment of Salvation: Matthew, Mark, Luke and John).

Acts of Apostles: 1 book written by Luke to testify the birth of the Church (Pentecost) and the expansion of Good News.

Epistles or Letters: 21 letters written by Paul (13 letters), 1 letter to Hebrew, 2 letters of Peter, 3 letters of John, 1 letter of Jude and 1 letter of James. The main message of letters was to create unity of believers, call to leave idols, encouragement to

faith, peaceful life and respect between leaders and believers call to sharing, to work, to be aware of wrong teachings.

Apocalypse: 1 book written by John Apostle. It is also called "book of Revelation" aiming at strengthening faith and hope of Christians exposed to persecution.



Application activity 1.2

What are the main parts of the Bible? Explain the relationship between them.

1. Precise the number of books for each main part of both holy Bible and protestant Bible.
2. Identify at least five books linked to the Old Alliance
3. Mention the names of evangelists
4. How are the commandments of God important for you at school and at home?

1.3 Structure of the Old Testament



Learning activity 1.3

The laws of the countries are many and are grouped according to the domain. Some are civil laws and penal laws. The all laws are based on one Constitution. The Bible also is one with many books written by different authors with different style of writing. The topics are also different, for example: The Law of Moses; history of Israelites' life after they reached their Promised Land; poems that praise God or wise writings about human life and the prophecy.

Do you know any books that fit in one of the topics above? Identify them.

The Old Testament is an expression of a covenant between God and His people. It is a whole history about preparation of salvation.

1.3.1 Formation of the Old Testament

The Hebrew Bible (Only Old Testament) consists of 3 main parts:

Torah: 5 books of **law** of Moses that occupy the first place in Jewish life.

Nevi'im that means **Prophets**: book of Joshua, Judges, Samuel and Kings.

Ketuvim that means **other writings**: Daniel, Ezra, Nehemiah, and Chronicles.

1.3.2 Structure of the Old Testament

The structure of the Old Testament varies according to the editions. All editions present first the five books of law called "Pentateuch".

In the 13th century after Christ, the Catholics structured the Bible into three collections:

- **Historical books** with two sub-collections: **Pentateuch** (Genesis,

Exodus, Leviticus, Number and Deuteronomy). **Others** (Joshua, Judges, Ruth, Samuel, Kings, Chronicles, Ezra, Nehemiah, Tobit, Judith, Esther, and Maccabees.

Didactic books: job, Psalms, Proverbs, Quohélet (Ecclesiastes), Song of Songs, Wisdom and Sirach (Ecclesiasticus).

- **Prophetic books** with two sub collections:
 - **Major Prophets** (Isaiah, Jeremiah, Ezekiel and Daniel), and

– **Minor Prophets** (Hosea, Joel, Amos, Obadiah, Jonah, Micah, Nahum, Habakkuk, Zephaniah, Haggai, Zechariah, and Malachi).

The **actual Bible** has four collections **with 73** books for Catholic Bible and **66 books** for Protestant Bible as given below:

Four collections				
Bible	Torah or Pentateuch	Historical Books	Poetic and Wisdom books	Prophetic Books
Catholic Bible	Genesis, Exodus, Leviticus, Numbers Deuteronomy	Joshua, judges, Ruth, 1 Samuel, 2Samuel, 1Kings, 2Kings, 1Chronicles, 2 Chronicles, Ezra, Nehemiah, Tobit, Judith, Esther, 1Maccabees, 2 Maccabees	Job, psalms, proverb, Ecclesiastes, song of Songs, Wisdom, Sirach	3 Major Prophets (Isaiah, Jeremiah, Ezekiel) 15 books as minor prophets (Lamentations of Jeremiah, Baruch, Daniel, Hosea, Joel, Amos, Obadiah, Jonas, Micah, Nahum, Habakkuk, Zephaniah, Haggai, Zechariah, Malachi,

<p>Protestant Bible</p>		<p>Joshua, judges, Ruth, 1Samuel, 2Samuel, 1Kings, 2Kings, 1 Chronicles, 2Chronicles, Ezra, Nehemiah, Esther</p>	<p>Job, psalms, proverb, Ecclesiastes, song of Songs</p>	<p>3 Major Prophets (Isaiah, Jeremiah, Ezekiel) 14 books as minor prophets (Lamentations of Jeremiah, Daniel, Hosea, Joel, Amos, Obadiah, Jonas, Micah, Nahum, Habakkuk, Zephaniah, Haggai, Zechariah, Malachi,</p>
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Seven books are not accepted by Protestants because for them **their origin is hidden and their message is not clear**: this is the origin of their name **Apocrypha**. These are: Tobit, Judith, 1Maccabees, 2Maccabees, Wisdom, Sirach and Baruch. But the Ecumenical Bible (common Bible for Protestants and Catholics) contains all 73 books.



Application activity 1.3

What are the main parts of the Jewish Bible?

1. Show the groups of the Old Testament and precise the number of books for each group of the Catholic Bible and Protestant Bible.
2. Give the names of books which are in Catholic Bible but are not in the Protestant Bible
3. What at least 4 values we get from the Old Testament?

1.4 Authenticity of the Bible



Learning activity 1.4

The Bible still stays the most popular and successful book in history. It is also the most criticized and questioned about the truth of its content: some judge it to be a collection of stories and myths. Others ask themselves if they can trust it completely. The remaining ones trust the content of the Bible. What is your position? Explain.

1.4.1 What is authenticity?

Ordinarily, authenticity is a quality of being real or true and genuine.

All Scripture is God breathed and is useful for teaching, reproving, correcting and training in righteousness, so that the man of God may be thoroughly equipped for every good work (2Timothy 3:16-17).

The authenticity of the Bible deals with the accuracy, truth, genuineness or reality as the Word of God. The authenticity

and authority of the Bible are talked together because authority deals with the right power, true doctrines and commands from the Bible to guide human beliefs and behaviors.

The Bible is **authentic/True** in its double authorship. First, the different books are authentic because they show and appreciate all the human authority that is certainly delivered by their respective authors. Second, they possess a higher authenticity, because of divine authorship: God advance His supernatural authority which makes them the inspired word of God.

1.4.2. Evidences for the truth of the Bible

1. Physical evidence

We have **copies of the manuscripts** and through history these copies show that the Bible has been transmitted accurately. The Old Testament and New Testament records are incredibly true and accurate.

2. The coherence and consistence of Biblical message

This evidence is called also internal evidence. Although the Bible was written over many centuries by different writers and cultures, it presents a logical theology, worldview, moral norms, and beliefs and religious guidelines. There is **no contradiction within the Bible.**



Jesus' Sermon

The four Evangelists present a true record of the life and ministry of Jesus. Jesus Himself supports the truth and the relationship between both Old and New Testament (Matthew 22:35-39), that leads the Bible to be trusted.



Application activity 1.4

1. What does the authenticity of the Bible talk about?
2. Identify the evidences of the truth of the Bible.
3. Explain how the truth of the Bible especially the New Testament is known by history of the world.

1.5. Basic elements of the Bible



Learning activity 1.5

The Bible contains many themes: Creation, sin and its consequences, the virtues and vices, the prophecy and the human Salvation:

1. How can you describe the human spiritual life of before and after sin?
2. How do you prove the growth of sin in Human kind from Adam and Eve?
3. Did you understand talking about Prophets Mention five among biblical prophets you know?
4. Biblically, what do you know about the accomplishment of human Salvation?

1.5.1 Salvation/Redemption in the Bible

Redemption is a deliverance **from sin, evil and eternal death**, through the process of Incarnation, suffering, **Death and resurrection of Jesus Christ for human salvation**. So Jesus Christ re paid and covered the consequences of our sins. God took initiative to restore the broken relationship. He would not let the human race suffering. God called them Abraham and communicated to him His plan of Salvation. God concluded promises to Abraham: The Land, a nation from righteous descendants and blessings that would lead to salvation. All the human being would enjoy God's blessing through Abraham (Genesis 12:3).

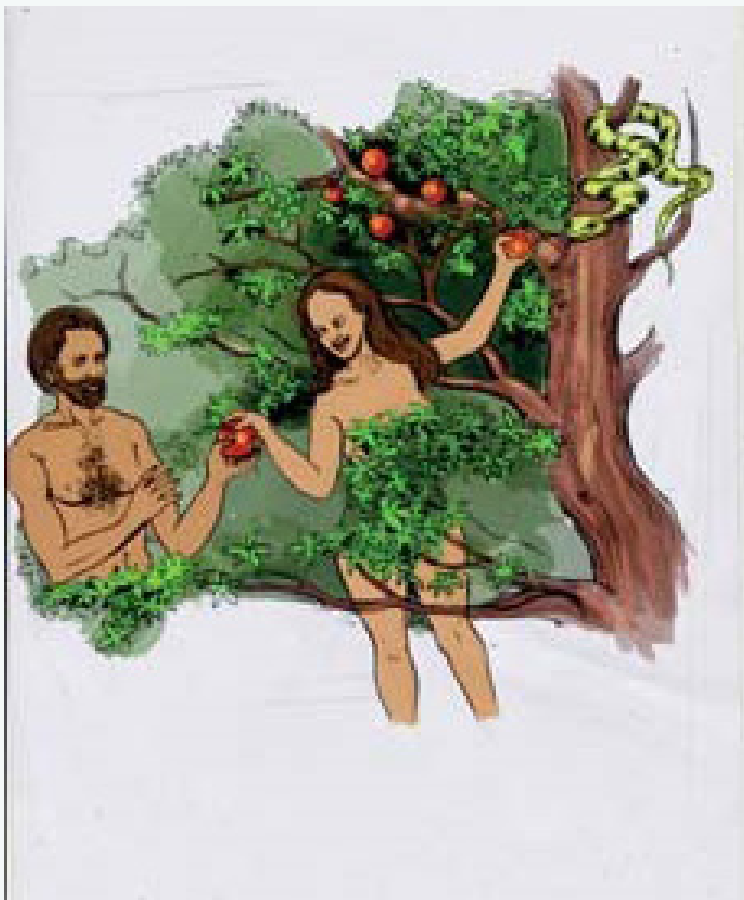
The salvation was **fulfilled not in Isaac the unique son of Abraham and Sarah but in Jesus Christ the unique son of God**.



Jesus on the cross

- Jesus proclaim to be sent by the Spirit of God to bring happiness to the poor, liberty to captives, recovery of sight to the blinds...today this Scriptures passage is fulfilled in your hearing (Luke 4:18-19; Is 61:121).
- For God has not destined us for wrath, but for obtaining Salvation through our Lord Jesus Christ (1Th5:9).
- He said also "Today Salvation has come to this house because he, too, is a Son of Abraham (Luke 19:9).
- The sacred writings are able to give the wisdom that leads to salvation through faith which is in Jesus Christ (2Tm3:15).
- Jesus Himself expressed "It finished" (John 19:30).

1.5.2. The sin in the Bible



Disobedience of Adam and Eve

Definition of sin

Sin refers to the conscient disobedience, disregard, and deviation from divine laws. Before sin man was in perfect relationship with God. The sin entered in human nature when the first men made a bad choice: to do which is wrong/bad. Eden garden symbolizes happiness. The tree of knowledge and of life is symbolic (Genesis 3:22-23). It represents good and evil. To choose the tree of knowledge is to disobey God's command, refusing to be human, wanting to be like God, then to choose death. The choice of the tree of life symbolizes obedience.

Original sin and the growth of sin in the world



Adam and Eve after Cain murdered Abel the Flood the Babel tower disobeying God

Original sin refers to the **sin of Adam and Eva**. It is the sin of our first parents who became weak in front of devil. This original weakness affects human nature. Everybody is born with his/her weakness or original sin. This is the reason why Christian baptism is necessary as a new creation (2Corinthians 5:5: John3:5)

As great effect, the perseverance in sin and refusing the mercy of God **leads to eternal death** while **obedience leads to righteous then to eternal life** (Romans 5:18-19, Romans 6:16 and Romans 6:23). The Old Testament shows the growth of sin in the world and the correspondent effects:

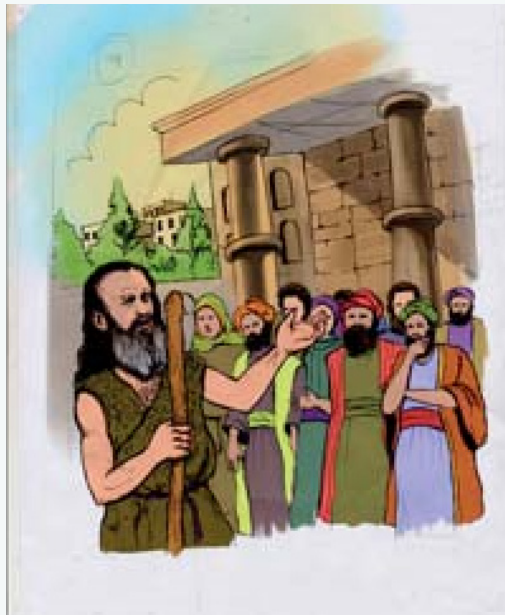
Sin	Its effects
Disobedience of Adam and Eve	To be chased from Eden garden (losing happiness Genesis 3:16)
Jealousy of Cain and assassination of Abel (Genesis 4:8)	The curse of the soil...
Immorality of people from Sodom and Gomora	The flood as symbol of purification of the world

Lack of humility of Babel people

Confusion of languages (God hates negative solidarity (Genesis 11:7))

1.5.3. The prophecy in the Bible

The biblical prophecy is the passages that contain God's communications to human beings through prophets. Theistic religions consider the biblical prophets to have received God's revelation. Israelites reached the Promised Land (Canaan) in 1210 BC. The time of enjoying their wealth, their power and prosperity came in 750 BC. They ignored the Alliance and they did not care about their neighboring enemies. God then decided to send Prophets to educate them.



Divine Prophet in a village

Privileges of the prophets.

The following are the special prophets' performances among other people:

To perform miracles: Elijah stepped up oil of a poor woman (2Kings 4:1-14);

The prediction: The foretold signs must be accomplished in near time: Ezekiel foretold how the king of Israel and his people would be caught by Babylonians and go into exiles as captives where the king will die (Ezekiel 12: 10-13);

The messianic time: Micah foretold that Messiah would be born in Bethlehem.

Elements of the Biblical prophecies

Morality and religion remind the covenant and ethical values (Amos 5:3-7);

Punishment for immorality: observance is then necessary (Isaiah 9:8-20; 10:1-4, Jeremiah 23:1-2);

Mercifulness of God: the anger of God is not permanent.

Punishment would end (Isaiah 12:1-2);

To height messianic hope: (Isaiah 66:12-16).

1.5.4. Right and wrong in the Bible

Wrong and evil refer to what is not morally good. The Bible, especially the Old Testament talks about wrong in term of sin linked with its effects: suffering and death.

- Isolation of the human race from God (Genesis 3:8); Shameful condition, pain and suffering after sin (Genesis 3:10-16);
- Sin leads to death (Genesis 3:19);
- Saint Paul confirms death as consequence of sin (Romans 5:12)
- Sin brought instability into the world: earthquakes, floods, diseases (Romans 8:19-23).



Application activity 1.5

Highlight the impacts of sin as it was growing in the human nature.

1. Define a prophet and give the categories of prophets.
2. Biblically what characterized the prophets of God?
3. From model of Jesus Christ our redeemer/ Savior. How can you live with your classmates and neighbors?

1.6. Authority of the Bible



Learning activity 1.6

Read about my school routines and then respond to the questions that follow:

We arrive at school early morning. We gather in front of classroom and we listen the authority's instructions. We enter in our respective classrooms and we start learning with our teachers. We succeed well because we trust and follow our authorities' advices.

1. Why do you call your leaders authority?
2. Find the importance of authoritative advice.
3. How do you see the Bible as an authoritative book?
4. How do you behave under the authority of the Bible?

1.6.1. Meaning of the term authority

Simply, **authority** itself means **the right or power to command** action, duty, or to determine belief or custom, expecting obedience from those under authority, and in turn giving responsible account for the claim to right or power. It can also

mean a person or organization having administrative power and control.

1.6.2. Use of the term authority in the Bible

Biblically, original, right and ultimate authority belongs to God. The concept of authority appears few times in the Old Testament. It is used mainly in the New Testament in sense of exercising, executing or implementing the given right power; for example, Matthew 28:18-20. It appears as:

1. **Freedom to decide:** Right and power to act without interruption. There is no authority except from God (Rom13:1). God has the right to structure the clay as he wishes (Romans 9:21) and to set times and dates (Acts1:7). God gave Paul the right to preach the Gospel (1 Corinthians 9:18). Believers have the right to become children of God (John1:12), and they have freedom with respect to the law (1 Corinthians 8:9)
2. **Power, ability or capability to complete an action.** Jesus was given the authority to forgive sins (Matthew 9:6-8) and to drive out spirits (Mark6:7). Jesus gave seventy-two disciples the authority to crush on snakes and scorpions (Luke10:19). Simon wanted power to grant the Holy Spirit (Acts 8:19).
3. **Delegate authority:** it is a form of a warrant, license, or authorization to perform (Matthew 21:23; John 10:18; Acts 26:12; 2 Corinthians 10:8).
4. **Exercising authority in a domain:** God has established order of authority in the world:

God's order in three areas: at home (children are to obey parents (Ephesians 6:1-2). In Civil leadership (Citizens are

to submit to the governing authorities (1 Peter 2:13-14) and in the Church (The believer is obliged to obey those holding authority). But when an authoritative person inappropriately uses the authority; the inferior is free and really permitted to obey God rather than man (Acts 5:29).

The Biblical authority is clear from the beginning: God Himself created Genesis 1:1). The Bible declares the truth of God (John 3:33, 17:3, Roman 3:4, 1 Thessalonians 1:9), His right judgments (Roman 2:2, 3:7, Revelation 16:7 and 15:3), and the Truth of His knowledge (Romans 1:18, 25). Christ is the True light (John 1:9), He is full of truth (John 1:14); He is personally the Truth (John 14:6). The Gospel, or Christian faith is called the word of Truth (2 Corinthians 6:7, Ephesians 1:13, Colossians 1:5, 2 Timothy 2:15) and the Truth of Christ (2 Corinthians 11:10). The Church becomes then, the pillar and ground of the truth (1 Timothy 3:15).

Evidence of true authority of the Bible

Self- proclamation: All prophecies are God's inspiration (2 Peter 1:21);

Holy spirit: The Holy Spirit confirms the Bible to be Word of God (John 16:13);

Transformation ability: Word of God transforms (Hebrew 4:12; Romans 12:2);

Unity: There is no contradiction in messages of the Bible.



Application activity 1.6

What do you understand by biblical authority?

1. Explain God's biblical authority to all creatures.
2. As Christian, when can you refuse the ordered authority in your denomination?
3. How must children behave under parents' authority?

1.7. Importance of the Bible in the Christian life



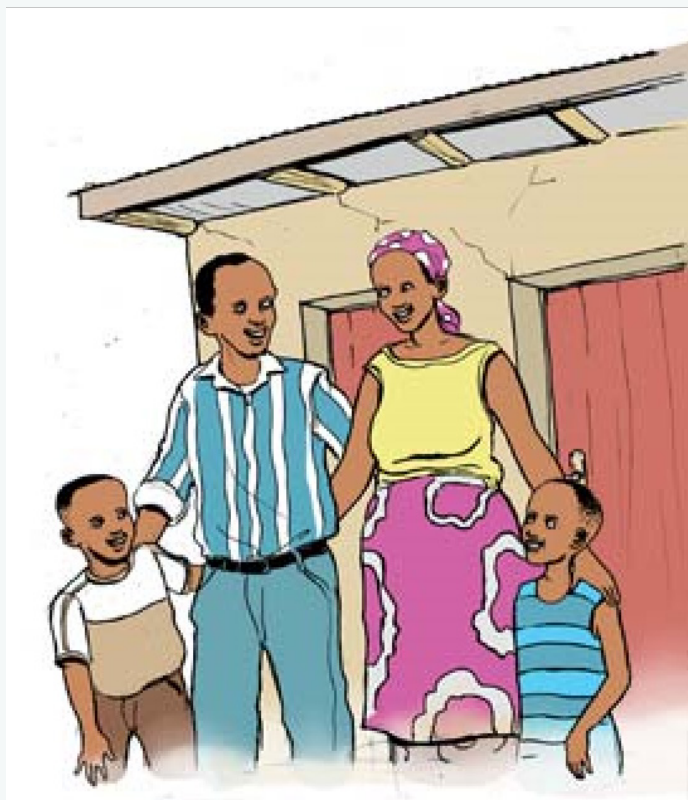
Learning activity 1.7

At school, in the Church and at home, we read and use different books: books of mathematics, sciences and technology, social studies, Kinyarwanda, the Bible, French, and English. Among the listed books above which is used at school, in the Church and at home at the same time? Does it have importance to the society in general? Explain.

1.7.1 Bible as source of God's revelation

- The Bible is one of divine revelation means: God's creation, His Word and His Son Jesus Christ (Dei Verbum 1: Revelation of God);
- It is source of education of Faith: the revealed Truth is deposited into the Bible. The Bible feeds our Faith. We read and believe the reality that we did not see.

1.7.2. Social importance of the Bible



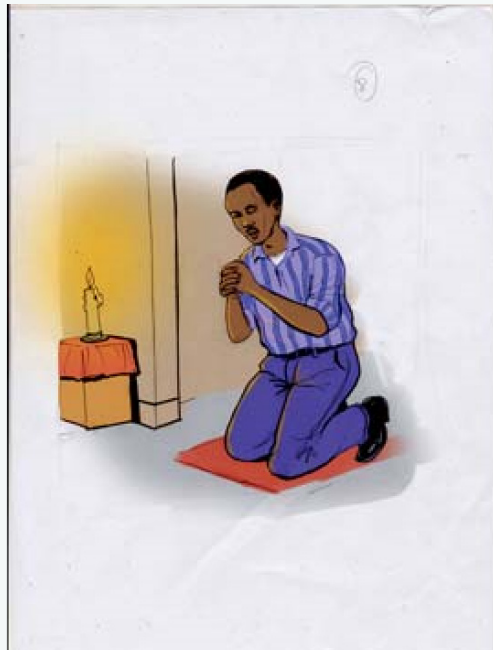
A peaceful family

- It highlights the guidelines for social relationship: solidarity, kindness and sharing (Luke 10:25-37), empathy (Romans 12:15, Matthew 7:12), peaceful life (Isaiah 32:17; 57:21; Matthew 5:9), tolerance and anger control (Ephesians 4:26-27), fellowship (Mark 12:31), social justice (Prophet Amos) etc.
- It is a book for teachers and students
- It is used by witnesses to affirm that they tell the truth (justice)
- It is used by leaders to take oaths of offices for commitment
- It orients political leaders (Romans 23:1; Exodus 9:16)

- It comforts soul in the society (Proverbs 3:5-6; Matthew 5:4)
- It makes inner-peace into people (Philippians 4:7)
- It is source of moralities and values: observe commandments of God, discipline, obedience, hardworking, courage, forgiveness, unity, control of language, etc. (Jeremiah 30:11; Deuteronomy 8:5; 1 Corinthians 11:32; Proverbs 6:23; Luke 11:28; 2 Thessalonians 3:8-10; Galatians 3:26, Exodus 14:13, Matthew 5:7, Romans 3:4).

1.7.3. Spritual importance of the Bible

As the Bible was written under the guidance of God's Spirit it mainly contains the spiritual and religious content:



A believer's prayer

- It is essential for spiritual growth: prayer in order to win the devil (Psalms 141:5), call for repentance (Joel 2:12-27), it highlights the fruits of the Spirit (Galatians 5:22-23), New heart and new spirit (Ezekiel 36:26).

- It comforts soul of sick people (John33:16) and height hope for eternal life.
- It calls us to be role model (Matthew 5:13).
- It is used in religious ceremonies.



Application activity 1.7

Mention the moral behaviors to be lived at school and at home as Christian pupils.

1. How can you live the value of empathy and kindness among your neighbors?
2. Explain the five spiritual importance of the Bible.

1.8. Assessment



End of unit assessment 1

1. Define the Bible.
2. What are the main parts of the Bible?
3. Identify two internal evidences of authenticity of the bible.
4. What does the three of knowledge and of life symbolize into the book of Genesis?
5. Mention tree internal evidences of Biblical authority.
6. Explain two effects of sin.
7. Distinguish former prophets from later ones.
8. Highlight 4 importance of the Bible for your at school.
9. Practically, how do you live biblical truth and values in the society?

UNIT 2

The first Christian Community

Key unit competence: A learner will be able to explain major events in the history of the primitive Church

Introductory activity 2

Mukamwiza and Munezero grew in an irreligious family. At 4 years old, they follow their neighbors to Sunday school. When they were back home, their parents became very nervous. However, they persevered and continued to be with the neighbors. After 4 years, they were baptized. The parents remained angry with their children. They also refused to serve them. Mukamwiza and Munezero decided to join the Christian family observing their good deeds. They were guided and grew better.

1. What kind was Mukamwiza and Munnezero's family?
2. How were they treated by their parent? Why?
3. What was their decision?
4. Have you ever been to Sunday School?
5. What did they teach you?

2.1. The meaning of the Pentecost



Learning activity 2.1

Observe the picture and answer to the questions that follow:

- a. What do you see?
- b. Where do you think it happened?
- c. What is Pentecost?

In the Old Testament, Pentecost was, for the Jews, the feast that occurred fifty days after Passover (Leviticus 23:15). They would celebrate the first fruits. The first harvests in the garden would be brought to the temple (Leviticus 16:10). They would offer them to the God. When the Holy Spirit came upon believers, it marked that Christians were then the new first fruits before God.

In the New Testament, the Pentecost is taken as **the day by which the Church took birth**. The Pentecost is a special day in Christianity. It was the **day which the Holy spirit was poured upon the disciples of Jesus**. The disciples of Jesus were filled with fear after his death but after received the Holy spirit, they went out to preach his resurrection to all nations.

'And when the day of Pentecost had come, they were all together in one place (Acts of Apostles 2: 1). The Pentecost is the Great feast for Christians. The Christian celebrate it on seventh Sunday after Easter. It commemorates the descent of the Holy Spirit spread to Jesus 'disciples. God fulfilled the promise that Jesus had made. This Holy Spirit strengthened the most their trust in God (Acts 3:16).

On the day of Pentecost, the Holy Spirit came upon waiting and praying disciples who gathered with others in the upper room. Pentecost meant **baptism with fire, God's power and Baptism in the spirit**. The speaking in tongue evidenced the power of the Holy Spirit. Acts 2:4 can be dedicated and committed to Christ.

The Holy Spirit came to dwell in the in their lives and they witnessed and performed many miracles. (Act. 3:1-7). They were commissioned to spread Good News of Jesus in all the world.

The day of Pentecost marked the day of Baptism in the Holy Spirit with the evidence of speaking in tongues, which Jesus had referred to **be born again** (John 3:3-7). This Baptism was the fulfillment of Jesus promises to the disciples to baptize in the name of the Father, the Son and the Holy Spirit.



Application activity 2.1

Observe the picture and answer the questions that follow:

1. What does Pentecost mean?
2. The Pentecost is a special day in Christianity. Explain why.
3. What did the Holy Spirit do?

2.2. The spiritual significance of the Pentecost for Christians



Learning activity 2.2

Read the following Biblical passages and answer the questions

- But the Fruit of the Spirit is love, joy, peace, long-suffering, gentleness, goodness and faith (Gal. 5:22).
- The spirit of truth has come, he will guide us to all truth and will show all things in the future (John 16:13).
- But the Comforter, which is the Holy spirit, whom the father will send in my name, shall teach you all things, and bring all things to your remembrance, whatsoever I have said to you (John 14:26).

Questions

1. What is the importance of the Holy Spirit in the 3 biblical passages?
2. Basing on your spiritual experience, discuss the role of the Holy Spirit in your life

Pentecost is significant in both Old and New Testaments. Pentecost is Actually the Greek name for a festival known in the Old Testament as the feast of weeks to the Lord (Leviticus 23,15; Deuteronomy 16, 9-10).

The Greek consider it as fifty and it refers to the fifty days that have elapsed since the wave offering of Passover. Joel's prophecy refers to the promise of the Holy Spirit that would be spread (Isaie: 2:2-4; Joel 2:28-32). **It was identified with the day of Pentecost by inspired apostles** (Acts2:16-17). It was achieved in Acts 2:3. From that day, the birth of the Church held place. The Pentecost was very significant to Christians.

- **Many people got baptized and converted into Christianity:** After hearing the disciples speaking in their own language and seeing them miracle of the Pentecost themselves, many people got baptized. For example, conversion of Cornelius looks like the spirit baptism.
- **Pentecost day marks the fullness of God's coming to the earth and interacting with humanity:** God the Father has always been there present in creation. Jesus came to the earth through incarnation to take away the sins of the world. And the Holy Spirit came to stay forever within our souls, a spirit of Truth, a counselor, a paraclete, and inner voice that Christians rely on for guidance and good deeds. Hence the Pentecost is testimony of the presence of **Holy Trinity**.
- **Pentecost poured the Holy spirit in the disciples is the spiritual energy:** It is the Holy spirit mobilized early Christian communities to work together and to share belongings and live a community life.
- **Pentecost marks the birth of the Christian Church:** The disciples were commissioned to go to preach the Good

News to all nations. So this is the great mission of the Church: Spreading Good News to the end of the world.

- **The Pentecost was the fulfillment of Jesus's promise:** Jesus promised his disciples that he will never leave them as orphans, he would send the Holy Spirit as a helper and a guide. Hence the Holy Spirit is present in all humans who obey God (Act: 5:32).

In summary, Pentecost is the **birth of the Church**. It shows **accomplishment of Jesus' promise**. It indicates the **source of power for the believers to testify all deeds of God** (Acts 2:22). The **Holy Spirit makes people change seriously their behaviour** (Act 9:17; 10:1).



Application activity 2.2

Discuss the spiritual significance of Pentecost for Jews and Christians.

1. What activities or attitudes that can testify the presence of the Holy Spirit in one's life?

2.3. Birth and mission of the Church



Learning activity 2.3

Go therefore and make disciples of all nations, baptize them in the name of the Father and of the Son and of the Holy Spirit, teaching them to observe what I have commanded you. And I shall be with you even to the end of the age" Matthew (28: 19-22).

1. Discuss the mission of Apostles contained in the passage?
2. What do you think is the mission of Christian believers to day?

The Christian Church started on the day of **Pentecost** when the **apostles received the Holy spirit** (Acts 2). Jerusalem (in Israel) became the greatest center of Christianity within Palestine (30-44 AD). The Apostles Peter and John became the great leaders of the church (Acts 3:1ff).

2.3.1 The mission Church

The Christian community is called **the Church**. It comes from a Greek Word Ecclesia meaning “**those who were called out**”. They were called from the old life into the new community. The life of the first Christian Churches is described in (Acts: 2:44-47). **All who believed were together and shared all things in common, sold their possession and goods and distributed to them as any had need.**

The first mission of the Christian Church is to **spread the Good News to all nations**. This means the proclamation of God's saving power to the whole world. Hence proclaiming the coming of the Kingdom of God.

The church is Christ because He is the founder. Jesus said “ *I will build my church*” (Matthew 28:18). Jesus built it and stayed the **Head** of the **Church** (Ephesians 1:22; 4:15).

-. After his death and resurrection, he commanded them “*Go therefore and make disciples of all nations, baptizing them in the name of the Father and the Son and the Holy Spirit. Teaching them to observe all that I commanded you; and so, I am with you always, even to the end of the age*” (Mathew 28:19-20).

Jesus also assigned his followers the tasks of preaching the Gospel of kingdom of God to the whole world (Mark 16: 15, Mathew 24:14). Jesus attributed two main responsibilities to his disciples:

- Make disciples of all the nations, preaching Good News baptizing in the name of the Father, the Son and the Holy Spirit.

Teaching all the nations to observe the taught commandments. The church mission is to transform society in two senses: the people have to change their behavior towards God (Mathew 22:37) .“You shall love the Lord your God with all your heart and with all your soul and with your entire mind”. They have to change their behavior towards their neighbors, too. “You shall love your neighbor as yourself” (Mathew 22:39).

Referring to Rwandan society that faced the consequences of Genocide against Tutsi, the church has a big mission to rebuild the relation broken between God and his people and the people themselves. With De Young and Greg Gilbert, the church has the mission:

- build the community of joyful believers in Jesus Christ who love god and his Word.
- love one another and love those without Christ by bringing them the Good News.
- confront injustice and alleviate suffering society.
- preach God's love to the world.
- teach the believers how to serve God.
- glorify God through worship.

Then, the gift of the tongues expresses the universal mission of the church that must announce News and the deeds of God among His people and all the nations (Acts1:8).



Application activity 2.3

When was the Christian church born?

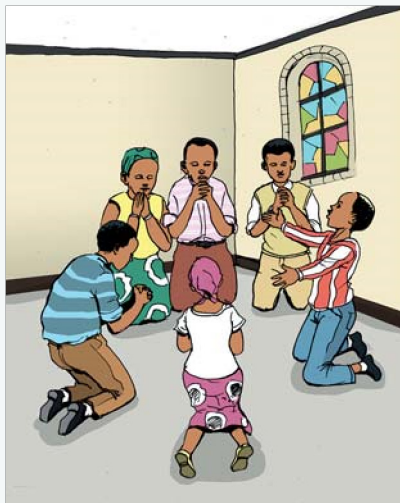
- a. Who is the founder of the Church?
- b. Discuss the mission of the Christian Church in today's society.
- c. Read this verse and discuss: "And there appeared to them tongues as of fire distributing themselves and they rested on each one of them" (Acts 2:3).

2.4. Primitive Church



Learning activity 2.4

1. Using dictionary, find the meaning of the following terms:
 - a. Primitive
 - b. Church
2. Describe the family organization below



Primitive means **primary** belonging to an early stage of development, rudimentary

The **Church** has different meanings. It is **collective body of Christians**. For Mathew 16:8, it is **the Christian society** The separated from, the called out. It is also **the invisible body composed of the saved believers, a local congregation of saints**. The **house of God** (1Tim 3:15).

Church is a Greek Word **Ecclesia** (church) brought in our language. It means **assembly** The **Primitive Church is the assembly**. The **first Christian gathered at Jerusalem**

The early church took place in Jerusalem when the disciples were praying. It was the day of Pentecost. The Holy Spirit joined them and strengthened them to preach God's Word. **The coming of the Holy Spirit upon the believers marked the beginning of the early church.**

The primitive church is described in Acts 2:44-47. The first Christian community was a **family**. The members sold their belongings and shared to them as any had need. **They partook food with glad and generous heart.**

They had favor with all the people. Moreover, God added their number day by day those who were being saved. Day and day they were meeting together in the temple (Acts2:42-47), at home, etc. They generally met in evening.

In their **assembly, they were praying, singing psalms, reading Bible and sharing the Holy Communion**. The early church was not organized as the church of today is. It had no proper administration structure.



Application activity 2.4

In your own words explain i) primitive ii) church iii) primitive church.

- Discuss the organization of the primitive church/ community organized?
- Discuss social and spiritual activities performed by the primitive Church.

2.5. Christianity and persecution of the Church



Learning activity 2.5



Observe the illustration and discuss it. Then after, you will present your findings.

- What is happening in the illustrations?
- How would you feel if some people mistreated you because of your faith? How would you react?
- The factors that might have caused persecution of Christians.

Christianity refers to a religion based on life and the teaching of **Jesus of the Nazareth**. The adherents or followers believe that Jesus is the Son of God and savior of all people as prophesized.

Persecution is **hostility and ill-treatment** especially because of race or political or religious beliefs, oppression. It is also a systematic mistreatment of an individual or group by another individual or group.

The most common forms of persecution are religious persecution, racism and political persecution. there is a relation between these terms: **Hostility and mistreatment**

2.5.1. Causes of persecution

The Christianity was a **new religion** during the early Church. **Judaism** was **the major religion**. Judaism was **the ethnic religion of the Jewish people**. Most of the Jews belonged to Judaism, monotheist religion. They **believed that it a true religion** and **others were false**. **Christianity had another way of interpreting the laws of Moses**. The Law of Moses was the center of Judaism. **The Jews did not believe that Jesus was the son of God**. Moreover, they never expected any one to teach that he should be followed. The Jews did not believe what the Christians did. **Jesus as founder of Christianity** was born and lived in Jewish community. However, He never used the term "Christian" in his teaching.

Christianity grew as a separate religion only in the centuries after Jesus' death. For this, the Jews decided to persecute Christians in different ways:

- The apostles were arrested (Acts4:3; 5:17-18; 12:3-4)
- Apostles were beaten (Acts 5:40)
- The apostles were ordered not to preach in the name of Jesus Christ

- (Acts 5:27-28)
- Deacon Stephen was stoned to death (Acts 7:54-60).
- The apostles were killed (Acts 12:1-2).

Christians continued preaching that Jesus was a Son of God, a King. He would come back and judge the sins of all people. The Jews did not believe that Jesus who raised from the death was a King. They also did not accept his power to judge the sinners. Because the Christianity started in Roman Empire polytheist, the roman emperors disliked the idea that one day they would be judged. The Jews were pleased with these efforts of persecution. (Acts 12:3).

2.5.2. Effects of persecution

The persecution of the Christians by the Romans, supported firmly by the Jews, lead to the following effects:

Apostasy: willful falling from rebellion against Christianity; rejection of the Christ by one who has been a Christian.

Temptation: Christians were tempted to engage in various vices that were a part of their life before they become Christians, such as idolatry, sexual immorality covetousness, etc.

Deception: Christians met different heresies, and false teachings spread by false teachers and prophets that threatened to seduce them away from their pure devotion.

Persecution: The Christians were persecuted by governing powers of the day for their allegiance to Christ. Many Christians were executed and others were threatened with death if they would not deny Christ.

- By the way, the Christians were to persevere through various types of oppositions standing firm against temptation, false doctrines, hardship and persecution (Hebrew 10:26-29).

Above that the difference between paganism and Christianity was found in the domain of public life. **The polytheism left place for Monotheism**

The adoration of emperor, natural gods left place to adoration of Jesus and the cross. The tables of sacrifices for the Holy Spirit replaced gods alters and churches. **The lost blood became the seeds to produce the Christians in the entire World.**



Application activity 2.5

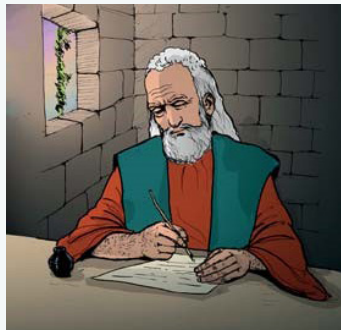
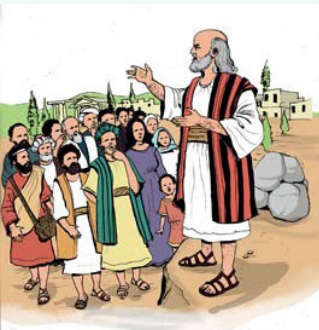
After reading Acts 6:1-15; 12:1-5, identify the consequences of persecution of the Christians.

1. What is the behavior of mistreated person because of his/her belief/faith?
2. How do you feel when seeing a persecuted person?

2.6. Spread of the Gospel



Learning activity 2.6



1. Reflect on interesting news that you want to tell your friends. Explain how it reaches them.
2. Observe the pictures above and say what they are doing. How did the Jesus' Good News reach us?
3. Discuss the important news Christians always want to tell to the others



Apostle Paul's Journeys

The Gospel is **the good news of salvation**. This is the message of Jesus Christ the savior. It is the message of strengthening the believers and saving the sinners from their sins. Jesus had ordered his disciples to spread the Gospel after they received the Holy Spirit. (Acts 1:8). The disciples had to spread it throughout the world but they would start where they were (at Jerusalem).

After preaching on the Pentecost day, many people confessed their sins. They joined the Church. Some of the people went back to where they had come. They spread there the Gospel. Other people joined them. **The apostles worked out miracles. These brought people to the Church.** At Jerusalem during the persecution **some believers were arrested. The deacon of the Church, Stephen, was killed.** Many believers became afraid. Some denied Jesus Christ and others ran away from Jerusalem. The latest took the Gospel in the new place where they fled. In this way, the church named Antioch started.

God guided some people to invite the preachers. For example, Cornelius saw a vision from God (Acts:10:3). He called Apostle Peter to come to his home. Peter went and taught Cornelius and other people around converted to Christianity.

In sum, **gospel guided the believers to start missionary journeys**. These were special journeys. **The believers went to spread the gospel to foreign lands**. For such missionary journey, **Apostle Paul became the well-known missionary to preach good news**. He made **three missionary journeys**. We received Good News of Jesus Christ by the missionaries.



Application activity 2.6

Read the verses and tell the miracles that were performed by Apostles: *Acts 3:10, Acts 8:5:12, Acts 8:4-8, Acts 9:32-35, Acts 9:36-41*

2.7. End unit assessment



End of unit assessment 2

1. Define the following terms:
 - a) Pentecost
 - (b) Primitive Church
 - (c) Persecution
 - d) Christianity
 - (e) Apostasy
2. Enumerate two factors that permitted the expansion of Christianity.
3. Why do the Christians attribute a great importance to the Pentecost day?
4. Reflect on interesting news that you want to tell your friends. Explain how Good News reached us.
5. Observe the pictures under 2.6 Spread of the Gospel, and explain how Jesus' News reached us.
6. Discuss the important news Christians always want to tell the others.
7. Read Acts 6:1-15 and tell the force of Holy Spirit.

UNIT 3

Acts of charity

Key unit competence: The learner will be able to show the relationship between acts of charity and Faith.

Introductory activity 3

Read the following biblical passages and then answer to the questions that follow:

Luke 10:34-35 says "Then he put the man on his own donkey, took him to an inn and took care of him. The next day he took out two silver coins and gave them to the innkeeper. Look after him, he said, and when I return, I will reimburse you for any extra expense you may have" **James 2:14-26** says "Faith itself if it is not accompanied by actions is dead."

1 John 4:20 says "If anyone says I love God but hates his brother, he is a liar; for if we don't love people we can see, how can we love God, whom we cannot see"

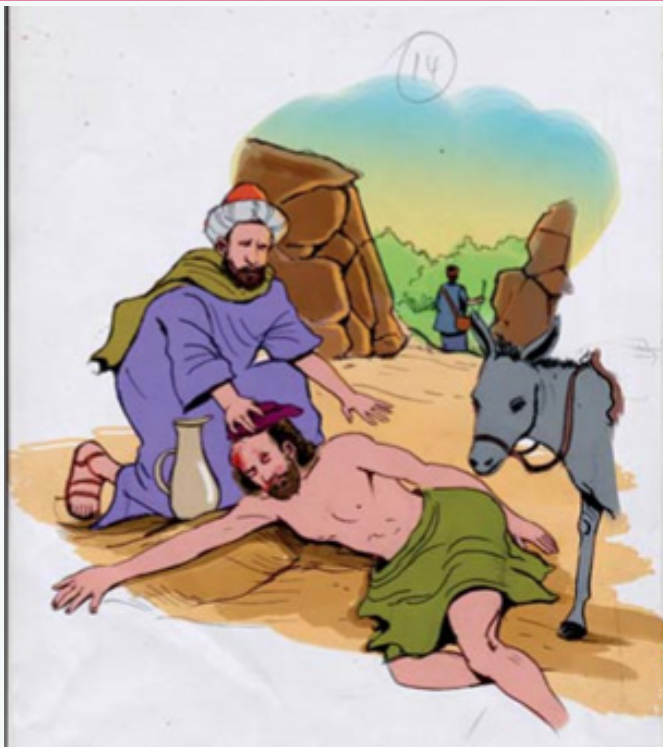
1. How do you appreciate the kind deed in Luke 10:35-35?
2. Do you agree with the affirmation in James 2:17?
3. Basing on 1 Jn 4:20, how do you love God through your classmates or neighbor?

3.1. Meaning of kind deeds

Learning activity 10.1

At the beginning of each academic term, poor students go to the office of CARITAS, COMPASSION or other donors to ask for school fees, school materials...

1. Do you know the meaning of "CARITAS" or "COMPASSION"?
2. Have you ever performed an unpaid act to person in needy? Why?



A kind Samaritan

A kind deed means a good or benevolent action (Unpaid action of love). Christians often say **charity** that nearly means **love**. The biblical kind deeds refer then to **mercy, kindness, compassion, performance love for God through neighbours**

for example:

- Dorcas was a woman full of works of charity (Acts 9:36).
- Parable of the kind Samaritan (Luke 10:25-37)
- Kindness is among fruits of the Spirit (Galatians 5:22-23)
- Do good for your enemies Luke 6:35
- To live truth and kindness (Proverbs 3:3)
- We are called to love kindness (Micah 6:8)



Application activity 3.1

What do you understand by a kind deed?

1. Identify five kind deeds to perform at your school.

3.2 Meaning of faith



Learning activity 3.2

Mary and John are discussing on Faith. Mary says that faith is to believe what is invisible. John says that faith is to believe what is fact/proved. What is your understanding about faith?



Abraham obeyed God and trusted in Him

Definition of faith

Faith means a complete trust, confidence in someone, god or God. It can be also strong belief in the doctrines of a religion based on spiritual conviction rather than proof.

According to CCC143 (Catechism of the Catholic Church) , we read *"by Faith, man completely submits his intellect and his will to God. By the whole being, man gives his assent (agreement) to God the Revealer"* CCC143. This response to God's stimulation is called "Obedience".

The characteristics of faith

- Faith is a grace: faith is a Revelation from God. Peter was said "for this was not revealed to you by man (flesh and blood), but by my Father in heaven" (Matthew 16:16-17).
- Faith is a gift: it is an interior (heart) help of the Holy Spirit.
- Faith is human act: believing has to be proved by authentic human act. In Faith, human intellect and will co-operate with divine grace. Submission of faith might be in accordance with our reason: the external proof should be joined by internal help of the Holy spirit
- Faith is certain: it is more certain than human knowledge because it is founded on the Word of God who can't lie.
- Faith and science: We believe God not by fact of reason but by authority of God (authentic command) who can neither deceive nor be deceived. Faith is the light of reason and thereafter reason explains Faith (Fides et Ration 42).



Application activity 3.2

What is faith?

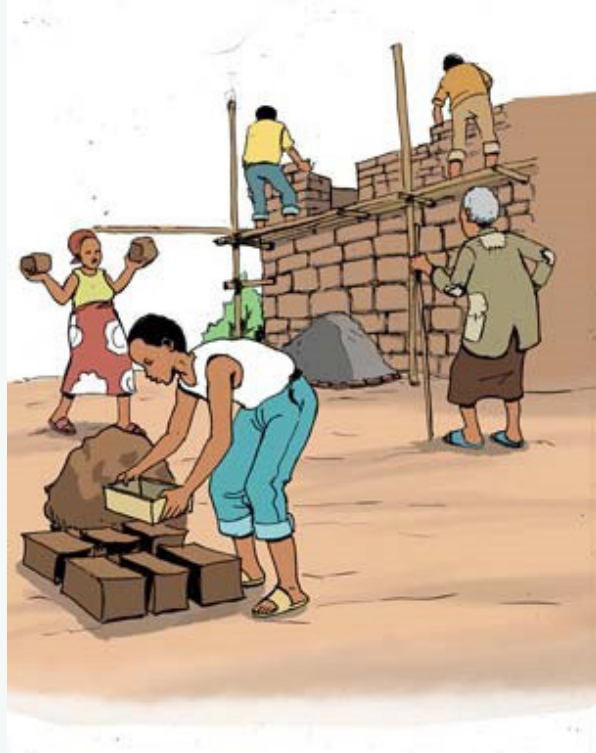
1. Identify 3 characteristics of faith.
2. Faith is a gift from God explain.
3. Faith requires personal commitment. Explain.

3.3. Faith and kind deeds as identity of a true Christian



Learning activity 3.3

James affirms "Faith itself if it is not accompanied by actions is dead" (James 2:14-26). Explain the relationship between Faith and good works.



Work of love to a needy

Faith is among the theological virtues: Faith, Hope and charity (1Corinthians13:13). **Faith obliges us to perform kind deeds** to others remembering that **God first loved** us (1 John4:19). God has been Kind to us not for our righteous but for His abundance mercifulness.

Kind deeds proves God in our heart. "Who has no pity on his brother in need the love of God is not in him" (John3:17-18). Faith by other side, It **becomes root of kind deeds**. God describes people **who are really in need** (1Thimothy 5:3-16). He shows that every kind deed is enough according to the level of donor's possession (Acts 3:6). Jesus always calls us to perform kind deeds "Be merciful as your highest father merciful" (Luke 6:36).

Jesus shows the reward for the kind people to others "...take inheritance, the kingdom prepared for you since the creation of the world. For I was hungry and you gave me something to eat" (Matthew 25:34-40). By conclusion, there is no loss to perform kind deed, because "For with the measure you use, it will be measured to you (Luke6:38) .



Application activity 3.3

What are the theological virtues?

1. Explain the link between Faith and kind deeds.
2. According to Luke 6:36, what do you do for your neighbors?

3.4 The Greatest commandment

Learning activity 10.1

The holy scriptures say “Whoever does not love does not know God, because God is love (1 John 4:8) and to love God is to obey and carrying out His commandments (1 John 5:1-3).

Comment on this “When you truly love you obey all God’s commandment”.



Bringing food to the sick people at hospital

The greatest commandment summarizes two first commandments cited by Jesus (Matthew 22:35-40): “Love the Lord your God with all your heart and with all your soul and with your mind. This is the first and the greatest commandment. The second is like it: love your neighbor as yourself. All the law and the prophets hang on these two commandments”

Other laws hang on the greatest commandment

1. You shall have no other gods except me: love God through monotheistic life.
2. You shall not make an idol for yourself and worship it: love God through never substitute God with daily idols like money, pride, honor, power, technology when they are wrongly used.
3. You shall not misuse the name of God your God: love for God when you become realistic and when you do not take oaths in the name of God for nonsense.
4. Remember the Sabbath day and keep it holy: love for God when you consecrate the day to God and thank Him for the work He did.
5. Honor your father and your mother: love for all not only relatives.
6. You shall not murder: love for others' life.
7. You shall not commit adultery: you respect for others' body, values of marriage and sexual moral in the society.
8. You shall not steal: respect for other's property.
9. You shall not give false testimony against your neighbors: be just and honesty for your neighbors.
10. You shall not covet: wish for others what you wish is done for you.



Application activity 3.4

Recall the ten commandments of God

1. Identify the greatest commandment with its components
2. How does this commandment help you to live love in the society?

3.5 Love God and neighbours as yourself



Learning activity 3.5

Jesus Christ answered "Love the Lord your God with all your heart and with all your soul and with your mind. This is the first and the greatest commandment. The second is like it: love your neighbor as yourself" (Matthew 22:34-39)

1. Do you love God? How?
2. Have you seen God with your own eyes? How can you prove your love to God?

In the Old Testament, Ten God's commandments were written on **two tablets** (Exodus 24:12). They were into **two categories** commandments for **relationship between God and people** and others for the **relationship between people and people**.

Who is your neighbor? Your neighbor is not only your relative but also everybody who need your help (Luke 10:27-37) .

Jesus explains and confirmed these categories "All the law and the Prophets hang on these two commandments" (Matthew 22:40). He had just finished declaring the greatest commandment in two: love God and neighbor.

Love God and neighbours are simultaneous acts

- "If anyone says I love God but hates his brother, he is a liar; for if we don't love people we can see, how can we love God, whom we cannot see" (1John4:20).
- Jesus ordered love as mean of evangelization" By this all men will know that are my disciples, if you love one another (John13:35).
- If anyone says I know Him but does not keep His commandments, he is a liar, and the truth is not in him (1John2:4).

- If anyone claims to be in the light but hates his brother, he is still in the darkness (1John2:9).
- No one has ever seen God; but if we love one another, God remains in us, and His love is perfected in us (1John4:12).



Application activity 3.5

You are called to love your neighbor. Who is really your neighbor?

1. What will be the proof that you know God?
2. Today we are disciples of Jesus. What should be the sign that we are belonging to Christ?
3. How can you love God through your classmate with physical disability?

3.6 God visible to the needy in the Bible



Learning activity 3.6

Read the following biblical text and answer the question that follow:

“Take your inheritance, the kingdom prepared for you: *I tell you the truth, whatever you did for one of the least of these brothers of mine, you did for me*” (Matthew 25:34-40).

Q: with your explanations agree or disagree with this statement: Tom said “Whenever I physically meet God, I am ready to perform kind deed to Him”.

Every kind deed, even which is done in secret **is seen by God**. It is also **linked to a divine blessing** “So when you give to the needy, do not announce it with trumpets, as the hypocrites do in the synagogues and on the streets...then, your Father, who sees what is done in secret, will reward you” (Matthew6:2-4).

The old people, the orphans, the widows, sick people, prisoners, people with disabilities need our help in order they survive.

God reveals himself to his creatures especially to the needy and smallest as seen in the following examples:

- If anyone with earthly possessions sees his brother in need, but withholds his compassion from him, how can the love of God abide in him (1John3:17)?
- God reward through helping the weak and poor “It is more blessed to give than to receive” (Acts 20:35). A donor benefit from God’s blessings and from prayers of the one who receives.
- The one who help poor glorifies the Creator (Proverbs14:31).



Application activity 3.6

Matthew 6:3 “But when you give to the needy, do not let your left hand know what your right hand is doing”. Explain.

1. To give is more blessed than to receive. Explain.
2. Identify four kinds of people in needy.

3.7 Acts of charity as the measures of spiritual commitment



Learning activity 3.7

Read and answer the questions below this affirmation “No good tree bears bad fruits, or does a bad tree bear good fruits, each tree is recognized by its own fruits” (Luke 6:43-44):

1. What does the above said tree symbolize?
2. What does the above said fruit symbolize?
3. How do you produce good fruit among your classmate?



A young person helps the old one to fetch water

Our spiritual life includes faith, prayer, hope repentance and fasting. The fruits from them are measured in works we do and how we react for others. The sacrifices of King Saul became **vain** because of lack of **doing the right** "Obedience is better than sacrifice (1Samuel15:22). Remember **we shall be judged by our acts** (Romans 2:6-11). Our heart disposition is proved by our external works. The acts of charity are then tangible testimonies of Our Spiritual commitment:

- Works of charity please God "And do not forget to do good works and to share with others, for with such sacrifices God is pleased" 'Hebrew 13:16.
- 2Corinthians 9:8 we have to do good works to others because God gave us more than what we need.
- We pray and thank God through good works (1Thessalonissians 5:16-19).
- Our good works from faith excite others to glorify our Father in heaven (Matthew 5:16);
- We are created to be workmanship of God in Christ and for good works (Ephesians 2:10).

- So also faith by itself, if it does not have works, is dead (James 2:14-26);
- We are called to be rich in good works (1 Timothy 6:17-19),
- Only to prophesy in the name of God but also in good works (Matthew 7:21-23)
- Let all that you do be done in love (1 Corinthians 16:14)
- And let us consider how to stir up one another to love and good works (Hebrew 10:24).
- Works of love is including the fruits of repentance (Luke 3:8).



Application activity 3.7

When we do kind deed, we lose nothing. Explain.

1. Identify at least four elements of our spiritual life.
2. Faith only is not enough to be holy. Explain.

3.8 Assessment



End of unit assessment 3

1. What is a kind deed?
2. I am called to love my neighbor, who is my neighbour ?
3. Faith is a gift from God and personal commitment. Explain.
4. Explain the link between Faith and good works
5. How can you love God through your classmates?
6. Giving is better than receiving. Discuss.
7. What are the theological virtues?

Islamic Religious Studies

Part 3

UNIT 1

Submissiveness to Allah

Key unit competence: The learner will be able to be a close friend of God and reflect the values of integrity and honesty in the society.

Introductory activity 1

Submissiveness as a trait of being willing to yield to the will of another person or superior force, how Muslim can be full obedient to Allah The creator.

1.1 The meaning of Islam



Learning activity 1.1

Define the real meaning of Islam.

Islam literary is derived from the Arabic root "sa-li-ma" which means peace, purity, submission and obedience. In the religious sense, Islam means a full submission to the will of God and obedience to His law.

Everything and every phenomenon in the world other than man is ruled totally by God-made laws, ie. they are obedient to God and submissive to his laws, they are in the state of Islam.

Man possesses the qualities of intelligence and choice, thus he is invited to submit to the good will of God and obey His law, ie, become a Muslim. Submission to the good will of God, together with obedience to His beneficial Law, ie, becoming a Muslim, is the best safeguard for man's peace and harmony.

Islam dates back to the age of Adam and its message has been conveyed to man by God's prophets and messengers, including Abraham, Moses, Jesus and Muhammad (peace and blessings be upon them). Islam's message has been restored and enforced in the last stage of the religious evolution by God's last prophet and messenger, Muhammad (peace be upon him).



Application activity 1.1

Examine the both meanings of Islam literary and religiously
Give some spiritual acts of submissiveness to Allah?

1.2 Inclusiveness of Islam





Learning activity 1.2

1. Define the Inclusiveness of Islam, and the characteristics which must be found in this claim.
2. To which people do you think the last prophet was sent?

The inclusiveness of Islam is that fact that Islam is for all times and places. Regardless of whom a person may be or where he may be, Islam should be his religion and his way of life. The correct understanding of this point revolves around the perfection of the religion and the manner in which it is able to guide humankind during all eras.

The Prophet Muhammad (peace be upon him) declared that he was the final prophet sent for humankind. At the same time, it is inconceivable knowing the mercy of the merciful that He would leave humans without any form of clear guidance. In other words, what He gave this final messenger must be suitable to guide all of humankind after him until the Day of Judgment.

In fact, the Prophet himself made this very same point in essence when he said:

"I have left with you two things that if you cling to them you will never be misguided after me: The Book of God and the Sunnah of His Messenger." (*Saheeh Muslim*)

God has also said:

"...This day, I have perfected your religion for you, completed My Favor upon you, and have chosen for you Islam as your religion..." (Quran 5:3)

Thus, the religion is completed and perfected and there is no

need for any alteration or change. The message has come and shall suffice until the Day of Judgment. The Prophet sent for all peoples has already come.

This implies that the Prophet's teachings (Sunnah) are valid and obligatory upon all of humankind. That is, his example and teaching was not simply for the people of Arabia at his time. Rather, it is just as valid and just as important for each and every Muslim today. Hence, it is a divinely guided way of life that is suitable and practical for all humans until the Day of Judgment.



Application activity 1.2

Write down some Practical examples of how the laws of Islam are suitable for all peoples, times and places.

- Analyze the relationship between the Quran verse (5:3) and the Inclusiveness of Islam.

1.3 Islam as the door to paradise





Learning activity 1.3

Analyse the relationship between this Quranic verse: "But those who believe and do good deeds, we will admit them to gardens (Paradise) in which rivers flow, lasting in them forever...." (Quran, 4:57) and our subheading.

Paradise or garden in Islam -also known as "Jannah" is an Arabic word that means "to cover or hide something." Heaven, therefore, is a place that is unseen to us. Jannah is the final destination in the afterlife for good and faithful Muslims. Paradise is described in the Quran as an eternal afterlife of peace and bliss, where the faithful and righteous are rewarded. The Quran says the righteous will be restful in the presence of God, in "gardens beneath which rivers flow."

Islamic tradition describes heaven as having eight doors or gates. Each door has a name that describes the types or characteristics of the people who will be admitted through it. The exact nature of these doors is unknown, but they were mentioned in the Quran and their names were given by the Prophet Muhammad (peace be upon him).

"To those who reject our signs and treat them with arrogance, no opening will there be of the gates of heaven, nor will they enter the garden, until the camel can pass through the eye of the needle. Such is our reward for those in sin." (Quran 7:40)

"And those who feared their Lord will be led to the Garden in crowds, until behold, they arrive there. Its gates will be opened, and its keepers will say: 'Peace be upon you! You have done well! Enter here, to dwell therein.'"

(Quran 39:73)

According to the Quran, for Muslims, paradise is a peaceful,

lovely place, where injury and fatigue are not present and Muslims are never asked to leave. Muslims in paradise wear gold, pearls, diamonds, and garments made of the finest silk, and they recline on raised thrones. In Jannah, there is no pain, sorrow, or death—there is only joy, happiness, and pleasure.

So, this life is our only chance to win Paradise and to escape from Hellfire, because if someone dies in disbelief, he will not have another chance to come back to this world to believe. As God has said in the Quran about what is going to happen for the unbelievers on the Day of Judgment:

Allah says: {If you could but see when they are set before the Fire (Hell) and say, "Would that we might return (to the world)! Then we would not reject the verses of our Lord, but we would be of the believers!" (Quran, 6:27). But no one will have this second opportunity.



Application activity 1.3

1. How Islamic tradition describes heaven?
2. Describe how the paradise will be.
3. State and explain any two daily activities that can help Muslims to be meant for paradise.

1.4 The meaning of Ihsan with examples in our life





Learning activity 1.4

Define the real meaning of Ihsan

Ihsan or ' Ihsan (favour) is an Arabic term which is derived from the word Husn (beauty). Therefore, doing favours to others is considered beautiful in the eyes of Allah.

Ihsan refers also to "Perfection" or "Excellence" That definition comes from the Hadith of Gabriel in which Muhammad states, "[Ihsan is] to worship God as though you see Him, and if you cannot see Him, then indeed He sees you". (Al-Bukhari and Al-Muslim).

It is a matter of taking one's inner faith (Iman) and showing it in both, sayings and actions, a sense of social responsibility borne from religious convictions. Ihsan also means to perfect, to excel or to show proficiency and excellence. Therefore, it could be considered that the Arabic word Ihsan has a dual meaning, goodness and excellence.

Islam is composed of three parts in which we have Islam, Iman, and Ihsan. Ihsan is therefore, the third dimension and the highest status of Islamic religion. The concept of Ihsan in Islam is also that a Muslim is a responsible person where he does things in a good manner. We can say that Ihsan means a true believer is sure that Allah is seeing him/her in everything he/she says or does in his life. So, a believer does his best to say and do only what pleases Allah Almighty and conforms to His commands. In Holy Quran, Allah Almighty says: "Indeed, Allah commands justice, good conduct (Ihsan), and giving to relatives (and He) forbids immorality, bad conduct, and oppression. He admonishes you that perhaps you will be reminded" (Quran, 16: 90).

In short, by living according to the concept of Ihsan and by applying it to all that a Muslim does, he/she will be rewarded and drench with mercy and forgiveness from Allah Almighty.



Application activity 1.4

1. Give the meaning of Ihsan.
2. Discuss the importance of Ihsan in our daily life

1.5 Significance of Ikhlas



Learning activity 1.5

Discuss the meaning of Ikhlas and its importance in the life of a Muslim.

Ikhlas means “Sincerity” or “the purity” or “the refining” or isolation. Islamically it denotes purifying our motives and intentions to seek the pleasure of Allah.

It is purifying one's deeds from all contamination by polytheism, in order to worship Allah in the correct way. For a person to cultivate and maintain real Ikhlas he must avoid anything that calls into question Allah's right to be worshipped as the One. Surah number 112 is called Al-Ikhlas and it explains very clearly the Oneness of Allah.

“Say, ‘He is Allah, (the) One. Allah-us-Samad (The Self-Sufficient Master, Whom all creatures need, He neither eats nor drinks). He begets not, nor was He begotten; And there is none co-equal or comparable unto Him.’” (Quran 112)

Ikhlas is being honest with Allah, and worshipping Him with Ihsan. Ikhlas is closely linked to Ihsan. When a person is consistently aware that Allah sees all he is more likely to remember the importance of Ikhlas. When a person does

something sincerely for Allah, he or she is no longer concerned with receiving praise or reward from anyone but Allah. It does not matter who sees you or who does not see you.

The acceptance of a person's deeds by Allah depends on purity and sincerity; because it is with such Ikhlas that a person can attain a high rank in the sight of Allah. Infact with the right intention and a pure heart a person can even be rewarded for an action that they were unable to perform. Prophet Muhammad said, "Verily Allah has recorded the good deeds and the evil deeds." He then informed those around him that, "Whosoever intends to do a good deed but does not do it, Allah records it with Himself as a complete good deed...".

Everyday life causes our levels of Ikhlas to rise and fall. There are many ways in which to obtain or increase our Ikhlas. They include;

- Doing righteous deeds. The more deeds we do, the easier they will become, the more close we will get to Allah and our hearts will become more sincere and pure.
- Seeking Knowledge. If we understand what we are doing and why, we can perform all actions in accordance with the Islamic laws. Doing so will make our hearts softer, more pure.
- Always checking our intention. Imam Ahmad said that we should ask ourselves before performing an action, "Is this for the sake of Allah?" Ikhlas has been said to be the foundation on which all our deeds and actions are built. If the foundation is corrupt the structure can be easily broken.



Application activity 1.5

Discuss the many ways to obtain our Ikhlas, and to guard it.

1.6 End unit assessment 1



End of unit assessment 1

1. Define the real meaning of Islam
2. Define the Inclusiveness of Islam, and the characteristics which must be found in this claim.
3. List some Practical examples of how the laws of Islam are suitable for all peoples, times and places.
4. Define the real meaning of Ihsan
5. Discuss the meaning of Ikhlas and its importance in the life of a Muslim.

UNIT 2

The grave sins in Quran

Key unit competence: The learner will be vigilant in aspects of life be truthful be aware from kinds deviations against the will of Allah.

Introductory activity 2

1. How a Muslim can be a ware of all kind of sins.
2. What is the difference between Halaal and Haraam in Islam?

2.1 Grave sins to be prevented: Worshiping other deities.



Learning activity 2.1

List some grave sins to be prevented.

Sin is an important concept in Islamic ethics. It is seen as anything that goes against the commands of God, a breach of the laws and norms laid down by religion. Islam teaches that sin is an act and not a state of being. It is believed that Allah weighs an individual's good deeds and against his or her sins on the Day of Judgment and punishes those individuals

whose evil deeds outweigh their good deeds.

These individuals are thought to be sentenced to afterlife in the Hell (fire of Jahanam).

Every person is born free from sin. When he grows to maturity and the person is not mad, **a sleeping person or a minor or an insane person, he/she becomes accountable for his/her deeds.**

The Quran demonstrates that some sins are more punishable than others. A clear distinction is made between major and minor sins (Qur'an 53:31 – 32), indicating that if an individual stay away from the major sins, then he/she will be forgiven of the minor sins. Grave sins also known as Major sins or great sins, are sins for committing which there is a promise of the hell in the Qur'an and Prophet's sayings.

Polytheism known as Shirk which literally means "association" or (associating others with Allah), and refers to accepting other gods and divinities alongside the God is one of the greatest sins. Polytheism leads to doom with no hope of redemption, and if a person dies in this state he will abide in Hell for all eternity. Allah, may He be exalted, says (interpretation of the meaning):

"Verily, whosoever sets up partners in worship with Allah, then Allah has forbidden Paradise for him, and the Fire will be his abode. And for the polytheists and wrongdoers, there are no helpers" [Qur'an 5:72] He also says:

"And indeed it has been revealed to you (O Muhammad (blessings and peace of Allah be upon him)), as it was to those (Allah's Messengers) before you: "If you join others in worship with Allah, (then) surely (all) your deeds will be in vain, and you will certainly be among the losers" [Qur'an 39:65].



Application activity 2.1

1. Mention how worshipping other deities can be a greater sin?
2. Why do people worship other things apart from Allah?

2.2 Murder and its consequences to the society



Learning activity 2.2

The prophet Muhammad (peace be upon him) emphasized in many of his Hadiths on the sanctity of non-Muslims how lives among Muslims, one of these Hadiths states "Whoever kills a Mu'ahid [non-combatant, innocent non-Muslims] will not smell the scent of paradise ..." (Bukhari). If this is the case of non-Muslims live in Muslim society. How about the non-Muslim society whom Muslims live among them?

Murder is one of the greatest of major sins.

Murder (killing a person deliberately) is one of the greatest of major sins, because Allah says (interpretation of the meaning):

"And whoever kills a believer intentionally, his recompense is Hell to abide therein; and the Wrath and the Curse of Allah are upon him, and a great punishment is prepared for him" Qur'an 4: 493.

And it was narrated that the Prophet (peace and blessings of Allah be upon him) said:

“A man will continue to be sound in his religion so long as he does not shed blood which it is forbidden to shed.”

If you killed a person deliberately, then there are three rights which are connected to that: the rights of Allah, the rights of the victim and the rights of the victim's next of kin.

With regard to the rights of Allah: if you repent sincerely to your Lord, then Allah will accept your repentance, because He says (interpretation of the meaning): “Say: “O ‘My slaves who have transgressed against themselves (by committing evil deeds and sins)! Despair not of the Mercy of Allah, verily, Allah forgives all sins. Truly, He is Oft-Forgiving, Most Merciful” [Quran 39:53]

With regard to the rights of the victim, he is not alive so you cannot put things right with him. The matter has to wait until the Day of Resurrection, i.e., the settling of scores with you on behalf of the victim will take place on the Day of Resurrection. But I hope that if your repentance is correct and is accepted by Allah, then Allah will compensate the victim with what He wills of His bounty until he is satisfied, and you will be reprieved.

With regard to the rights of the victim's next of kin, which is the third right, you cannot be absolved of this until you hand yourself over to them.

Therefore, you have to hand yourself over to the victim's next of kin, and tell them that you are the one who killed him, then they have the choice. If they want to they can exact vengeance upon you, if the conditions of Punishment (Qisaas) are met; or if they want to they may take the diyah (blood money) from you; or if they want to they can forgive you.

Assassinations are sometimes so seemingly senseless that it takes people a while to process what happened, and the conclusions are never very satisfactory, which is ultimately very unsettling.

Some consequences of murder to the society are:

- The Killer will be punished by Allah
- The Killer can be taken to prison or other punishments, and his/her family members begin to suffer
- Murder creates enmity in the society.
- People can kill themselves because of one person.



Application activity 2.2

1. Discuss the effects of murder and assassination on society.
2. Be sure to use specific examples to support your answer.

2.3 The dangers of disobeying parents



Learning activity 2.3

What are the duties of children towards their parents?

The seriousness of disobedience to parents as a Greater sin can be gauged from the fact that the Holy Prophet Muhammad (peace be upon him) has mentioned it along with Polytheism (Shirk) which is the greatest of all Greater sins, and unforgiveable, unless by sincere repentance.

Children have responsibilities and duties towards their parents in return

for the education, expenses, protection and care that their parents gave them from infancy until adolescence and even later. These duties, which are the basic rights of parents for as long as they live, include:

- **Being dutiful to parents and obeying them.**

Being dutiful to parents means showing them kindness. It does not mean repelling them or saying to them any word of contempt even with a word like "Uffin" to express annoyance or impatience. God Almighty says: "Your Lord has commanded that you should worship none but Him, and show kindness to your parents. Whether one or both of them reach old age while with you, say not to them (so much as), "Uffin," and do not rebuke them, but always speak gently to them" (Quran 17: 23).

Children must obey their parents in matters that do not constitute disobedience to God Almighty. It is an Islamic obligation to be kind, considerate and courteous to parents even if they are disbelievers. God Almighty says: "But if they press you to associate something with me about which you have no knowledge, do not obey them. Yet be kind to them in this world and follow the path of those who turn to Me. You will all return to Me in the end, and I will tell you everything that you have done" (Quran 31: 15).

- **Showing humility and gratitude to parents.**

Children must show humility, respect, and compassion to their parents. They must neither be condescending nor patronizing to them, for God Almighty says: "And treat them with humility and tenderness and say, 'Lord, be merciful to them both, as they raised me up when I was little'" (Quran 17: 24).

- **Dutifulness to parents takes precedence over jihad for the sake of God.**

The fact that service to parents is better than jihad for the sake of God Almighty shows how important filial dutifulness is. This is confirmed in several hadiths which demonstrate the priority of this duty over all other considerations. Abdullah ibn Amr said: "A man came to the Prophet (peace and blessings be upon him) and asked his permission to take part in Jihad. The Prophet asked him, 'Are your parents alive?' 'Yes, they are,' he replied. The Prophet told him, 'Then exert yourself in their service'" (al-Bukhari).



Application activity 2.3

1. Why should we obey our parents?
2. What advice can you give to the disobedient child?

2.4 Lying and its impact to the society





Learning activity 2.4

1. Does Islam accept to tell lies?
2. What are the dangers of telling lies to the society?

Lying is the complete opposite of truth. It is to give a wrong or false statement. So, anything that is untrue and deliberately intended to mislead another person is a lie. A lie, therefore, can be anything spoken or written.

Lying and falsehood are widespread problems and are roots of other problems that occur on an individual and public level. Lying is against human nature and physiology, and like any other disease, it has its own unique signs and symptoms.

The act of lying produces inner conflicts between various control centers of the brain. The moment one begins to lie, his body sends out contradictory signals to cause facial muscle twitching, expansion and contraction of pupils, perspiration, flushing of cheeks, increased blinking of the eye, tremors of the hand, and an increased heart rate.

• **What are the Motives of a Liar?**

A liar tells a lie for the purpose of:

- a. Concealing the truth, as he may be afraid of the truth or its punitive consequences by the law or certain individuals.
- b. Cheating and deceiving others and enjoying their misery, as Satan did with Aadam.
- c. Short-term worldly gains, such as gaining the favours of others or monetary gains.

Allah Says (what means): "...Indeed Allah does not guide one who is a transgressor and a liar." [Quran 40:28]

The Prophet Muhammad (peace be upon him) said:

“Indeed, truth leads to virtue and virtue leads to Paradise, and a truthful person continues to speak the truth until he becomes the most truthful person. Lies lead to evil and evil leads to Hell, and a liar continues to lie until he is listed as a high ranking liar before Allah.” [Al-Bukhari]

- **Virtues of Telling the Truth**

Truthfulness is commanded by Allah as a part of faith and is an indispensable quality of the believers. It is mentioned in over one hundred places in the Quran. Some examples are when Allah Almighty Says (what means): “That Allah may reward the truthful for their truth...” [Quran 33:24]

It is not necessary to relate any prophetic traditions about the truthfulness of Prophet Muhammad (peace be upon him) as his whole life was nothing but the epitome of truth. Prophet Muhammad (peace be upon him) was confirmed as a truthful person even before he became a Prophet. During his prophet hood, even his enemies confirmed that he was truthful and trustworthy. Some of the disbelievers would deposit their belongings with him as an indication of their trust in him.

So to conclude, Islam encourages people to tell the truth. Telling lies is against the teachings of Islam.



Application activity 2.4

1. Is lying ever justified?
2. What are the virtues of telling the truth?

2.5 Stealing and its consequences to the society



Learning activity 2.5

1. What is the punishment for a thief?
2. What are the consequences of stealing to the society?

Stealing is one of the most heinous acts and one of the grave major sins. The evidence that theft is an abominable act is that Allah ordained a serious worldly punishment for it, which is the cutting of the hand of the thief. Allaah says (what means): *{Cut off (from the wrist joint) the (right) hand of the thief, male or female, as a recompense for that which they committed, a punishment by way of example from Allaah}* [Quran 5:38]

In addition to this, a thief is repelled from the Mercy of Allah. The Prophet (peace be upon him) said: *"Allaah has cursed the thief."* [Al-Bukhari and Muslim]

However, we are not aware of a specific punishment that is allocated to a thief in the Hereafter except that he deserves to enter Hellfire. Everything immoral and uncouth such as stealing, murder, and theft has its consequence and repercussion.

In our society, there are many types and forms of stealing; one of them is burglary, robbery, theft by check, another is the unauthorized use of another person's item such as a car, fraud, shoplifting, and credit fraud.

For each case of theft, there is a class of misdemeanor, death or felony that depends on the particular value of the item that is stolen. The circumstance through which the action occurs also comes as a factor to consider when looking at the manner and intensity of the consequences.

For petty criminal such as minor theft, people often get fines that are low whereas others get community services and jail time and other even get sentenced to death.



Application activity 2.5

Why does Islam consider Stealing as one of the most heinous acts and one of the grave major sins? Give one evidence

2.6 End unit assessment



End of unit assessment 2

1. List some grave sins to be prevented
2. Worshipping other deities apart from Allah can be a greater sin? Why?
3. Write down some consequences of murder to the society
4. What advice can you give to the disobedient child?
5. What are the virtues of telling the truth? Give some.

UNIT 3

Pillars of Islamic Religion

Key unit competence: The learner will be able to perform Swalat, to help the poor, to praise Allah

Introductory activity 3

Muslims believe in five pillars of Islamic religion called the articles of Islam, what are they?

3.1 Three first Islamic pillars



Learning activity 3.1

What are the obligations of Islam that every Muslim must satisfy?

The Five Pillars of Islam are the most important that Muslims practice. They are also called the five obligations that every Muslim must satisfy in order to live a good and responsible life according to Islam.

The Five Pillars consist of:

- Shahadat: sincerely reciting the Two Testimonies of Muslim faith

- **Swalat**: performing ritual prayers in the proper way five times each day
- **Zakat**: paying annuals (or charity) tax to benefit the poor and the needy
- **Swawm**: fasting during the month of Ramadan
- **Hajj**: pilgrimage to Mecca

Why are they important?

Carrying out these obligations provides the framework of a Muslim's life, and weaves their everyday activities and their beliefs into a single cloth of religious devotion.

No matter how sincerely a person may believe, Islam regards it as pointless to live life without putting that faith into action and practice.

Carrying out the Five Pillars demonstrates that the Muslim is putting their faith first, and not just trying to fit it in around their secular lives.

3.1.1 The first pillar: Shahadat (Two testimonies of faith)

The first pillar of Islam is to bear witness that none should be worshipped except Allah and Prophet Muhammad is his Messenger [*Ashahadu ala ilaha ila Allah, wa Ashahadu ana Muhamadan Rasulullah*]. This is the basic statement of the Islamic faith: anyone who cannot recite this wholeheartedly is not a Muslim.

When a Muslim recites this they proclaim:

- That Allah is the only God, and that Muhammad is his prophet
- That they personally accept this as true

- That they will obey all the commitments of Islam in their life.
- Reciting this statement three times in front of witnesses is all that anyone need do to become a Muslim.

A Muslim is expected to recite this statement out loud, with total sincerity, fully understanding what it means.

3.1.2 Daily swalat

The second pillar of Islam is performing ritual prayers in the proper way five times each day. Swalat is the way Muslims communicate to Allah. God ordered Muslims to pray at five set times of day:

- *Salat al-Fajr*: dawn, before sunrise
- *Salat a-Zuhr*: midday, after the sun passes its highest
- *Salat al-'Asr*: the late part of the afternoon
- *Salat al-Maghrib*: just after sunset
- *Salat al-'Isha*: between sunset and midnight

All Muslims try to do this. Muslim children as young as seven are encouraged to pray. Juma prayer is said on Friday instead of Zuh'r

3.1.3 Practical guideline deceased body and burial practices

When a Muslim dies, it is the responsibility of his family (either the spouse or a same-gender relative) or other Muslims within the local community to wash him according to the Islamic rites of washing the deceased.

Islam takes cleanliness very seriously in all aspects of life and death. Close family members will then shroud the deceased in

a Kafan (a white burial cloth) tied with ropes before turning the body so his or her head is pointed east towards Mecca.

After cleansing and shrouding, the deceased is moved to where the funeral prayer will take place – often outside the mosque in a courtyard. A Muslim funeral prayer is typically a very large event. It's common for Muslims to attend the funeral prayer of other Muslims they did not know well or never met as a sign of unity with the Umat (Muslim community). A Muslim burial takes place immediately following the funeral. Family members will actively participate in the traditional Islamic burial. An Imam will generally lead the funeral prayer (Al-Janazah prayer) which may or may not be done in silence. The prayer asks for God's forgiveness and mercy for deceased person.



Application activity 3.1

1. How many times do Muslims pray daily?
2. Discuss the importance of Prayer in daily life of a Muslim
3. Write down some practical steps for decessed body and burial practices in Islamic perspective?

3.2 Zakat



Learning activity 3.2

How the Zakat is regarded in Islam?

The third pillar of Islam is Zakat; it is the compulsory giving of a set proportion of one's wealth to charity. It is regarded as a type of worship and of self-purification.

Zakat is an Arabic word means to increase, to purify or to bless. It is a special portion a rich Muslim pays from his or her wealth for distribution to specific categories of people.

As one of the Five Pillars of Islam, Zakat is a religious obligation for all Muslims who meet the necessary criteria of wealth. It is a mandatory charitable contribution, often considered to be a tax.

Zakat is based on income and the value of all of one's possessions.

It is customarily 2.5% (or 1/40) of a Muslim's total savings each year, and wealth above a minimum amount known as 'Nisab', Islamic scholars explained how much 'Nisab' is and other aspects of Zakat. According to Islamic doctrine, the collected amount, gold and silver, and commercial items. There are other rates for farm and mining produce, and for animals which should be paid to the poor, the needy, Zakat collectors, those sympathetic to Islam, to free from slavery, for debt relief, in the cause of Allah and to benefit the stranded traveler.

The benefits of Zakat, apart from helping the poor, are as follows:

- Obeying God
- Helping a person acknowledge that everything comes from God on loan and that we do not really own anything ourselves .And since we
- cannot take anything with us when we die we need not cling to it

- Acknowledging that whether we are rich or poor is God's choice. So we should help those he has chosen to make poor
- Learning self-discipline
- Freeing oneself from the love of possessions and greed
- Freeing oneself from the love of money
- Freeing oneself from love of oneself
- Behaving honestly



Application activity 3.2

1. Why should we help such people?
2. What are the benefits of Giving Zakat?

3.3 Sadaka



Learning activity 3.3

Give the meaning of Sadaka literally and religiously.

'Sadaqa or Sadaka' literally means 'righteousness' and refers to the voluntary giving of alms or charity. But in Islamic terminology; Sadaqa has been defined as an act of "Giving something to somebody without seeking a substitute in return and with the intention of pleasing Allah." Meanwhile, Sadaqa is what the person gives from what he possesses, like Zakat, hoping to get closer to Allah.

Here are some benefits of giving Sadaka:

Social contribution

- It enhances the well-being of the people in Islamic society.
- It helps in fulfilling the requirement of the poor Muslims.
- It lightens the debt of the Muslim debtors.
- It helps in taking care of those whose hearts have been (recently) reconciled (to the Truth).
- It helps the stranded Muslims to complete their journey.
- It helps in the healing of various Sicknesses (according to the prophet Muhammad peace be upon him).

Spiritual effects

- It purifies human's heart from the sins of greed, and the obsessive love of wealth.
- It removes bad luck.
- It guarantees heaven.

Difference between Zakat and Sadaka

1. Zakat is compulsory while Sadaka is optional
2. Paying Zakat is a pillar of Islam while Sadaka is not.
3. Zakat is paid once a year while Sadaka is paid as many times as possible.
4. Zakat is given to specific groups of people while Sadaka is not.
5. Zakat has a specific rule and regulation and recipient as well

3.4 End unit assessment



End of unit assessment 3

1. What are the Obligations of Islam that every Muslim must satisfy?
2. Why are they important?
3. How many Swalat are ordered to a Muslim a day? List them
4. Write down some steps for decease body and burial practices in Islam.
5. Give the difference between Zakat and Sadaka.

Expansion of Islam

Key unit competence: The learner will be able to manage and solve conflicts

Introductory activity 4

Muslims believe in five pillars of Islamic faith called the articles of Islam, what are they?

4.1 Oppression and hardship of the first Muslim community in Makkah



Learning activity 4.1

Describe the difficulties faced by the followers of the Prophet (saw) in Makkah?

By the time Prophet Muhammad (peace be upon him) was sent, the whole of Arabia was polytheist. All this time, the Arab tribes were divided. Each worshiped its own idol. So, when the prophet Muhammad (peace be upon him) brought them the message of Monotheism, it was not welcomed, the people of Makkah were hard core worshippers of idols. They were not ready to change from their faith. Because the new religion was

a threat to their faith. It meant the end of their supremacy and leadership.

Since among of those who embraced Islam were the slaves, weak, poor and destitute, the people of Makkah found it easy to administer their anger towards their servants and other poor people who had converted to Islam.

Therefore, a lot of pressure was put on first Muslims in order to force them out of Islam. Arab tribes namely Quraysh tried different approaches to stop the prophet (peace be upon him). First, they tried to distort the prophet's message (peace be upon him) in the eyes of people.

Next came ridicule and humiliation, to break his spirit, followed by moral and physical harm; they started hurting him, his family and his companions. They were many attempts to kill the companions; some of these attempts were successful. All of these hardships were endured for the sake of Islam. In an attempt to distort the prophet's message, Quraysh accused Muhammad (peace be upon him) of being a poet, a priest, a liar, a mad man, and a spy so that those listening to him would get confused and leave him. Allah says what can be translated as, "And the ones who have disbelieved have said, "Decidedly this is nothing except a falsehood he has fabricated, and other people have helped him to it." ...' (Quran 25:4).

The prophet Muhammad (peace be upon him) as a leader did not sit back, he decided on a strategy which will save his followers. So he advised some of them to migrate to Habasha (Abyssinia) in Africa.

People of Makkah's anger towards Muslims increased, so after realizing that Muslims were given asylum in Habasha, and when other means of trying to stop Muhammad's mission was failed, they acted violently. In order to fulfill his duty, the

prophet Muhammad (peace be upon him) thought about another places.

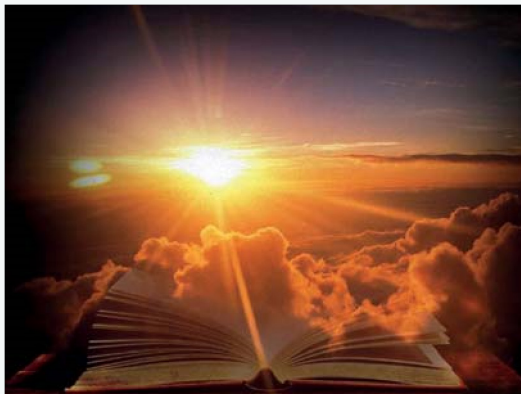
Finally, Allah informed him of their plots and allowed him to migrate to Yathrib (Medina) where he established the Islamic state.



Application activity 4.1

Why do you think the Prophet Muhammad (peace be upon him) and his followers were oppressed?

4.2 Finality of prophet hood of Muhammad (Peace be upon him)



Learning activity 4.2

Do you know the last prophet of Islam?

The Prophet Muhammad (peace be upon him) declared that he was the final prophet sent for humankind. What Allah gave this final messenger must be suitable to guide all of humankind after him until the Day of Judgment. In fact, the Prophet himself made this very same point in essence when he said:

“I have left with you two things that if you cling to them you will never be misguided after me¹: The Book of God and the

Sunnah of His Messenger." (*Saheeh Muslim*)

Allah has also said:

"Indeed, in this [Quran] is notification for a worshipping people. And We have not sent you, [O Muhammad], except as a mercy to the worlds." (Quran: 21:106-107)

That is, his example and teaching was not simply for the people of Arabia at his time.

A Muslim cannot speak of a prophet in a discourteous manner if he does not believe in him. Thus, an Arab Muslim cannot refer to Prophet Moses and say: 'Well, he was a messenger to the Jews and I he does not concern me.' Such an attitude can lead a person to disbelief. We must believe in all of God's prophets and messengers and draw no distinction whatsoever between them.

As for rank, some prophets and messengers are certainly given a higher one than the others. God mentions in the Quran that He gave preference to some prophets. He says: "Those are the Messengers! We have exalted some of them above others. To some God spoke directly, and some He raised in rank. We gave Jesus, the son of Mary, clear signs and strengthened him with the Holy Spirit" [Quran 2: 253].

The verse speaks of some aspects of the honor with which God favored some of His messengers, such as Moses to whom He spoke directly and Jesus whom He supported with the Holy Spirit. Abraham was granted the great honor of having the line of Prophet hood in his seed. And needless to say, Muhammad was honored as the seal of prophets and his message remains applicable for the rest of time.

God the Almighty also refers to messengers who were endowed with great resolve. These were Noah, Abraham, Moses, Jesus

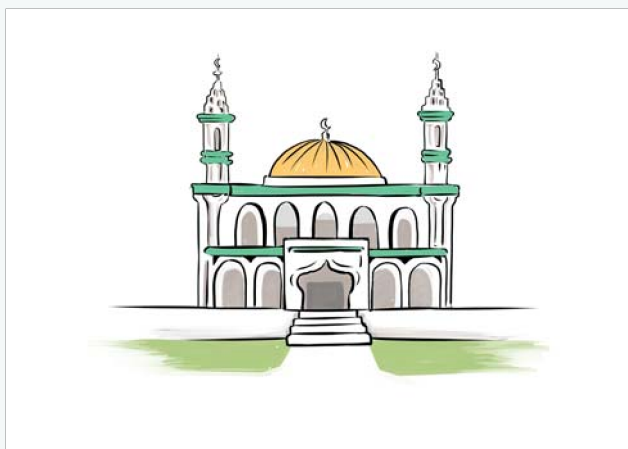
and Muhammad (peace be upon them and all other prophets and messengers). And because they had greater resolve, they occupy a higher rank.



Application activity 4.2

1. To which people do you think the prophet Muhammad was sent?
2. Are Muslims allowed to make distinctions among prophets and Messengers?

4.3 Arrival and expansion of Islam in Rwanda



Learning activity 4.3

How did Islam arrive in Rwanda?

4.3.1 The coming of Islam in Rwanda

Islam was first introduced into Rwanda by Muslim traders from the East Coast of Africa in the 19th century. Islam entered in Rwanda in two ways:

- Muslim Tanzanians and Burundians who were working with the German army as soldiers, interpreters etc. This was around 1897. They settled in Shangi in Nyamasheke-Rusizi districts in Western Province of Rwanda.
- Muslim Arab and Indian Traders who arrived in Rwanda 1901 during the reign of King Kigeli IV Rwabugiri and settled at King's palace in Nyanza district, Southern Province. It should be noted however that their mission was not to spread Islam, but their trade.

Through the interaction of Locals with the Arabs, Locals admired their lifestyle and behaviors.

4.3.2. The expansion of Islam in Rwanda

The mentioned interaction resulted into intermarriage. As a result, many converted to Islam since the created families were Muslims, even the extended relatives at times also converted to Islam.

Also the coming of Europeans to Rwanda with their Clerks and administrative assistants, they were mainly Swahili speakers from the coast of Tanzania. Most of them were Muslims. So where they went, they took with them the Islamic culture.

While looking also for market and transportation, Muslims traders and transporters travelled a lot and made a number of relationships. So the people they related with, at times converted to Islam.

Also when we look at Muslims lifestyle, Muslims had a bit advanced utensils, clothes and other things compared to what Locals had. On top of that, they were exemplar as far as truthfulness and trustworthy. So some of the locals admired them and copied their lifestyle.

This resulted into eventual converting into Islam.

Looking also to Muslims social and economic security, people converted to Islam because they were motivated by the need to acquire social and economic security which Muslims used to give for religious conviction.

Looking also to the cause of Migration, in around 1960, a government minister named Isidore Sebazungu ordered the burning of Muslim Quarters and Mosque at Rwamagana, Eastern Province. Muslims fled to other areas with their religion. Therefore, Islam gained ground there and it prospered.

We do not forget also the Genocide against Tutsi in April 1994, where many Tutsis fled and hid in houses of Worship. To their surprise, the clerics encouraged their followers to kill the Tutsi, while safety was only realized in mosques, where no such a thing was encouraged. There were only a few incidents in which Tutsis in mosques were attacked.

In March 1992, as the situation across the country was becoming increasingly volatile and violent, the Muslim leadership issued a "pastoral letter" calling upon Muslims to avoid becoming involved in any political parties that involved ideologies or actions counter to the teachings of the Quran. This message was posted in mosques around the country. The leadership issued announcements to be read on the government-owned radio station (the only radio station) telling Muslims that there were hard moments coming, and appealing to them to adopt positive values and not be implicated in the coming events.

The most widely known example occurred at Nyamirambo Main Mosque, where hundreds of Tutsi had become refugees.

This information was corroborated by stories from Biryogo [Nyarugenge district], Kibagabaga [Gasabo district], Rwamagana, Mabare [Rwamagana district] and Mugandamure [Nyanza district]. No Muslim religious leaders have been charged or arrested for participating in the genocide.

So many people trusted the Islamic religion and got converted to it.

4.3.3. The establishment of A.MU.R (Association des Musulmans au Rwanda) known nowadays as R.M.C (Rwanda Muslim Community)

The big number of Muslims in Rwanda grew mostly in areas like Nyamirambo, Rwamagana, Kiramuruzi, Gatsibo, Mugandamure, Kamembe, Rubavu, Gacurabwenge [Kamonyi District] and Kabaya [Ngororero District]. So there was a need for a leader to streamline their affairs. In that period, Muslims were represented by DJABU Feruzi Almas.

In order to cater for Muslims, need to organise the Muslims, a number of Rwandans prominent Muslims saw it fit to establish an umbrella organisation. In 1964, the Association of Muslims in Rwanda (A.MU.R) was established by 19 Muslims and granted a legal personality No. 37/13 of 15/05/1964 by the Minister of Justice.



Application activity 4.3

1. List some difficulties faced by the followers of the Prophet (peace be upon him) in Makkah?
2. Give any two factors which helped Islam to spread in Rwanda.

4.4 End unit assessment



End of unit assessment 4

1. To whom was Prophet Muhammad (peace be upon him) sent?
2. Did the hardship Muslims encountered stop other people from converting to Islam?
3. Did the prophet Muhammad (peace be upon him) participate in the migration to Habasha?
4. Give some factors which have helped Islam to expand in Rwanda

UNIT 5

Halaal and Haraam (Recommended and prohibited)

Key unit competence:

The learner will be able to live integral life and to obey Allah and neighbours

Introductory activity 5.1

What is the difference between Halaal and Haraam in Islam? Mention any two prohibited foods in Islam.

5.1. Halaal food and drinks



Learning activity 5.1

What is Halaal and Haraam acts?

Halal is an Arabic word meaning lawful or permitted. In reference to food, it is the dietary standard, as prescribed in the Qur'an (the Muslim scripture). The opposite of halal is haram, which means unlawful or prohibited. Halal and haram are universal terms that apply to all facets of life. These terms are commonly used in relation to food products, meat products, cosmetics, personal care products, pharmaceuticals, food ingredients, and food contact materials.

Allah created us and created the food for us and through His infinite wisdom knows what is beneficial for us and what is harmful for us.

Allah says:

O mankind! Eat of that which is lawful and good on the earth, and follow not the footsteps of Shaitân (Satan). Verily, he is to you an open enemy. (**Quran 2.168**)

O you who believe (in the Oneness of Allah - Islamic Monotheism)! Eat of the lawful things that We have provided you with, and be grateful to Allah, if it is indeed He Whom you worship. (**Quran 2.172**)

- **What can a Muslim eat?**

We can eat all fruit and vegetables.

There are certain animals that are Halaal (lawful) as long as they have been slaughtered in the Islamic way

These animals are cows, sheep, lamb, chickens, hens, turkey, ducks, camels, goats, goose, ostrich, etc if they are slaughtered in the Halaal way.

- **Prohibited methods of slaughtering.**

An animal slaughtered by following methods is prohibited.

- strangled to death
- beaten to death
- died due to falling
- killed by being smitten by horn
- eaten by wild beast

- **Beast of cattle**

Beasts of cattle i.e., grazing beasts are lawful except those that are explicitly prohibited.

O you who believe! Fulfill your indentures. **The beast of cattle is made lawful onto you (for food) except that which is announced unto you(herein)** game being unlawful when you are on the pilgrimage. Lo! God ordained that which pleases Him. (Quran 5:1)

- **Game of water is permitted**

To hunt and to eat the fish of the sea is made lawful for you, a provision for you and for seafarers; but to hunt on land is forbidden you so long as you are on the pilgrimage. Be mindful of your duty to Allah, unto whom you will be gathered. (Quran 5:96)

- **Food of Jews and Christians is lawful for Muslims and food of Muslims is lawful for Jews and Christians.**

This day are (all) good things made lawful for you. The food of those who have received the Scripture is lawful for you, and your food is lawful for them. And so are the virtuous women of the believers and the virtuous women of those who received the Scripture before you (lawful for you) when you give them their marriage portions and live with them in honor, not in fornication, nor taking them as secret concubines. Whoso denied the faith, his work is vain and he will be among the losers in the Hereafter. (Quran 5:5)

- **Animals hunted by trained birds and animals are permitted.**

They ask you (O Muhammad) what is made lawful for them. Say: (all) good things are made lawful for you. And those beasts and birds of prey which ye have trained as hounds are trained, ye teach them that which Allah taught you; so eat of that which they catch for you and mention Allah's name upon it, and observe your duty to Allah. Lo! Allah is swift to take account. (AlQuran 5:4)

However, a person would not be guilty of sin in a situation where the lack of any alternative creates an undesired necessity to consume that which is otherwise unlawful. (Quran 2:173) This is the “**law of necessity**” in Islamic jurisprudence: “That which is necessary makes the forbidden permissible.”



Application activity 5.1

Briefly explain why Allah asked Muslims to eat what is lawful and to be thankful to Him in the Quran verse 2.172

1. Explain when Muslims are not allowed to eat a Halaal animal.
2. State any two prohibited methods of slaughtering.
3. Discuss on the law of necessity. Give two circumstances when the forbidden become permissible to eat or drink.”

5.2. Prohibited food and drinks



Learning activity 5.2

List at least 3 types of food that are prohibited to be eaten in islam and explain why?

In general, every food is considered halal in Islam unless it is specially prohibited by the Qur'an or the Hadith. By official definition, halal foods are those that are:

1. Free from any component that Muslims are prohibited from consuming according to Islamic law (Shariah).
2. Processed, made, produced, manufactured and/or stored using utensils, equipment and/or machinery that have been cleansed according to Islamic law.

Allah says (interpretation of the meaning):

"Forbidden for you (for food) are: al-Maytatah (dead animals, cattle-beast not slaughtered), blood, the flesh of swine, and the meat of that which has been slaughtered as a sacrifice for others than Allah, or has been slaughtered for idols, etc., or on which Allah's Name has not been mentioned while slaughtering, and that which has been killed by strangling, or by a violent blow, or by a headlong fall, or by the goring of horns and that which has been (partly) eaten by a wild animal unless you are able to slaughter it (before its death)..." [Qur'an: 5:3].

A Muslim cannot eat nor drink anything that causes intoxication in any amounts. What intoxicates in large amounts is unlawful in small amounts. Infact a Muslim is not even allowed to sit in a table were alcohol is being served.

- a. So Alcohol and products containing or made from Alcohol is Haram (even if all the alcohol has evaporated).
 - b. Narcotics, Heroin, cocaine, marijuana and any other substances which causes intoxication are also forbidden.
 - c. Nutmeg also causes intoxication is also Haram.
3. Pig and any products containing pig is Haram.

4. All carnivores which have fangs such as lions, tigers, wolves, dogs, cats etc are Haram
5. All birds which have talons such as hawks, falcons, vultures, eagles etc are Haram

It was narrated from Ibn Abas that the Prophet (peace and blessings of Allah be upon him) forbade all carnivorous animals which have fangs and all birds which have talons. (Narrated by Muslim, 1934)

Ibn 'Abas (May Allah be pleased with him) who said: The Messenger of Allah (peace and blessings of Allah be upon him) forbade killing four kinds of animals: ants, bees, hoopoes and sparrow-hawks.

6. Domesticated donkeys are Haram

Ali (May Allah be pleased with him) said: "The Messenger of Allah (peace and blessings of Allah be upon him) forbade the meat of domesticated donkeys in the year of Khaybar." (Bukhari, 5203; Muslim, 1407)

7. Animals which we are commanded to kill such as mice, scorpions, snakes are Haram.
8. Animals that are sacrificed to anyone other than Allah is Haram
9. Any animal that has died (except fish and sea creatures) before being slaughtered in the Islamic manner.
10. Eating or drinking blood is haram.
11. Frogs are Haram to eat
12. Narrated Ibn umar:" Allah's Messenger prohibited eating or drinking the milk of the animal which feeds on filth."



Application activity 5.2

State any two forbidden foods and drink.

1. Explain two reasons why are some foods and drinks forbidden to consume.

5.3. Alcohol consumption in Islamic perspective



Learning activity 5.3

Why do you think Muslim do not consume alcohol?

The Qur'an in several verses admonishes the consumption of *khamr*, a wine beverage made from dates:

They question you about *khamr* and games of chance. Say: In both is great sin and (some) utility for men; but the sin of them is greater than their usefulness. And they ask you what they ought to spend. Say: that which is superfluous. Thus God makes plain to you (His) revelations that haply you may reflect. (Quran 2:219)

O you who believe! Draw not near unto prayer when you are drunk, till you know that which you utter, nor when you are polluted, save when journeying upon the road, till you have bathed. And if you are ill, or on a journey or one of you come

from the closet, or you have touched women, and you find not water, then go to high clean soil and rub your faces and your hands (therewith). Lo! Allah is Caring, Forgiving. Quran 4:43)

O you who believe! Intoxicants and games of chance and idols and divining arrows are only a reputation of Satan's action. Leave it aside in order that you may succeed. (Al-Quran 5:90)

At first, it was forbidden for Muslims to attend prayers while intoxicated. In addition to this, most observant Muslims refrain from consuming food products that contain pure vanilla extract or soy sauce, as these food products may contain alcohol. There is some debate about whether the prohibition extends to dishes in which the alcohol would be cooked off or if it would be practically impossible to consume enough of the food to become intoxicated.

Substances which are intoxicants are not prohibited as such, although their consumption is. For example, alcohol can be used as a disinfectant or for cleaning, but not as a beverage.

If the beverage that contains a percentage of alcohol intoxicates in large quantities, then it is unlawful to consume any quantity of it, large or small. It is also deemed prohibited to sell or buy such a beverage and it is obligatory to dispose of it because it is considered khamr (intoxicant). However, if the consumption of a large amount of such a beverage does not intoxicate, then it is permissible to sell, buy, and consume it.

We as Muslims should show great gratitude to our Lord that he has not left us to make our own laws and go round in circles making error upon error. It is a great blessing on the believers that Allah has shown us what is good to eat and drink and what is bad for us to eat and drink.



Application activity 5.3

Discuss about the consequences of alcohol and intoxicants on the families

5.4. End unit assessment



End of unit assessment 5

1. Give the meaning of Halaal and Haraam.
2. Which of the animals are eaten by Muslims?
3. Are animals without hooves recommended to eat in Islam?
4. Name four animals which are not eaten by Muslims.
5. What are the dangers of being a drunkard?
6. Suggest three examples of intoxicants.

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