

Social and Religious Studies

Pupil's books

Primary 6

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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 six, 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



Acknowledgement

I wish to express my appreciation to all the people who played a major role in editing process of this Social and Religious Studies pupil's book for Primary six. It would not have been successful without their active participation.

Special thanks are given to those who gave their time to read and refine this textbook to meet the needs of competence-based curriculum. I owe gratitude to the Ministry of National Unity and Civic Engagement (MINUBUMWE), Never Again, AEGIS Trust who provided their expertise in research and recommendations which contributed to the edition of this guide.

I wish to extend my sincere gratitude to Primary, secondary schools and the university of Rwanda that allowed their teachers, lecturers who diligently worked with REB in-house textbooks production project to the successful completion of this textbook edition. I also thank illustrators, designers, and all other individuals whose efforts in one way or the other contributed to the success of this edition.

Finally, my word of gratitude goes to the Rwanda Basic Education Board staff particularly those from Curriculum, Teaching and Learning Resource Department (CTLRD) who are involved in the whole process of in-house textbook editorial work.



**Joan Murungi,
Head of CTLRD**

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Part1: Social studies

UNIT 1

OUR COUNTRY

Key unit competence: Draw and interpret Rwanda administrative map, East Africa and African maps and interpret them.

Introductory activity

1. What is the name of your province?
2. Where is it located?
3. Name the provinces neighbouring your province.

In primary five, we learnt about our province. Our country Rwanda, is divided into four provinces and the City of Kigali

These are

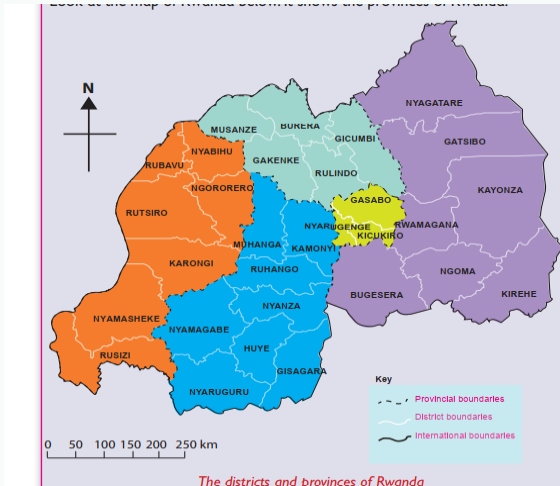
- The city of Kigali
- Southern province
- Northern province
- Eastern province
- Western province

1.1 Administrative map of Rwanda



Activity 1

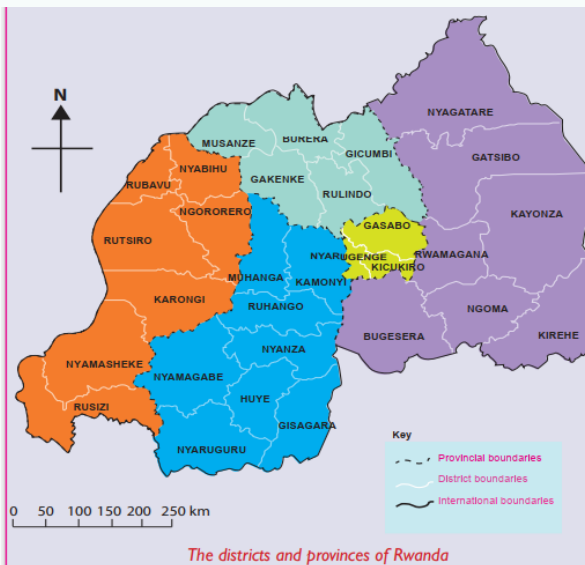
Look at the map of Rwanda below. It shows the provinces of Rwanda.



1. Identify the provinces marked P,Q, R, S and T
2. Draw a table and indicate the districts in each of the provinces.

Activity 2

Look at the map of Rwanda below. It shows the provinces of Rwanda.



1. How many districts are there in Rwanda?
2. Which is the largest district?

- Rwanda has four provinces
- Each province has many districts
- The total area of Rwanda is 26.338km²
- According to 2012 census, the population was 10.515.973 people.



Activity 3

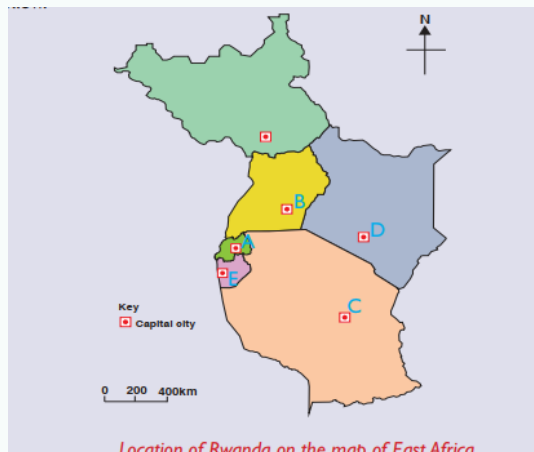
Draw the map of Rwanda and locate the provinces with their different districts

1.2 Location of Rwanda on the map of East Africa and her neighboring countries



Activity 1

Look at the map of East African community countries below and answer the questions that follow.



1. Identify the names of the countries shown on the map.
2. Identify the countries that neighbor Rwanda.
3. Name the capital cities A, B, C, D, and E

Rwanda is found on the Western side of East Africa. The countries of East African community are Kenya, Rwanda, Burundi, Uganda, Southern Sudan and Tanzania.

The countries which share the borders with Rwanda are:

- Burundi
- Uganda
- Tanzania
- Democratic Republic of Congo (DRC) to the West
- The largest country in East Africa is Tanzania



Activity 2

1. Draw a map of East Africa and show different countries

1.3. Location of Rwanda on the map of Africa





Activity 1

1. Identify Rwanda on the map of Africa.
2. What is the location of Rwanda on the map of Africa?

Geographically, Rwanda is located in Eastern Central Africa. It is bordered by Democratic Republic of Congo to the West, Uganda to the North, Tanzania to East, and Burundi to the South.



Activity 2

1. Draw the map of Africa.
2. Name other countries in Africa and give their locations.
3. Project work
 - i. Make model maps of East Africa and Africa using local materials.
 - ii. Display the models in your class.

Unit summary

- Our country, Rwanda, is divided into four provinces, the city of Kigali and 30 districts.
- The neighbours of Rwanda are Uganda to the North,
- Tanzania to the East, Burundi to the South and Democratic Republic of Congo (DRC) to the West.
- On the map of Africa, Rwanda is located in Central Africa.
- Rwanda has a total area of 26,338 km².

Key words

Administrative: Related to administration. For example, a district, province, etc.

Border: A line separating two geographical areas, especially countries.

Land locked: Entirely enclosed by land. There is no direct access to the sea or ocean.

Location: The particular place or position of something.

Neighbours: A place or thing next to, or very near to another



End unit assessment

- Draw the administrative map of Rwanda showing the provinces and their districts.
 - On the map, identify the provinces of Rwanda and their districts.
 - Describe the location of each province.
- Draw the administrative map of East Africa
 - Identify the countries of East African community
 - Locate Rwanda in relation to the map of East Africa.
- Draw the map of Africa and show the location of Rwanda.
- Match the countries in column A with their direction from Rwanda on the map of Africa in column B

A	B
Tanzania	North
Uganda	East
Democratic Republic of Congo	South
Burundi	West

UNIT 2

CIVICS AND GOVERNANCE

Key unit competence: Demonstrate patriotism and good citizenship.

Introductory activity

As Rwandans, we should have enough knowledge of the civics and governance of our country. What are the expected values of a Rwandan leader?



2.1. Unity and co-operation

Activity 1

1. In your community, mention the things which you do together.
2. How do people in your community help each other?
3. Look at the picture below. Talk to others about what these children are doing when you come to school.



Pupils cleaning the school compound

Activity 2

Make a visit to the office of the village coordinator and find out the answers to the following questions.

1. How do people in the village look after each other?
2. How do they support one another?
3. When there are problems, what do they do?

Unity means people living together as one and having love for each other.

Cooperation means doing things together and working together in an agreement.

2.1.1 National unity and “ Ndi Umunyarwanda”

Activity 3

Discuss the following.

1. Meaning of a nation
2. Meaning of national unity
3. What do you understand by “ Ndi Umunyarwanda”?

The history of “Ndi Umunyarwanda” concept.

Ndi Umunyarwanda was initiated (started) in 2013, with the goal or purpose of building a national identity and fostering a Rwandan community that is based on trust and unity. The Rwandese relationship had problems right from colonial days up to the time of Genocide Against the Tutsi. In order to mend the relationship that had been destroyed, there was a need to find common outstanding of oneness of Rwandan people.

What is Ndi Umunyarwanda?

Ndi Umunyarwanda means having Rwandan spirit, a strong relationship or symbiosis with Rwanda either born in Rwanda or naturalized. It means having Rwandan ideology, sharing responsibility, having one vision and equal human rights.

Goals and targets of Ndi Umunyarwanda

The goals and targets of Ndi Umunyarwanda include the following:

- Knowing Rwandan history
- Admitting the past, however painful it is.
- Returning dignity of Rwanda and the Rwandan people.
- Having the courage to reconcile all sides of people.

Ndi Umunyarwanda teaches about the qualities of a Rwandan.

Some of the qualities of a Rwandan include:

- Trusting each other.
- Truth and tolerance
- Humility
- Listening
- Self-respect
- Helping each other
- Patriotism
- Team work. etc.

Ndi Umunyarwanda also teaches Rwandans about taboos. These are things we shouldn't practice or emulate. Such taboos include:

- Selfishness
- Refusing to accept committing a mistake.
- Having Genocide ideology, hate and passing that on to your sibling.

Objectives of Ndi Umunyarwanda

The main objectives of Ndi Umunyarwanda include the following:

- Sharing our history and our past.
- Creating a platform for problem solving.
- Building a bright future for our children.
- Teaching people to avoid divisionism and misunderstanding.
- Rebuilding Rwandan society
- Teaching the masses, a culture of self-respect.

How Ndi Umunyarwanda is practiced

Ndi Umunyarwanda is carried out through the following forums:

- Seminars and meetings.
- Public gathering.
- Through community works like umuganda.
- On Umuganura (harvest day).



Activity 4

1. What is expected of every Rwandan citizen in relation to 'Ndi Umunyarwanda concept'?
2. Explain the responsibilities for every Rwandan regarding national unity.

2.1.2 Situations that depict unity and co-operation

What shows that there is unity and co-operation in our communities?

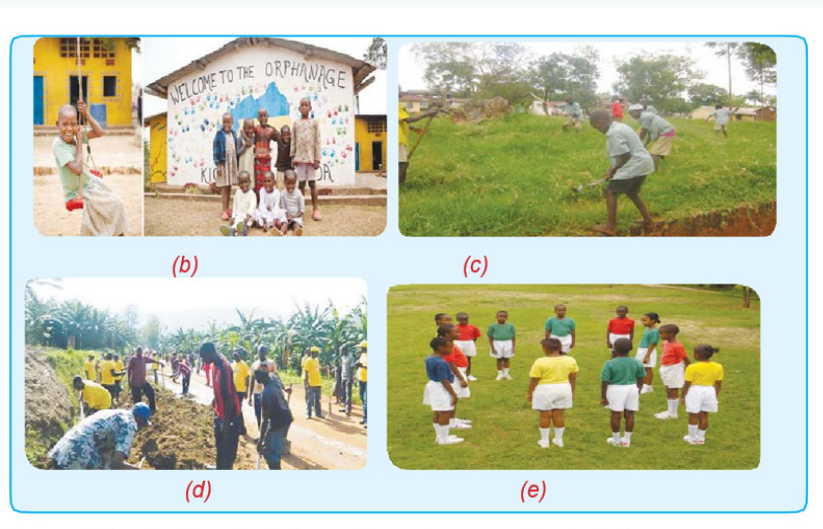
Let us find out together from the activity below.

Activity 5

1. What do you think might happen when:
 - i. People are faced with a problem like floods or famine?
 - ii. The UmuDugudu is attacked by thieves
 - iii. The only school in the district is destroyed by the fire?
2. List in your notes some of things which show that there is unity and co-operation in your home and school.

Study the pictures below and explain different activities that are taking place in each picture which show unity and cooperation in our country.





Some of the situations that show unity and co-operation include:

- People coming together to build common projects.
- Participating in community work (umuganda).
- People coming together to clean the environment.
- Children from different homes playing together.
- Helping people in need, for example by providing homes to orphans.



Activity 6

Discuss different situations that show there is unity and co-operation among people.

2.1.3. Issues that hinder unity and co-operation

Are there some things that make it difficult for you to agree or work well with your friends in school? Are there times when you don't agree and work well with your brothers, sisters or parents



Activity 7

Answer the following questions:

1. What does your teacher do on entering the classroom?
2. Do we talk when other people are talking?
3. What do we do when there are no enough textbooks for everyone in our class?
4. What could happen in our district if we don't share resources equally?
5. Explain why it is not good to steal from other people.

Some of the main issues that hinder unity and co-operation in our society include:

- Religious differences
- Unequal sharing of resources
- Political differences
- Intolerance
- Ethnicity / tribalism
- Corruption



Activity 8

Discuss how the issues mentioned above hinder unity and co-operation in Rwanda. Make a summary for a class presentation.

2.1.4. Ways of promoting unity and co-operation



Activity 9

What are some of the ways in which we can promote unity and co-operation? Talk to your friend about them when you come to school.



Activity 10

There are many other ways of promoting unity and co-operation.

1. Discuss how the following ways can promote unity and co-operation:

- i. Obeying the law
- ii. Transparency
- iii. Respecting others
- iv. Having a constitution in the country
- v. Having a common education

Look at the pictures below and explain the different ways of promoting unity and co-operation in each picture.



(a)



(b)



(c)



2.1.5. The importance of national unity



Activity 11

1. What are the benefits of your family members staying united?
2. What good things do you see in your school when you all work together?
3. Observe the pictures below. Use them to explain the importance of national unity in our country.



Activity 12

1. Using the library, textbooks or the internet, find out the reasons why peace is important to our country.
2. Each of the words below can be used to explain how we can promote or hinder national unity in our country. Others can be used to show how national unity is important. Choose any three words and use them to write a sentence or two about:

- i. Promoting national unity and co-operation
- ii. Hindering unity
- iii. The importance of unity

Ethnicity, religious differences, tolerance, dialogue, games and sports, peace and harmony, development)

Example

Tolerance makes us listen to other people even if we do not agree with them. It makes people feel wanted and this promotes national unity.

National Unity is important because:

- It enables a country to enjoy peace and stability.
- Peace is important because it makes people want to develop their country.
- When there is peace, people work hard to create wealth for themselves and their country.

2.2. Regional co-operation



Activity 1

1. Visit the library and find out the answers to the following questions:

- i. What is a region?
- ii. Mention any regions in Africa.
- iii. Which countries in Africa have come together to co-operate?

- Regional co-operation means countries that neighbour each other, working together with the aim of achieving common objectives.

- Countries in a given region may form regional bodies or organisations

Examples of such organisations are:

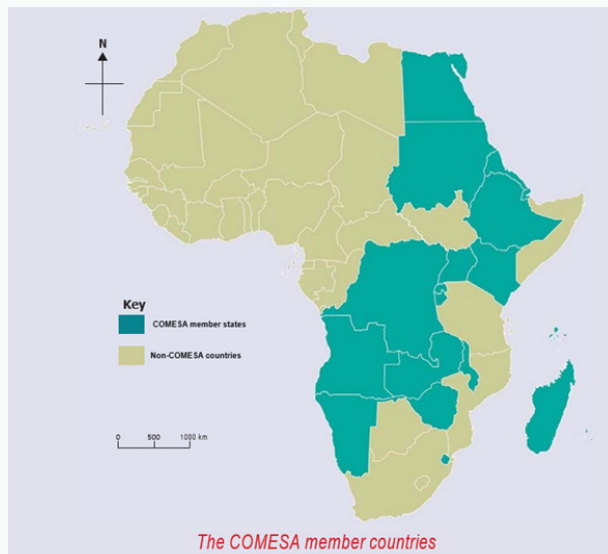
- The East African Community (EAC)
- The Common Market for Eastern and Southern Africa (COMESA)
- The Economic Community of Central African States (ECCAS)
- The African Union (AU)
- The Economic Community of the Great Lakes Countries (CEPGL)
- New Partnership for Africa's Development (NEPAD)

2.2.1. Common Market for Eastern and Southern Africa (COMESA)



Activity 2

The map below shows member states of COMESA. Using an atlas, identify the countries colored in green.



Make a table showing COMESA member countries shaded in green. Use your atlas.

- The Common Market for Eastern and Southern Africa (COMESA) was formed in 1994.
- The organization has 20 member countries.
- Its headquarters are in Lusaka, Zambia.

The objectives of COMESA



Activity 3

Using the library, textbooks or the internet, find out more about the objectives of COMESA. Make a class presentation.

The objectives of COMESA are:

- To create a common market for goods produced within the region.
- To allow free movement of people of member states.
- To remove or reduce taxes on goods produced using local materials.



Activity 4

1. How does COMESA benefit its members?

Some of the benefits of COMESA member states include:

- Free movement of people.
- Expansion of markets.
- Free flow of goods.
- Promotion of human rights.
- Promotion of international trade.



Activity 5

Answer the following questions:

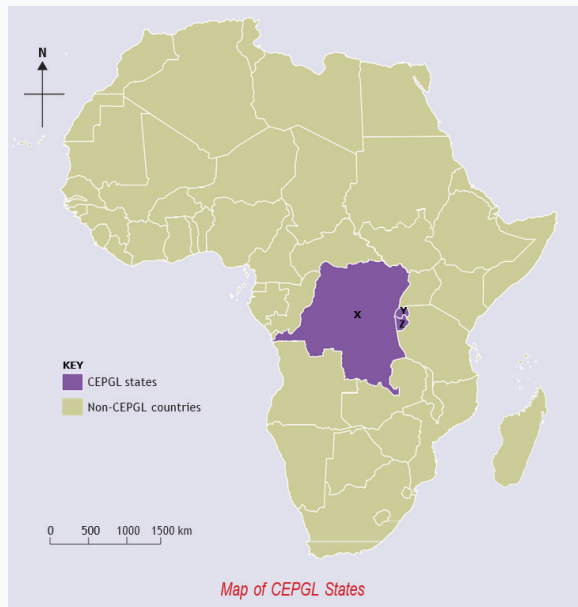
1. When was COMESA formed?
2. Name the headquarters of COMESA.
3. Which country in East Africa is not a member of COMESA?
4. You have a friend living in one of the COMESA member countries. Write a letter to him or her explaining how your own country benefits from the organization.

2.2.2 Economic Community of the Great Lakes Countries (CEPGL)



Activity 6

1. Write down the full meaning of CEPGL.
2. Study the map of Africa showing political regions and use Atlas to name countries X, Y and Z that belong to CEPGL.



- The Economic Community of the Great Lakes Countries was formed on 20th September, 1976.
- The agreement for its formation was signed in Rubavu, Rwanda.
- The members of CEPGL are Rwanda, Burundi and the Democratic Republic of Congo.
- The headquarters of CEPGL are in Rubavu District, Rwanda

Objectives of CEPGL



Activity 7

Using the library, textbooks, documents or the internet, find out the reasons why CEPGL was formed

Some of the reasons why CEPGL was formed include:

- To promote trade among member states.
- To promote peace in the region.
- To promote free movement of people within the region.

Benefits of CEPGL



Activity 8

Discuss the benefits of CEPGL to member states.

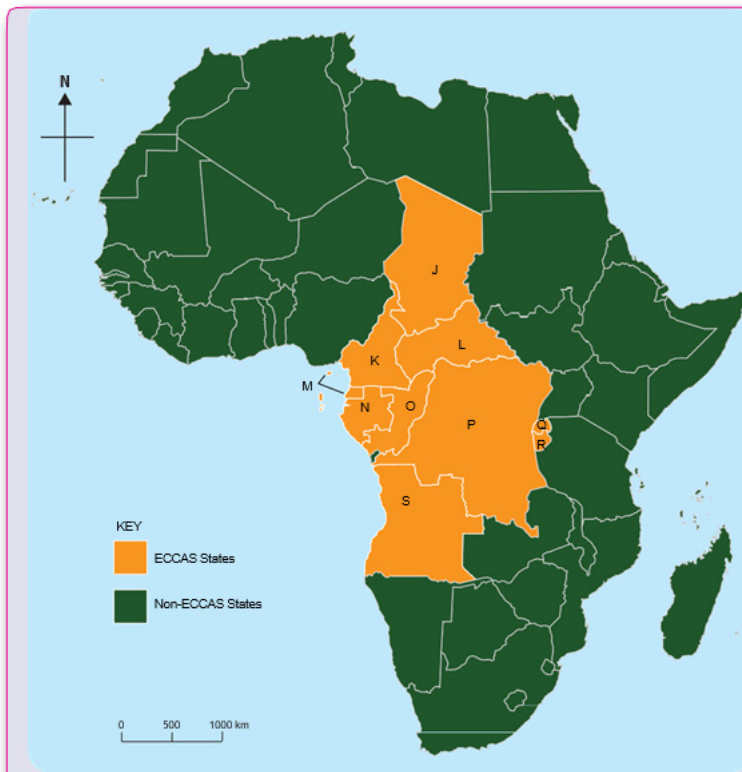
Through CEPGL, the member states have benefited from:

- Improved peace and security.
- Improved living standards.
- Improved trade

2.2.3 Economic Community of Central African States (ECCAS)

Activity 9

Look at the map on the following page and use it to answer the questions that follow:



- i. Name the ECCAS states marked J,K,L,M,N,O,P,Q,R,S.
- ii. Why do you think ECCAS was formed ?
- iii. Discuss the benefits of ECCAS to member states?

ECCAS is the Economic Community of Central African States. It is an economic community formed to promote regional co-operation in Central Africa. ECCAS was established on 18th October, 1983.

Objectives of ECCAS



Activity 10

Using textbooks and other documents, find the objectives of ECCAS.

The objectives of ECCAS include:

- To establish a common market for member states.
- To raise the standards of living for its people.
- To maintain economic stability.

Benefits of ECCAS



Activity 11

What do you think are the benefits of ECCAS to member states?

Some of the benefits of ECCAS include:

- Member states have a wider market for goods.
- Through co-operation, member states have achieved development.

2.2.4. The African Union (AU)



Activity 12

1. What is the AU?
2. When was the AU formed?

Observe the symbols of AU below



Observe the table below and name all states of the AU shown.



The AU is an organisation which brings together African states.

- It used to be the Organisation of African Unity (OAU) between 1963 and 2002.
- AU was established on May 26, 2001 in Addis Ababa, Ethiopia.
- All African states are members of the AU.
- Morocco is the newest member of AU having joined in January 2017

Objectives of the African Union



Activity 13

1. Why do you think the countries of Africa formed the AU? Find out from the library or internet sources.

Some of the reasons why the countries of Africa formed the AU include

- Failure by the former Organisation of African Unity (OAU) to meet its objectives.
- To involve all the people of Africa in developing their continent.
- To promote the standards of living of the people of Africa.
- There was a realisation that solutions for Africa's problems had to come from within Africa and not from outside.
- To unite the people of Africa.
- To co-ordinate African development in order to make Africa states self-reliant

Benefits of the African Union



Activity 14

What are some of the benefits of the AU?

The AU has benefited the people of Africa in the following ways:

- The African Union has promoted peace on the continent. This has been achieved through peace keeping operations, for example, in Somalia.
- The AU provides an international forum for Africans to discuss many issues affecting them.

- The AU discusses solutions to world problems such as HIV and AIDS.
- Through the African Development Bank, the AU promotes development activities in member states.



Activity 15

1. From the internet or library, find out the composition and functions of the organs of the AU.

2.2.5. New Partnership for Africa's Development (NEPAD)



Activity 16

1. What is NEPAD?
2. What are its areas of operation?

Objectives of NEPAD

NEPAD is an economic development programme of the African Union.

It was adopted by the Assembly of Heads of States and Government in July 2001 on Lusaka, Zambia.

Its headquarters are in Midrand, South Africa.



Activity 17

1. Using the library, textbooks or the internet, research the reasons why NEPAD was started by the AU.

The objectives of NEPAD include:

- To fight poverty by promoting economic co-operation.
- To empower women.
- To promote growth and development.
- To integrate Africa in the world economy.

Benefits of NEPAD



Activity 18

1. Using the library, textbooks or the internet, research the benefits of NEPAD.
2. Make a summary report and present it in class

Some of the benefits of NEPAD include:

- It has come up with projects to improve transport, energy, water and ICT.
- It has promoted Information Technology in schools through e-school programs.
- It has promoted research in many areas, for example, science and energy.

2.3.6. Importance of Regional Co-operation



Activity 18

Discuss other reasons why regional co-operation is important.

The following are some of the benefits of regional co-operation:

- They help to expand markets for buying and selling goods.
- They facilitate easy and free movement of people from one country to another.
- They help to improve infrastructure projects such as roads and railways.
- They help to promote basic human rights amongst member states
- They help to promote peace and stability in the region.

2.3. International co-operation



Activity 1

1. Using an Atlas:
 - i. Identify the continents of the world.
 - ii. Identify five countries from each continent.
 - iii. Identify organisations which bring together countries from different continents.
2. Discuss different forms of assistance Rwanda gets from the international community.
3. Discuss the different ways in which Rwanda helps the international community

Just as countries in Africa co-operate, countries across the world also have ways of working together. Some of the major international co-operations include:

2.3.1. The United Nations (UN)



Activity 2

1. Who is the head of the UN?
2. What makes a country eligible for UN membership?

The UN was formed on 24th October, 1945 after the end of the Second World War. Its headquarters are in New York, United States of America. The UN brings together all the independent countries of the world.

The UN has a membership of 193 countries. The Holy See (Vatican) and the State of Palestine are not members of the UN.

- Non-member states of the UN can apply for the status of permanent observers. Permanent observers are states that are not members of the UN but are allowed to participate in UN affairs.
- Permanent observers have free access to most meetings and relevant documentation.

The United Nations also house integrated organisations which form part of permanent observers. They include the:

- African Union (AU)
- Asian-African Legal Consultation Organisation (AALCO)
- Caribbean Community (CARICOM)
- Central American Integration System (CAIS)
- Commonwealth Secretariat
- Co-operative Council for the Arab States of the Gulf (CCASG)
- Economic Community of West African States (ECOWAS)
- European Union (EU)
- International Criminal Court (ICC)
- International Criminal Police Organisation (INTERPOL)
- League of Arab States



Activity 3

Visit the library or internet sources and find answers to the following questions:

1. What was First World War?
2. What was the Second World War?
3. Which organisations were formed after the First and Second World Wars?
4. Why was the UN formed?
5. Who were the leaders who came up with the Atlantic Charter?
6. Discuss and find out why the state of Palestine and the Vatican City are not members of the UN.

Objectives of the UN



Activity 4

1. Why do you think the UN was formed?

Some of the reasons why the UN was formed are:

- To maintain peace and security among the countries of the world.
- To encourage and maintain good relations between member states.
- To rebuild the countries that had been destroyed by the World War II.
- To promote co-operation in solving economic, social, cultural and humanitarian problems.
- To promote trade and economic development among members.

Organs of the UN



Activity 5

Visit your library or use the internet to prepare short notes on the functions of the following organs of the UN:

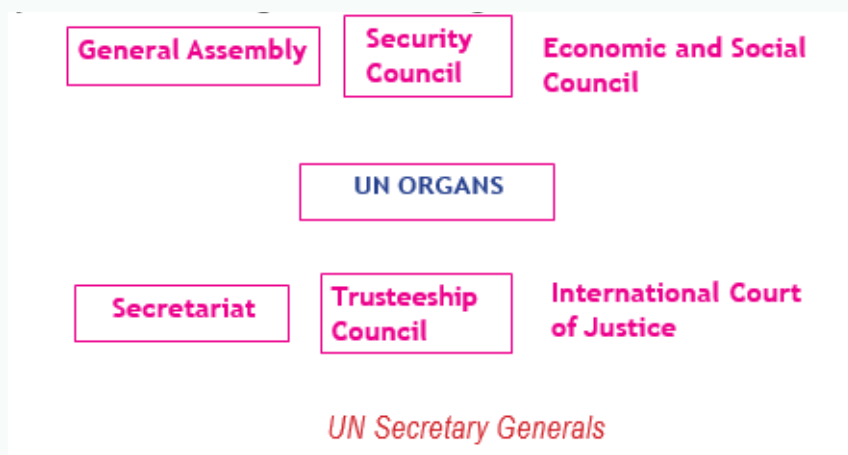
- The General Assembly
- The Security Council
- The Economic and Social Council
- The Secretariat
- The International Court of Justice
- The Trusteeship Council

The UN carries out its functions through six main organs



Activity 6

Study the following chart about organs of UN.



1. The General Assembly

This is the main organ of the UN. It consists of all member states. Each has one vote.

2. The Security Council

The Security Council consists of 15 members. Its work is to maintain international security and peace. The 5 permanent members of UN Security Council are USA, UK, France, China and Russia.

3. The Economic and Social Council


Co-ordinates the economic and social activities of the UN.

4. The Secretariat

Carries out the day-to-day activities of the UN. Its headquarters are in New York, USA. It is headed by a Secretary General who is elected by member states who are not members of the Security Council.

Activity 7

Study the table below and identify UN secretary generals from 1946 up to today. Using the library, textbooks or the internet, match the UN secretary generals with their name, photo, country and period

Name	Photo	Country	Period Served
Trugue Lie		Norway	1946 –1952
Mr Dag Hammarskjöld		Sweden	1953 –1961
Mr U Thant		Burma	1961–1971
Mr Kurt Waldheim		Austria	1971–1982
Mr Javier Perez de Cueller		Peru	1982–1991
Mr Boutrose B. Ghali		Egypt	1992–1996
Mr Kofi Annan		Ghana	1997–2006
Mr Ban Ki-Moon		South Korea	2007– 2016
Mr António Guterres		Portugal	2017

5. The International Court of Justice

Settles disputes among member states.

6. The Trusteeship Council

Supervises the administration of Trust Territories



Activity 8

7. Using the library or the internet, find out the benefits which Rwanda gets from being a member of the UN.
8. Research and compile a report on the functions of different UN organs.
9. UN is a worthless body". Debate.

2.3.2. UN Specialised Agencies

These are special bodies of the UN which perform specific duties. They include:

a) World Health Organisation (WHO)



Activity 9

1. From relevant books, find out what WHO means.
2. Discuss the functions of WHO.

- WHO is one of the UN agencies.
- It was formed in 1948.
- Its headquarters are in Geneva, Switzerland.
- It was formed to co-ordinate international health matters and public health.

Functions of WHO

WHO plays the following roles:

- It assists developing countries to control the spread of diseases.
- It carries out research so as to provide a cure for epidemics.
- When there is an outbreak of a disease, it sends equipment, personnel and medicine to support affected people.

b) United Nations International Children's Education Fund (UNICEF)



Activity 10

1. When was UNICEF formed?
2. Why was UNICEF formed?
3. Where is the headquarters of the UNICEF?
4. Find out the functions of UNICEF

- UNICEF is also an agency of the UN.
- It was formed in December 1946.
- Its headquarters are in New York, USA.
- It was formed mainly to provide emergency food and healthcare to children who were heavily affected by World War II.

Functions of UNICEF

UNICEF plays the following roles:

- Supporting children from poor families in developing countries who are affected by diseases and illiteracy.
- Providing scholarships for higher education to people from developing countries.

United Nations Educational, Scientific and Cultural Organisation(UNESCO)



Activity 11

1. What does UNESCO stand for?
2. When was UNESCO formed?
3. What are the functions of UNESCO?

- UNESCO is another agency of the UN.
- It was formed in November 1945.
- Its headquarters are in Paris, France.
- It was formed to promote peace through educational, scientific and cultural reforms.

Functions of UNESCO

UNESCO performs the following roles:

- Promoting research and the exchange of ideas, information and culture in order to improve standards of living.
- Promoting quality education for all.

c) World Food Programme (WFP)



Activity 12

1. What does WFP stand for?
2. When was the WFP formed?
3. Identify the functions of the WFP

- This is another agency of the UN.
- It was formed in 1961 and its headquarters are in Rome, Italy.
- It was formed to fight hunger and promote food security.

Functions of the WFP

Functions of the WFP include:

- Providing food to people in times of war, civil conflict and natural disaster.
- After emergencies, it uses food to help communities rebuild their lives.
- It helps communities and countries to meet their own food and nutritional needs.
- Helps to reduce malnutrition and hunger.

2.3.3. Importance of International Co-operation



Activity 13

Discuss why international co-operation is important.

International co-operation is important in the following ways:

- Promotion of peace.
- Promotion of human rights.
- Promotion of trade.
- Promotion of humanitarian aid.
- Promotion of justice.



Activity 12

Look at the pictures below and relate them to various functions of the UN and other international organisations.



UN peacekeeping forces in DRC



ICC court in the Hague



Peacekeeping force

Source: www.un.org



UN truck delivering medical equipment

2.4. Government and Non-Governmental Organizations (NGOs)



Activity 1

Name Government and Non-Governmental Organisations in your province which help people to meet their needs.

- Name Government and Non-Governmental Organisations in your province which help people to meet their needs.
- Government is a group of people who run the affairs of a country.
- Government has organisations set up to help people meet their needs. These are called Government Organisations (GOs). They are owned and run by the government.

- Non-Governmental Organisations (NGOs) on the other hand are independent organisations. They are owned and run by private people.

2.4.1. Important governmental organisations that help people to meet their needs and wants.



Activity 2

1. a) Using the library, textbooks or the internet, find the full meaning of the following government organisations:

i. RRA	iv. REB	vii. RCA	ix. NAEB
ii. WDA	v. BRD	viii. NCHR	x. UR
iii. GMO	vi. RBC		
- b) Find out their objectives and mission.

Some of the government organisations in our country which help people meet their needs and wants are:

a) Rwanda Basic Education Board (REB)

This is one of the agencies of the Ministry of Education. Its mission is “To Fast tracking basic education development in Rwanda by designing and delivering high quality free 12 years of basic education for all children of school going age”.

Vision of REB

To improve the quality of Basic Education through curriculum development, development and management of teachers, assessment, and promote the use of information and communication technology in education.

b) Rwanda Revenue Authority (RRA)

Vision of Rwanda Revenue Authority is “To become a world class efficient and modern revenue agency, fully financing national needs”.

Functions of RRA

The duties of RRA include:

- Collecting taxes.
- Assessing the taxes to be paid by individuals and companies.
- Accounting for tax, customs and other specified revenues.
- Advising the government on tax matters.
- Assisting tax payers in understanding and meeting their tax obligations.

c) National Unity and Reconciliation Commission (NURC)

The NURC was created in March 1999. Its objective was to promote unity and reconciliation among Rwandans. This followed the terrible effects of the 1994 Genocide Against the Tutsi. The people of Rwanda had suffered effects of poor governance such as divisionism, discrimination, human rights abuses and violence.

Functions of NURC

- To prepare national programmes aimed at promoting unity and reconciliation.
- Establish and promote mechanisms for restoring and strengthening the unity and reconciliation of Rwandans.
- To suggest things that can be done to end divisionism among Rwandans.
- To organise debates, spread ideas and publish material on promoting peace, unity and reconciliation in Rwandans.

d) Gender Monitoring Office (GMO)

The GMO's mission is, "To effectively monitor gender mainstreaming and the fight against gender-based violence in public, private, civil society and religious institutions to achieve gender equality in Rwanda."

Objectives of the GMO

The objectives of the GMO are:

- To advocate for the respect of gender equality.
- Monitor gender mainstreaming.
- Monitor and fighting gender-based violence.
- Ensure respect for ratified international gender commitments.
- Maintain information on gender equality.



Activity 3

Use the library, textbooks or the internet, to find out how these government organisations help people to meet their needs.

2.4.2 Importance of Non-governmental organisations that help people to meet their needs and wants.

Non- government organisations (NGOs) are non-profit organisations: These are independent organisations which are run by private people and non -profit making. In Rwanda, they include: USAID, Save the Children, Care International,World vision and so on.

- These NGOs have played a number of roles in the welfare of childrenby fighting against the mistreatment of their rights.
- They are usually funded by donations and largely run by volunteers.
- NGOs help communities to build social, economic and political structures.



Activity 4

1. What are the local NGOs in your district?
2. Identify the work of NGOs.

Project Work

1. Carry out a field visit to the area around your school and list the NGOs working in your community.

2.4.3. Importance of government and non-governmental organizations in the development of the country.



Activity 5

Discuss the importance of government and non-governmental organisations in the development of Rwanda.

Both Governmental and Non-Governmental Organisations help the country in the following ways:

- They are a source of employment for people. This helps to improve
- standards of living.
- They help in providing education to people. This helps the country to develop.
- They help to alleviate suffering of people in times of disasters such as floods, drought and wars.
- They help to promote health care. Healthy people contribute more to their country's development.
- Some help people to start income-generating activities.

2.5. Heroism



Activity 1

1. Are there great people in your district? What are they known for?
2. Are there heroes and heroines in Rwanda? Name them.
3. What are the characteristics of great people?

2.5.1.Hero

A hero is any person who is admired for courage, outstanding achievement and great qualities. A female hero is called a heroine. Heroes and heroines have high integrity, sacrifice and noble courage in their actions. They avoid cowardice in their actions in very trying situations.

Heroism

This is a great act of bravery, courage, boldness and patriotism.

2.5.2.Characteristics of heroes



Activity 2

Case study

Read the story below and answer the questions that follow.

Long ago in the country of Omata, there lived a young warrior. He was called Bogi. He loved his country very much. He was also honest and people trusted him. He was a brave soldier. He was ready to die for his people. He had no fear. During war, he faced the enemy soldiers with courage by leading his soldiers well. The people of Omata always won. One day, Bogi fell sick. His people were attacked and his army suffered defeat. The enemies captured his people's water and the animals. They almost captured the King's palace. The people of Omata were losing hope. They went looking for Bogi.

He re-organised the soldiers and gave hope to his people. They fought back and chased the enemy away. Everyone was happy. They made Bogi a hero.

Questions

1. Mention one thing in the story which shows that Bogi loved his country
2. What characteristics did Bogi have which made his people declare him a hero?
3. From the story, what do you think are the characteristics of heroes?
4. What are the characteristics of great people?
5. Discuss some of the characteristics of our soldiers.

To be classified as a National Hero in Rwanda, a person must have the following characteristics:

Patriotism

Patriotism is the strong love for one's country. For one to be referred to as a hero, a person must show a strong love for their country.

Bravery

A brave person is one who does not fear danger or difficulties. Heroes must display acts of bravery and extreme courage. They can do something that others see as impossible. The soldiers who fought in the Liberation War showed extreme acts of bravery.

Sound mind

This is the ability to be visionary. A hero must be able to think rationally and be of high thinking capacity. They should be able to reason and understand issues.

Royalty

This means being successful, famous and highly regarded. Heroes must show status of royalty.

Trustworthiness

This is a sense of truthfulness. A hero is one who can be relied upon to do or provide what is needed and right.

Honesty

This means uprightness in terms of character. A hero should never lie, steal or cheat in any way.

Role model

A role model is one who serves as an example to others. A hero must show outstanding achievement which serves as a good example to others.

Being Intore

This means a person of integrity, rising to challenges and performing acts of bravery. Traditionally, Rwandans would become Intore through learning from Itorero. This was a cultural school where Rwandans would learn language, patriotism, social relations, sports, dancing, songs and defense.

Magnanimity

Magnanimity refers to demonstrating good manners in one's behaviour, relations and interactions. A hero should be magnanimous.

Humanity

Humanity is the action of showing love for others instead of being materialistic.



Activity 3

1. Discuss and list other good behaviour that can make one be regarded as a hero or a heroine in our country today.
2. Find out from your parents how one can be intore

2.5.3. Categories of heroes



Activity 4

Project work

1. Find out from older people in your community the heroes of Rwanda.
2. Ask them to explain to you the categories of heroes in Rwanda.
3. Make a short summary for class presentation.

In Rwanda, we celebrate Heroes Day on 1st of February every year. On this day, all Rwandans remember past heroes and heroines.

There are three categories of heroes in Rwanda. These are:

d) Imanzi

This is a supreme hero who has demonstrated outstanding achievement. Characteristics of Imanzi include:

- Supreme sacrifice.
- Outstanding importance.
- Showing a good example.

Imanzi are mainly soldiers who died while fighting for our country. Examples are Major General Fred Gisa Rwigema and the Unknown Soldier who represents all the soldiers who died in the liberation struggle.



Major General Fred Gisa Rwigyema



Heroes cemetery

Source: Archives

(b) Imena

Imena is the second category of heroes after Imanzi. Their characteristics include:

- Supreme sacrifice.
- High importance.
- Showing a good example.

This group consists of other Rwandans who did great things for the country. They are remembered and respected for their extraordinary acts. Examples of Imena are:



King Mutara III Rudahigwa

He strongly supported the well-being of all Rwandans and the independence of state.



Michael Rwigyasa

He refused to support divisionism.



Agatha Uwilingiyimana

She fought against tribal divisions and advocated for the rights of women.



Sister Eulicite Nivyabake

She refused to separate herself from the Tutsi families at Centre Saint Pierre in Gisenyi (currently Rubavu district).

Imena also include the students of Nyange Secondary School in Ngororero District. The students were attacked in 1997 in their school by *genocidaires* coming from the Democratic Republic of Congo (then Zaire). The *genocidaires* forced the students to divide into ethnic groups. The students refused, saying they were all Rwandans and did not have ethnic groups. The militia killed six of them.



Students of Nyange Secondary School remembering their heroes

a) Ingenzi

Ingenzi is the third category of heroes after Imena.

They are famous for good ideas and outstanding achievements.

Characteristics of Ingenzi include:

- Supreme sacrifice
- Great importance
- Excellent example to others



Activity 5

Make a field visit to the Heroes Cemetery. Take a moment to appreciate the heroes and heroines

2.5.4. Contribution of Rwandan heroes



Activity 6

Match the name of the person in column A with the thing that person did in B.

A	B
1. Michael Rwagasana	<ul style="list-style-type: none">• Refused to leave people who were being followed to• be killed during the 1994 Genocide Against the Tutsi.
2. Agatha Uwilingiyimana	<ul style="list-style-type: none">• Supported independence and well-being of• Rwandans.
3. Sister Felicite Niyitegeka	<ul style="list-style-type: none">• Was killed while fighting for his country.
4. Major General Fred Gisa Rwigema	<ul style="list-style-type: none">• Fought to promote women rights.
5. King Mutara III Rudahigwa	<ul style="list-style-type: none">• Refused to support divisionism.

Some of the contributions of Rwanda's heroes to our country are:

- The heroes helped to bring to an end to the Genocide Against the Tutsi.
- The heroes helped to free our country from bad rule.
- The heroes helped to promote national unity.
- When we remember our national heroes, we are reminded of the good values they championed.



Activity 7

1. Find out from your friends about the other contributions our heroes made to the country when you come to school.
2. Make a summary for class presentation.

2.6. Risky behavior



Activity 1

1. What are some bad things which we should not do?
2. What are some of the bad things which young people do?
3. Which things can get us arrested by the police?
4. Are there things which our parents and teachers do not like us to do?

Risky behaviours are things we do which can harm our health. They may also get us into problems with teachers, parents and the law.

Some of the risky behaviours are:

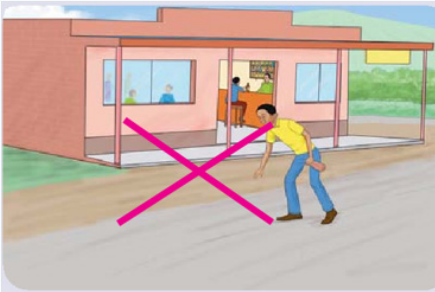
- Drug abuse
- Criminal activities
- Unprotected sex

2.6.1. Drug abuse

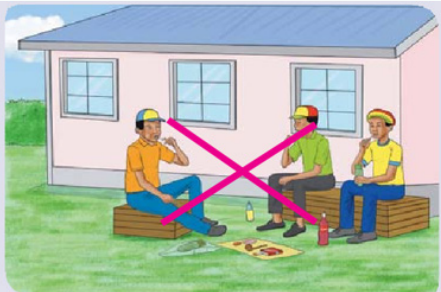


Activity 2

1. What is a drug?
2. Find out from your library the meaning of drug abuse.
3. Look at the pictures that follow and:
 - i. Identify what the people are doing.
 - ii. Identify some of the drugs which people abuse.
 - iii. Explain why you think what the people are doing is wrong.



(a)



(b)



(c)



(d)



(e)

Drug abuse is the continued use of drugs in ways or amounts that are harmful to us or to others.

Some of the drugs that are commonly abused include:

- Heroin
- Marijuana
- Mayirungi
- Tobacco
- Cocaine
- Ubugoro
- Opium

2.6.2. Causes of drug abuse



Activity 3

1. What do you think makes people abuse drugs?
2.
 - i. Have you ever seen someone abuse drugs?
 - iii. What would you do to help?

Some of the causes of drug abuse include:

- Peer pressure or influence from friends.
- The influence of Mass Media especially television and the internet.
- Unstable home environment where parents abuse drugs.

2.6.3.Effects of drug abuse



Activity 4

Case study

Read the story below and answer the question that follows:

Peter is a P6 pupil. He has been smoking and drinking alcohol. After some time, he started coughing and bleeding. He went to the doctor and was told he had developed lung cancer. This made Peter worried. He continued drinking more alcohol thinking his problems would go away. The drinking affected his emotions. His mental health deteriorated. He became violent and argumentative. Because his friends were avoiding him, and teachers were trying to correct him, he stopped going to school. After drinking alcohol, a person does not reason well. They become careless and even engage in unprotected sex. This exposes him/ her to sexually transmitted diseases like HIV and AIDS.

From Peter's story, what are some of the effects of drug abuse?

Drug abuse has many effects. Some of these are:

- It leads to mental health problems.
- It causes diseases like lung cancer.
- It can cause people to drop out of school.
- It makes people become violent and quarrelsome.
- Leads to increase in the crime rate.
- It can lead to unprotected sex putting people at risk of sexually-transmitted infections such as HIV and AIDS.

2.6.4. Unprotected sex



Activity 5

1. What is unprotected sex?
2. How does a person have protected sex?
3. Discuss the things that cause people to have unprotected sex

- Unprotected sex means having sex without using a condom. Condoms help to protect one from unwanted pregnancy, sexually transmitted diseases, HIV and AIDS.
- People are always advised to practice the A, B, C's of safe sex.

This means:

A – Abstain.

B – Be faithful to one partner.

C – Use a condom

- Some of the causes of unprotected sex include:
- Alcohol causes people to lose their consciousness.
- Lack of proper information on protection.
- Misinformation on the dangers of unprotected sex.

Some of the effects of unprotected sex include:

- The spread of sexually transmitted diseases.
- Teenage pregnancies.
- The spread of HIV and AIDS.
- High population growth.



Activity 6

1. Discuss the dangers related to unprotected sex.

2.6.5.Criminal behaviour



Activity 7

Field visit

1. Visit the police station and find out the following:
 - i. What is a crime?
 - ii. What is criminal behaviour?
 - iii. What causes people to engage in criminal behaviour?
 - iii. What are the effects of criminal behaviour?
2. Make a short summary for class presentation

Criminal behaviour refers to things we do that the law does not allow. People who break the law are arrested, taken to court and jailed. Examples of criminal behaviour are:

- Fighting
- Abusing people
- Stealing
- Fraud
- Corruption
- Taking drugs
- Bullying
- Rape



Police arresting a criminal



Activity 8

1. Discuss in detail the examples of criminal behaviour. Make short notes.

People may take part in criminal behaviour because of the following reasons:

- Use of drugs, which stop people from thinking clearly.
- Dropping out of school, which makes youth idle and undisciplined.
- Peer pressure and bad company.
- Financial difficulties, where people fail to meet their needs.

It is important for learners to uphold peace and the educational values of our nation.

It is important to work hard in school so that you can find employment in the future. This helps to avoid engaging in criminal activities.



Activity 9

Study the picture below and identify the criminal behaviour shown.





Activity 10

Role-play the causes of different criminal behaviour.

The following are some of the effects of criminal behaviour:

- It may cause one to be arrested and jailed in prison.
- It may cause one lose life when caught.
- It causes one to lose friends.
- It causes people to live in fear.
- It causes young people to drop out of school.



Criminals jailed in Rubavu Prison



Activity 11

Your friend Gakuba is fond of stealing from his neighbours. Write a letter to him warning him about the dangers of stealing from others.

2.6.7. Sexual debut



Activity 12

1. What is early sexual debut?
2. Why is it bad for young people to engage in sex?
3. At what time should people engage in sex



Activity 13

Discuss how the following may cause early sexual debut:

- Curiosity
- Adolescence
- Bad parenting
- Ignorance
- Wrong information
- Idleness
- Broken homes

2.6.8 Effects of early sexual debut



Activity 15

1. What are the likely dangers of early sexual debut?
2. Observe the following picture. What is wrong with the pupil?

The following are some of the effects of early sexual debut:

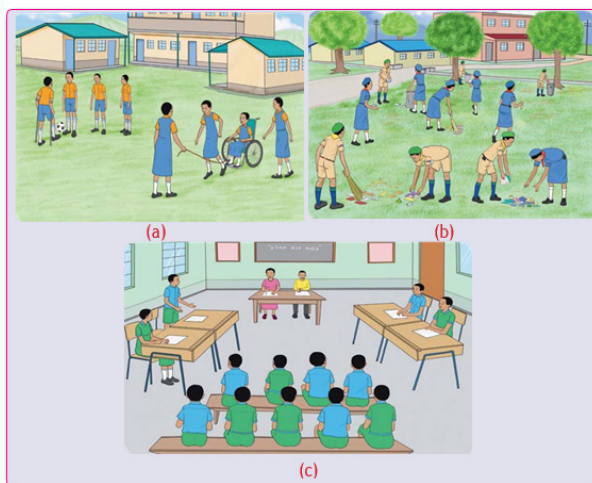
- May lead to diseases such as HIV and AIDS.
- May lead to death of the unborn child and the mother if an abortion is procured.
- May lead to infertility if an abortion goes wrong.
- May cause unwanted pregnancy.

2.6.9. Different ways of delaying sexual debut



Activity 15

1. How can young people delay sexual debut? Discuss.
2. Observe the following pictures and identify different ways that young people can delay sexual debut.



Young people can delay sexual debut by involving themselves in the following activities:

- Participating in games to keep them busy.
- Doing community work in school.
- Participating in awareness.
- HIV and AIDS campaign.

It is good for young people to delay sexual debut. They should be educated about the dangers associated with it.



Activity 16

Discuss different ways of delaying sexual debut. Make a summary for class presentation.

2.7. Rwanda citizenship



Activity 1

1.
 - i. What is citizenship?
 - ii. Discuss the meaning of citizenship.
 - iii. Look at the pictures below and explain the importance of the symbols of our nation.
 - iv. Explain why we should respect the symbols of our nation.
5. Look at the pictures below and identify the symbols of citizenship shown



- **Citizenship** is the act of belonging to a country.
- A **citizen** is a person who belongs to a country.

2.7.1.Rwandan values



Activity 2

1. What are values?
2. Discuss the Rwandan values.

Some of the Rwandan values are:

- a) Ubunyarwanda
- b) Gukunda Igihugu - Patriotism

This means love for and valuing your citizenship. Rwandans must value their citizenship

This means patriotism, which is love for one's country. Rwandan citizens must show love for their country.

We can show love for our country by helping others.



Activity 3

Discuss the different ways of showing patriotism.

- c) **Kwihesha agaciro**

Kwihesha agaciro means developing yourself and valuing your own worth.

Kwihesha agaciro can be achieved through working hard to earn a living and not depending on others. Citizens of Rwanda are encouraged to be self-reliant



Activity 4

Discuss ways of showing self-respect.

This means being hardworking. Rwandans respect love for work.

Citizens of Rwanda are encouraged to work hard to develop the country.



Activity 5

Discuss ways of showing self-respect.

Activity 6

Discuss the values of a good Rwandan citizen. Make a summary for class presentation.

d) Ubupfura – integrity

This means integrity. The people of Rwanda are called upon to be honest and respect one another. Citizens of Rwanda are encouraged to carry themselves with honour, respect and dignity.

e) Ubutwari – Heroism

This is bravery or heroism. It means willingness to sacrifice your life for the sake of your country.

f) Ubwitange)

This means selflessness. Rwandans respect people who are not selfish.

g) Ubumwe - unity

The citizens of Rwanda are encouraged to live in unity. They identify themselves as one people. They are encouraged to recognise and be proud of their identity "Ndi Umunyarwanda". Rwandans must value their country's interests first, before personal interests.

2.7.2. Qualities of a good citizen



Activity 7

1. State the qualities of a good citizen.
2. You have been invited by the people of your district to teach them the qualities of a good citizen. Prepare a report which you will present to them.

Look at the pictures below and identify the qualities of good citizenship shown



(a)



(b)

A good citizen should have the following qualities:

- Obey the law.
- Pay taxes.
- Participate in the development activities.
- Take part in the democratic process.
- Show respect for the country's symbols.
- Respect others and their property.
- Respect the environment.

Report bad people to the relevant authorities

2.7.3 Itorero ry' Igihugu (National Itorero)



Activity 8

1. Using the library, textbooks or internet, find out the following:
 - i. The meaning of Itorero ry' Igihugu.
 - ii. Explain the messages people who attend the Itorero ry' Igihugu are given.
 - iii. Discuss the importance of Itorero ry' Igihugu.
 - iv. Make a summary and present to class.

Itorero ry'Igihugu is a civic education program. It is one of the home grown solutions introduced by the government to rebuild the nation. It is organised by the **National Itorero Commission**.

Different groups are taught at different times. These groups include the youth, women, teachers, doctors and many others.

Through this program, Rwandans from different sectors are taught:

- How to work together
- The history of Rwanda
- Cultural values of Rwandan people
- Skills relevant to their professions



Teachers attending Itorero ry'Igihugu.

Activity 9

1. Using the library materials, textbooks or internet, find out the values taught through Itorero ry' Igihugu.
2. Discuss how the Itorero ry' Igihugu is used today in Rwanda to bring harmony and development.

Importance of Itorero ry'Igihugu

Activity 10

Why do you think Itorero ry'Igihugu is important? Discuss.

Itorero ry'Igihugu is important in the following ways:

- Itorero ry'Igihugu helps to train Rwandans on how to look at their problems and find fair solutions.
- It helps to bring Rwandans together. This promotes unity and reconciliation.
- It helps to promote the Kinyarwanda language, Rwandan spirit and Rwandan cultural values.
- It educates Rwandans on good practice and collaboration.
- It teaches Rwandans to be physically fit and hygienic in their homes.

- It educates the Rwandans to protect the environment.
- It helps Rwandans to strengthen democracy and good leadership.
- It promotes law and order and the fight against corruption and violence.
- It helps Rwandans to build and promote a culture of peace based on a respect for human rights and protection against discrimination.
- It helps the Rwandans to fight genocide ideology



Activity 11

Using the internet or library, find out other ways in which Itorero ry' Igihugu is important to the country.

2.8. Leadership



Activity 1

1. Are you a leader in your school?
2. Find out about the roles of team leaders in your school.
3. Do they enjoy their work?

Leadership is the state of being in charge of others.

It means leading others.

In a society, there are different types of leaders. These include religious leaders, cultural leaders and civic leaders.

Civic leaders form part of the government.



Activity 2

1. Demonstrate the process of selecting team leaders in your school.
2. Visit all leaders in your village. Find out what they do and how they are chosen.

2.8.1. Main organs of government

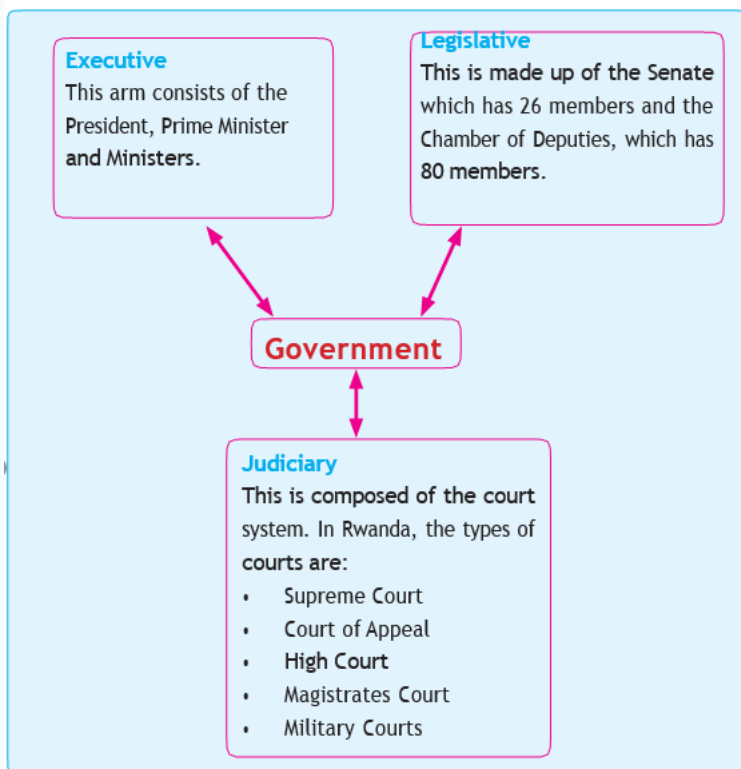


Activity 3

Field visit

1. Visit your district headquarters and find out the following:
 - i. The main organs of government.
 - ii. Members of the different organs of government.
 - iii. Functions of the organs of government.

The government has three organs. These are shown in the chart below.



2.8.2. Functions of the organs of government



Activity 4

1. What are the functions of the organs of government?

The following are the functions of the organs of government

a) The executive

This is the organ of the government headed by the President and Ministers. The following are the functions of the executive:

- Implementing laws.
- Maintaining law and order.
- Making government policies.
- Implementing government policies.

- Representing the country in international forums.
- Defending the country from outside attack



Activity 5

2. Using the library, textbooks or the internet, find out more about the functions of the executive.

a) The legislature

This is also called the parliament. Rwanda's parliament is made up of two organs: The Senate and Chamber of Deputies.

The following are the functions of parliament:

- Making and amending laws.
- Representing the people.
- Approving the national budget.
- Checking the actions of the executive.

b) The judiciary

This is made up of the courts and the court systems. The following are the functions of the Judiciary:

- Administering justice.
- Resolving conflicts.
- Collecting fines.
- Punishing offenders.
- Interpreting the law.



Activity 6

Visit the court near your school and find out the functions of the Judiciary.

2.8.3 Duties of the government

Activity 7

1. List some of the things the government has done for the people in your province.
2. Look at the following pictures and identify the role of government in providing services to its citizens.



(a)



(b)



(c)



(d)



(e)



Activity 8

1. Visit the village coordinator and find out the other duties of the government.

2.8.4 Duties of citizens



Activity 9

1. Do you think you have any role to play in your country?
2. Discuss your duties and role as a citizen of Rwanda.

Some of the duties of citizens include:

- Taking part in development projects.
- Obeying the country's laws.
- Assisting the government in environmental protection.
- Initiating good laws for the country through parliament.
- Promoting good behaviour



Activity 10

1. Discuss ten ways in which citizens can help the government.

2.8.5. Elections and democracy in Rwanda



Activity 11

1. What are elections?
2. What is democracy?
3. How does democracy work?
4. When are elections held in Rwanda?
5. Mention the different leaders who are elected in Rwanda

An election is the process of choosing someone for a public office by voting



A citizen casting ballot

Source: www.brookings.edu/wp-content/uploads/2017/01/rwanda_election002

- Democracy is a system of government in which power is in the hands of the people.
- In a democracy, people rule through elected representatives who are chosen freely.
- We hold regular elections to elect our leaders in Rwanda.
- According to Rwanda's constitution, elections should be held after every five years.
- When elections are held regularly and peacefully without disruption, it is a sign of democracy.

Importance of elections and democracy in Rwanda



Activity 12

1. Why do you think elections and democracy are important in Rwanda?
2. Identify signs of democracy in Rwanda.

Elections and democracy are important because:

- They help people to elect leaders of their choice.
- Leaders have to respect the people they represent.

- They make people to take part in governance.
- They enable people to remove bad leaders from office.
- They help to promote human rights.



Activity 13

1. Find out from older people at home how elections are carried out in Rwanda.
2. Discuss why elections and democracy are important in Rwanda.

Unit summary

- Ndi Umunyarwanda is a new form of identity in Rwanda, which means, " am a Rwandan".
- The concept of Ndi Umunyarwanda is important in fostering unity and reconciliation in the country.
- Unequal sharing of resources, intolerance and corruption are among factors that hinder unity.
- We can promote unity by encouraging dialogue, tolerance and socio- cultural activities.
- National unity is important in a country as it promotes peace and stability.
- Regional co-operation is the act of countries in an area coming together to achieve common objectives.
- Some of the regional organisations in Africa are COMESA, ECCAS, CEPGL and the AU.
- International co-operation is the coming together of all the countries of the world to achieve common goals.
- Government and Non-Governmental Organisations are important in helping people to meet their needs and wants.
- Our country Rwanda has three categories of heroes,

(Imanzi, Imana and Ingenzi).They contributed a lot in different ways.

- Some things that we do are risky and dangerous to our health. They must be avoided.
- We protect ourselves from sexually transmitted diseases by using condoms.
- Rwandan citizens are called upon at all times to demonstrate patriotism and good citizenship.
- The government has three organs namely; legislative, executive and judiciary.

Key words

Co-operation: Working together to achieve the same objectives.

Constitution:Set of laws used to govern a country.

Corruption: Trying to gain something in a dishonest way.

Dialogue:Talking to one another to resolve a problem.

Ethnicity:Looking at things from a tribal angle.

Governance:Act of running the government or governing.

Harmony:The state of being in agreement.

Integrity:The quality of being honest and having strong moral principles.

Intolerance: Unwillingness to accept other views,beliefs or behaviour that differ, from one's own.

Patriotism:Strong support and love for your country.

Reconciliation:Restoring friendly relations.

Unity:The state of being united or with someone .Togetherness.



End unit assessment

1. Explain the meaning of unity.
2. Your friend does not understand the meaning and importance of unity. What advice can you give?
3. Below are some countries in Africa. Group them according to the regional organisations to which they belong.

Country	Regional organisations
<ul style="list-style-type: none">• Rwanda• Burundi• Tanzania• Kenya• Uganda• DRC• Congo• Sudan• Zambia• Malawi• Zimbabwe	<ul style="list-style-type: none">• COMESA• EAC• ECCAS•• CEPGL

4. John was walking to school. On the way, he overheard people saying bad things about his country. They were planning to plant a bomb at a busy road. John reported this to the police. He felt it was wrong to do bad things to his country.
 - i. What quality of good citizenship did John portray?
 - ii. In what other ways can we portray this quality?
5. Explain the characteristics of each category of Rwandan heroes.
6. Why do you think we should show respect to our national heroes?

6. Explain your understanding of drug abuse.
8. Write a poem about the effects of drug abuse.
9. Some members of your class do not understand the dangers of early sexual debut. What advice can you give them?
10. Match the Rwandan values in column A with their meaning in column B.

A	B
<ul style="list-style-type: none"> • Patriotism • Ubupfura • Kwihesha agaciro • Ndi Umunyarwanda • Kwigira 	<ul style="list-style-type: none"> • Working to be self-reliant. • Develop self-respect through doing good things. • Loving your country. • Identifying oneself as a Rwandan. • Working hard to be self-reliant.

11. Discuss ways in which Itorero ry' Igihugu contributes to making people good citizens.
12. Three of the following are qualities of a good citizen, which one is **not**?

A. Obeying the law.	B.	Paying taxes.
C. Taking part in strikes.	D.	Being loyal to the country.

13. Three of the following are functions of the legislature, which one is **not**?

- | | |
|---------------------------|--------------------------------|
| A. Making laws. | B. Implementing laws. |
| C. Discussing the budget. | D. Being loyal to the country. |

14. Which one of the following is a function of the Executive?

- A. Maintaining law and order. B. Discussing laws.
C. Administering justice. D. Interpreting the laws.

15. Who among the following leaders is **not** elected by the people?

- A. President. B. Cabinet Minister.
C. Deputies. D. Senator.

16. Three of the following are duties of the government, which one is **not**?

- A. Protecting the environment. B. Building roads.
C. Protecting people's rights. D. Electing leaders.

17. Presidential elections in Rwanda are held after how long?

- A. 5 years. B. 7 years.
C. 2 years. D. 8 years.

UNIT 3

Hygiene

Key unit competence: Adopt proper hygiene during puberty.

Introductory activity

Read the story below.

Kamaliza is a twelve-year-old girl. Recently, she saw blood in her underwear while she was going to school. She was scared. She decided to find iGitenge tissue and inserted it in her underwear to avoid blood getting on her clothes. Her friend told her that if she didn't go to the clinic, she would develop cancer which would kill her. Now Kamaliza is afraid, because she thinks she will die soon.



B Archives

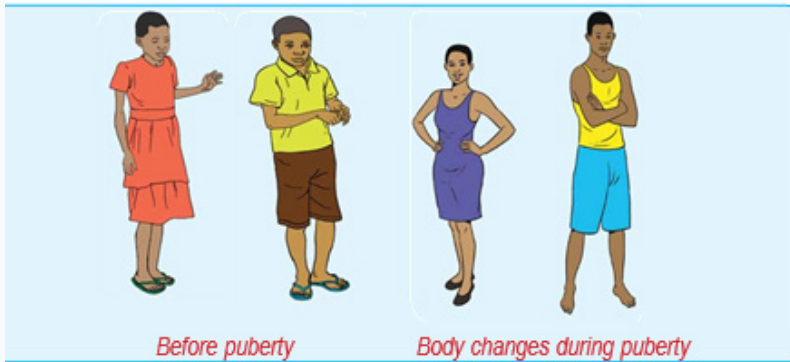
Kamaliza

3.1 Hygiene during puberty

Activity 1

1. Discuss the changes which affect our bodies as we grow.
2. How do these changes affect our hygiene?
3. When boys and girls are about eleven years old, their bodies start to change. This stage is called puberty.

Look at the picture below and identify any bodily changes you can see.



Some of the characteristics and body changes at puberty include:

- Growth of pubic hair under the armpits and around their genitals.
- Greasy hair and the skin due to increased sweat.
- Pimples may develop on the face.
- Girls develop breasts, their hips broaden and they start menstruating.

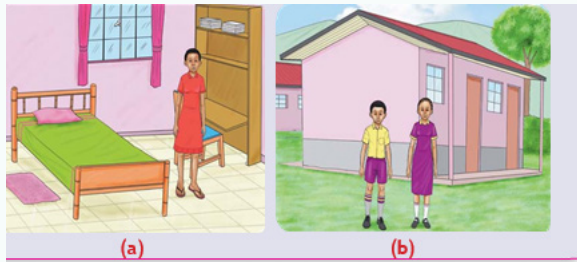
3.1.1. Hygienic practices during puberty



Activity 2

1. Have you experienced some of the bodily changes mentioned earlier?
2. How did you react at first when you noticed your body starting to change? Discuss these changes.

Look at the pictures below and identify the hygienic practices during puberty, as shown



When our bodies start to change at puberty, we should be happy. This is because we are growing up. We should take care of our bodies by carrying out important hygienic practices.

Some of the personal hygienic practices at puberty include:

- Bathing every day.
- Wearing clean clothes every day.
- Changing your beddings weekly.
- Avoid sharing clothes, towels and bedding.
- Washing your face regularly.

3.1.2. Menstrual hygiene



Activity 3

1. What is menstruation?
2. i. When does it happen?
ii. Discuss hygiene practices during menstruation.

When girls reach puberty, they undergo menstruation. Menstruation is the discharge of blood and tissues from the uterus through the vagina once every month. Hygienic practices during menstruation include:

- Using sanitary towels, cotton wool or tampons.
- Washing the vaginal area well, when changing the sanitary pads.
- Changing sanitary pads regularly.

It is normal for girls to menstruate

During menstruation, they can still learn, play and do all other activities.



Girls performing a traditional dance



Activity 4

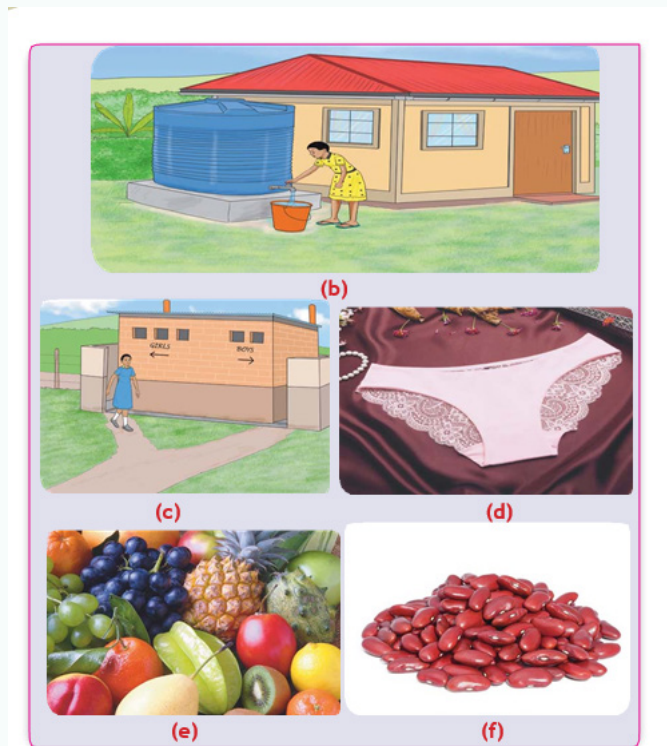
Your classmate wants to learn about hygienic practices during puberty. What advice can you give him or her?

3.1.3. Girls' needs during menstruation



Activity 5

1. What are the items which girls use during menstruation? List down some of them.
2. Look at the pictures below and identify girls' needs during menstruation.



Some girls' needs during menstruation include:

- Sanitary towels
- Tampons
- Food rich in iron
- Access to toilets or latrines
- Enough water for cleaning
- Enough underwear

Girls should be provided with all necessary needs during menstruation. Menstruation is a normal process that should not be feared.




3.1.4. Effects of poor hygiene during puberty



Activity 6

What do you think might happen if we don't follow the hygiene practices we discussed in class?

Some of the effects of poor hygiene during puberty include:

<ul style="list-style-type: none">• Skin diseases: These include acne, boils and scabies. Find out more about these diseases.	 <p><i>A boy with rashes on his body</i></p>
 <p><i>Sickness caused by poor hygiene</i></p> <ul style="list-style-type: none">• Bad smell: Bad body odour is unpleasant and may cause people to avoid you. Have you ever sat near a person with body odour? How can you help him or her?• Pubic lice: Pubic lice are small blood sucking insects that hide in pubic hair. They cause itching and red spots.	<ul style="list-style-type: none">• Infections: This is where germs attack our bodies causing disease.  <p><i>Girls murmuring at each other because their friend has a body odour</i></p>



Activity 7

1. Discuss other hygienic practices.
2. Discuss other effects of poor hygiene during puberty. Make a summary for class presentation.

3.2.Chronic diseases



Activity 1

1. Using the library or internet, research on the following diseases and find out their causes, effects and ways of preventing them:
 - i. Asthma
 - ii. Chronic kidney disease
 - iii. Glaucoma
 - iv. Hepatitis
 - v. Heart disease
 - vi. Arthritis
 - vii. Cancer
2. Make a summary for class presentation.

Some illnesses do not heal or go away even after we take medicine.

A chronic disease is one which takes a long time to heal. Some of them don't have vaccines and may not be cured by medicine. They don't just disappear. Name some of the chronic diseases that you know.

Some of the chronic diseases that attack people are:

3.2.1.Diabetes

Diabetes is a condition that makes a person's blood sugar level too high.

The disease can affect people of all ages. The signs and symptoms of diabetes include:

- Urinating more frequently.
- Feeling very thirsty.
- Weight loss.
- Feeling tired most of the time.
- Impaired vision.
- Slow healing wounds.



Causes of diabetes

There are a number of causes of diabetes. Some of these are:

- Diabetes may be passed on from a parent to a child.
- Lack of exercise.
- Eating food with a lot of fat.
- Being overweight or obesity.



Activity 2

Discuss other causes of diabetes.

Effects of diabetes

The following are some of the effects of diabetes:

- It leads to excessive loss of weight.
- It leads to kidney disease.
- It lowers immunity.
- It may cause blindness



Activity 3

Discuss other effects of diabetes.

Ways of preventing diabetes

What measures can we use to prevent diabetes?

- Doing regular exercises.
- Eating healthy foods that have less fat and are rich in fiber.
- Avoiding alcohol and smoking.
- Controlling your weight.
- Having enough rest and sleep.



Activity 4

Observe the pictures below and explain how they help to prevent diabetes.



3.2.2.Cancer

Cancer is the abnormal growth of cells in the body. Have you ever encountered someone affected by cancer? How do they appear? Some of the common types of cancer include:

- Breast cancer
- Cervical cancer
- Prostate cancer
- Lung cancer



Activity 5

1. Using the library, textbooks or the internet, find out more about the types of cancer mentioned above. Write short notes

Signs and symptoms of cancer

What are the signs and symptoms of cancer? The following are some of the common signs and symptoms of cancer:

- Loss of hair.
- Loss of weight.
- Feeling tired and weak.
- Frequent diarrhea

Causes of cancer

- What are the causes of cancer? Let us find out together. Some of the causes of cancer include:
- Being overweight.
- Lack of physical activity.
- Poor diet.
- Use of tobacco and alcohol.
- Exposure to harmful rays from the sun.
- Dangerous chemicals





Activity 6

2. Visit a health center near your school and find out the causes of cancer.
3. Discuss other causes of cancer.
4. Make a summary report and present it in class.

Effects of cancer

The following are some of the effects of cancer:

- Cancer causes much pain and suffering to patients.
- When not detected early, it can be fatal.
- It takes a lot of money to treat and manage.
- It weakens people, making them unproductive
- The government spends a lot of money on treatment



Cancer care center in Butaro Hospital

Ways of preventing cancer

How can we prevent cancer? We can prevent cancer by:

- Eating a balanced diet.
- Avoiding alcohol and tobacco.
- Avoiding too much exposure to the sun's rays.
- Exercising regularly.



Exercises help to prevent cancer

Activity 7

1. Make a visit to a nearby health facility. Find out the signs, symptoms, causes and effects of the following chronic diseases:
 - i. Heart diseases
 - ii. Arthritis
2. Discuss how the diseases can be prevented and make summary notes class presentation.

Unit summary

During puberty, we undergo several changes in our body. This calls for improved hygiene practices.

During menstruation, girls need plenty of water, sanitary pads and an improved diet.

Poor hygiene during puberty can lead to skin diseases, pubic lice, infection and body odour

Chronic diseases are diseases which take longer to heal. They may not be prevented with vaccines or cured with medication. They can only be managed.

Examples of chronic diseases are: diabetes, arthritis, asthma, hepatitis and cancer.

We can manage or prevent many chronic diseases by doing regular exercises, avoiding alcohol and smoking, and eating healthy foods rich in fiber.

Key words

Acne: Red pimples that occur on the face, mainly in teenagers.

Chronic: Persisting for a long time.

Discharge: Flow of a liquid or gas.

Genital: Related to the human reproductive organs.

Immunity: Ability to resist an infection or disease.

Puberty: A period during which adolescents reach sexual maturity and become capable of reproduction.

Pubic: Related to the genital area.

Scabies: A contagious skin disease marked by itching and small red spots.

Symptom: A physical or mental sign of a disease.

Tissue: Material of which animals or plants are made of.

Uterus: The female reproductive organ

Vaccine: A medical preparation that provides us with active protection against a given disease.



End unit assessment

- Match the following body changes with who experiences them during puberty:

Body changes	Person
<ul style="list-style-type: none"> • Hips broaden • Voice deepen • Breasts develop • Starts menstruation • Gets erection • Has wet dreams 	<ul style="list-style-type: none"> • Boys • Girls

- in your own words, explain the hygienic practices that should be carried out during puberty.
- From the list of personal items below, underline the ones that girls need during menstruation:

• Comb	• Sanitary Pads	• Water
• Towel	• Socks	• Cotton wool

- The following are symptoms of a chronic disease:
 - Urinating many times.
 - Feeling very thirsty.
 - Feeling very tired.
 - Not seeing properly.
 - Wounds take long to heal.

Which chronic disease do you think has the above symptoms?

- Identify the different ways in which the disease in number 4 is caused.

6. Which words from each column combine to describe the symptoms of a chronic disease?

A	B	C	D
Coughing	Common cold	Asthma	Headache
Tuberculosis	Cancer	Anthrax	Headache
Blindness	Arthritis	Stomachache	Diabetes

7. Explain the effects of chronic diseases using the words you selected.
8. What do you think the benefits of carrying out hygiene practices during puberty are?
9. Your best friend has been diagnosed with early stage breast cancer. What measures should she take?
10. What do you think is the best preventive measure the government could take against chronic diseases?

UNIT 4

PUBLIC PLACES AND ASSETS IN OUR COUNTRY

Key unit competence: Recognise the importance of public places and assets in the development of the country.

Introductory activity

Look at the pictures below and discuss what they represent and how they are important



4.1. Public places and assets in our country

4.1.1. Public places

Activity 1

1. In Primary Five, we learnt about public places and assets in our province. Name some of the public places in your province.

2. Discuss the value of these public places to the people in your province.
3. Look at the pictures below and identify the public places shown.



There are public places in Rwanda. They include:

- Museums
- Public gardens
- Genocide memorial sites
- Game parks



Activity 2

1. Draw a table to show the public places and assets in our country and where they can be found.
2. Using the internet and library, research more about public places in Rwanda.

4.1.2. Public assets



Activity 3

1. What are the public assets found in your province?
2. Look at the photographs below and identify the public assets shown



Examples of public assets in Rwanda are:

- Hospitals • Schools • Police stations
- Markets • Public offices • ICT centers



Activity 4

1. Identify three public assets in each province in our country.

4.1.3. Importance of public places and assets



Activity 5

Using the pictures that follow, discuss the importance of public places and assets



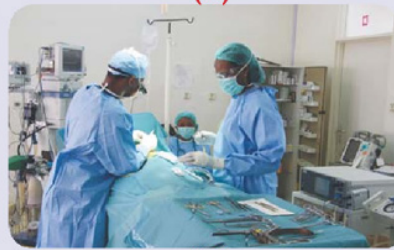
(a)



(b)



(c)



(d)



(e)



(f)



(g)



(h)



(i)

Source: KLB Archives

We should appreciate and take care of our public places and assets. They are important in promoting our culture and heritage. They also promote unity and co- operation among our people.

4.2. Problems faced by public places and assets



Activity 1

1. What are the problems facing public places and assets?
2. Look at the following pictures and identify the problems faced by public places and assets.



(a)



(b)



(c)



(d)

Activity 2

1. Discuss effects of the following problems on public places and assets:
 - Encroachment on public land.
 - Poor services.
 - Shortage of funds.
 - Mismanagement.

Some of the problems faced by public places and assets include:

- They are not cleaned and repaired when needed.
- They are polluted when people throw things away carelessly.

- Game parks are affected by poaching. This is the illegal killing of wild animals.
- People grab land to build homes or grow crops.
- Some public places and assets are destroyed by fire.

4.3.Preserving public places and assets



Activity 1

1. What do you think can be done to preserve public places and assets?
2. Write about things that should be done to preserve our public places and assets.
3. Look at the following pictures and identify various ways of preserving public places and assets.



(a)



(b)



(c)



(d)



(e)

The following are some ways of preserving public places and assets:

- Cleaning.
- Public campaigns to safeguard public assets and places.
- Employing guards and game rangers.
- Fencing.
- Planting trees and flowers.
- Carrying out repairs and painting.
- Passing laws against misuse.

Reporting those who destroy public places and assets



Activity 2

Organize and carry out a cleaning exercise on a public place or asset near your school. This may be a water source or market. Afterwards, discuss the activity.

Unit summary

Public places and assets are important. They provide us with different services.

Examples of public places and assets are museums, genocide memorial sites, schools, public gardens, hospitals and police stations.

Public places and assets are important as they generate income to us, help to preserve our culture and aid in recreation.

Public places and assets face a number of problems, for example, poor maintenance.

We can preserve public places and assets by cleaning, employing people to take care of them, and fencing them.

Key words

Artifact: An item of cultural or historical interest.

Asset: A useful or valuable thing.

Culture: A people's way of life such as language, food, dress, songs and dances.

Dumping: To throw waste or unwanted material away carelessly.

Encroachment: Gradually taking away something that is not yours.

Heritage: Something that is handed down from the past as a tradition.

Tourist: A person who visits places of interest for pleasure.



End unit assessment

1. Using examples, differentiate between public places and public assets.
2. There are people in our country who do not appreciate the importance of public places and assets. What advice can you give them?
3. Identify the problems facing public places and assets in our country.
4. Discuss how we can preserve the public places and assets in our country

UNIT 5

Budget

Key unit competence: Analyze the importance of family, national budget and explain factors that promote development.

Introductory activity

Look at the table below showing the monthly income and expenditure of Kamaliza and answer the question that follow.

Income	Value (Frw)	Expenditure	Value (Frw)	Savings (Frw)
Salary	100,000	Food	60,000	
Business	50,000	Clothing	80,000	
Donations	50,000	Rent	60,000	
Total	200,000	Total	200,000	0.00

If you were Kamariza and your salary was increased to 200,000 Frw, what would be your financial situation?

1. What is a budget?
2. What is a family budget?

5.1. Family budget

When we plan how to use the money we get, it is called a **budget**. Tell your friend how you use the money you get. There are two parts that make up a budget: **income** and **expenditure**.

Income is the money which an individual gets from different activities. Expenditure is what we spend our money on. The money earned by the government from different sources is called revenue.



Activity 2

1. Identify examples of income, expenditure and revenue.
2. Make a summary for class presentation.

A **family budget** is a plan showing family income, expenditure and savings



Activity 3

1. Calculate the monthly savings of Uwimbabazi's family
The table shows a family budget for Uwimbabazi's family:

Source of Income	Amount in (Rwf)	Expenditure	Amount in (Rwf)	Savings (Rwf)
Salary	80,000	Food	40,000	
Shop sales	60,000	Medical	30,000	
Farm sales	90,000	Farm inputs	50,000	
Transport business	100,000	School fees	100,000	
Fishing	70,000	Clothing	60,000	
Rent from houses	80,000	Fuel	40,000	
Total	480,000	Total	320,000	



Activity 4

1. You have been asked by your class teacher to collect money for a class project. Prepare a budget showing how you will manage income and expenditure for this class project.

5.1.1. Family income and expenditure family income



Activity 5

Discuss ways in which families raise income and how they spend the money.

Families can raise income through:

- Growing crops.
- Keeping animals.
- Buying and selling things.
- Employment.
- Fishing.

Family expenditure



Activity 6

1. Make a list showing sources of income for your family and expenditure.
2. Make a simple family budget and make a presentation to the class.

A family can spend money on a number of things. These may include:

- Food
- Clothing
- Shelter
- Medication

5.1.2. Importance of a family budget



Activity 6

Explain the importance of making a family budget.

It is important for a family to prepare a budget because of the following reasons:

- It helps the family to use the money they get in a productive way.
- It encourages the family to work hard in order to make the money it requires.
- It helps the family to put a limit on the amount of money to be spent.
- It enables the family to obtain the items needed at an affordable cost.
- It helps the family to spend money on priority items.
- It helps the family to make savings.
- It helps the family to plan for the future



Activity 8

Discuss other important reasons for a family budget. Make short notes for class presentation

5.2.National budget



Activity 1

1. What does the government do for the people?
2. Using the library, textbooks or internet, find out the following:
 - i. The sources of government revenue.
 - ii. The things on which government spends money.

The money which the government gets is called **national revenue**. Just like a family budget, the government also prepares a budget called a **national budget**.

The national budget is passed by the parliament before it is put into use. When does the minister for finance present the budget to parliament? Discuss in pairs what the national budget consists of.

5.2.1. National revenue and expenditure

The national budget has two main items. These are national **revenue** and **expenditure**. National revenue

Activity 2

Look at the chart below and discuss various sources of government revenue



Rwanda Revenue Authority collects revenue for the government.

National expenditure

Activity 3

Discuss how the government spends its money.

National expenditure refers to how the government uses its money. The government spends money on different projects such as:

- Paying the salaries of government workers like teachers and doctors.
- Buying books for schools and laptops for pupils.
- Building roads, bridges and airports.
- Building schools and hospitals.
- Buying drugs and equipment for hospitals.
- Buying fertilisers for farmers
- Water and sanitation.

5.2.2.Types of budget



Activity 4

1. Discuss different types of budgets and make presentations in class.
2. What is the difference between a family budget and a national budget? Illustrate.

There are different types of budgets. These are:

Balanced budget

This is a budget in which revenue is equal to expenditure.

Surplus budget

This is a budget in which revenue is more than expenditure.

Deficit budget

This is a budget in which expenditure is more than revenue.

5.2.3.Importance of national budge



Activity 5

Discuss why you think it is important for the government to make a budget

The national budget is important in the following ways:

- The national budget helps the government to use public money well.
- The national budget helps the government to collect money for development.
- It helps the government to allocate money depending on the needs of the people.
- The national budget helps the government to plan its development activities.
- The national budget promotes transparency and accountability.
- It allows parliament to check the government's spending



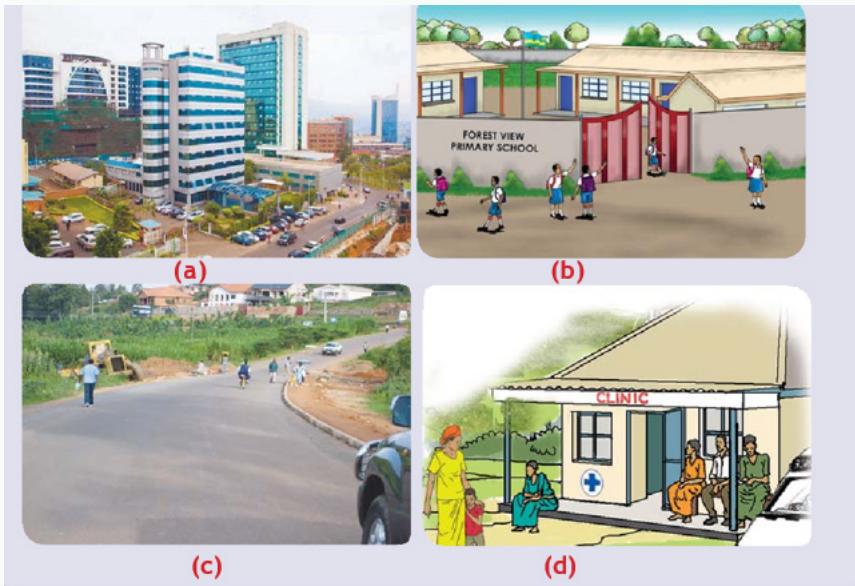
Activity 5

Discuss other reasons why the national budget is important.

5.3 Development

Activity 1

1. What do you understand by the term development?
2. Mention some development projects in your locality.
3. Look at the pictures below and identify the type of development shown.



When the lives of people improve and their surroundings also improve, we call that **development**.

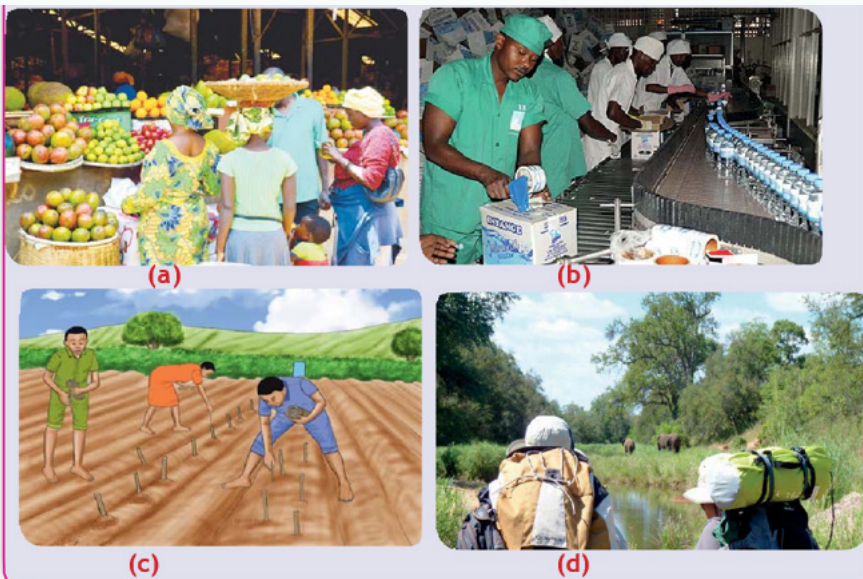
Activity 2

1. Discuss ways that show Rwanda is developing.
2. Make a visit to your local town or market. Identify new buildings, projects and other facilities that are meant to make life better

5.3.1. Factors that promote development

Activity 3

Look at the pictures below and identify which activities are taking place



Factors that promote development include trade, agriculture and tourism.

Activity 4

1. Discuss in detail how the following factors promote development in Rwanda and make a class presentation.
 - i. Trade
 - ii. Agriculture
 - iii. Tourism
2. Discuss other activities that promote development

5.3.2. Factors that hinder development



Activity 5

Discuss the things you think make some places to be more developed than others.

Look at the pictures below and identify what you see



There are reasons that might make it difficult for a country to develop. Some of these are:

- Inadequate capital for the country to meet its needs.
- Poor transport networks, like roads and railways.
- Low levels of education amongst the population.
- Inadequate land for agriculture.
- High population growth.
- Civil war leading to displacement of people and refugees.



Activity 6

1. Using library and internet sources, discuss in detail factors that hinder development in Rwanda.
2. Make a class presentation.

5.3.4. Indicators of development



Activity 7

1. What shows that there is development in a country? Discuss.
2. Study the pictures below and identify indicators of development in a country.



(a)



(b)



(c)



(d)



Some of the indicators of development in our country include:

- Good schools
- Healthy population
- Good hospitals
- Good housing

- Good roads
- Clean water



Activity 8

1. Discuss the indicators of development in a country. Make a summary for class presentation.
2. Carry out a field visit to a nearby economic activity to find out:
 - i. The factors that promote development.
 - ii. Factors that hinder development.
3. Make presentations to the rest of the class about your findings.

Unit Summary

- A budget is a statement showing income and expenditure.
- A budget may be made by a family or a government.
- Family income may come from growing crops, trading, fishing, employment or keeping animals.
- Family expenditure includes food, shelter, clothing and medication.
- It is important for a family to make a budget so that they can live within their means and save for the future.
- A national budget is a statement showing the government's income and expenditure for a given period.
- A national budget has two main items; revenue and expenditure.
- The various sources of government revenue are income tax, taxes on imports and exports, grants and loans.

- National expenditure includes payment of salaries, building roads and the provision of water and sanitation.
- A national budget helps the government to use public money well.
- Development means improving people's lives by helping them to meet their needs and wants.
- Factors that promote development are trade, agriculture and tourism.
- In many countries, development is hindered by inadequate capital, civil wars, low levels of education and high population growth.

Key words

Accountability: Showing how money has been used.

Allocate: To set aside money for a certain purpose.

Capital: Money needed for starting a business.

Deficit: Figure by which income is less than expenditure in a budget.

Expenditure: The things on which the government spends money.

Inadequate: Not enough.

Income: Money which individuals earn.

Revenue: Money which government earns from various sources.

Transparency: Doing things in an open way.



End unit assessment

1. Discuss the meaning of the following words:

i. Income	ii.	Expenditure
iii. Revenue	iv.	Budget

Why do you think it is important for a family to make a budget?

2. Explain the importance of a national budget.
3. Explain the factors that promote development.
4. Explain the sources of national revenue.
5. Describe the types of government expenditure.
6. Describe the indicators of development in our country.
7. Explain the factors that hinder development in our country.

UNIT 6

DIRECTION AND LOCATION

Key unit competence: Locate different places using longitude and latitude on a map and determine time differences.

Analyze influence of physical features and human activities to climate change and its effects.



Activity 1

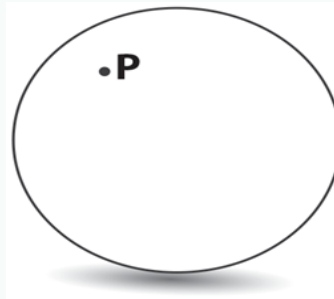
Look at the image below and discuss the role of vertical and horizontal lines on it.



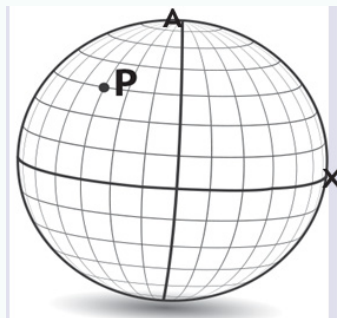
6.1. Direction and location

6.1.1. Latitude and longitude

1. Study the figure showing a ball below, and answer questions (a) and (b).



- a) Give the exact location of the dot marked P.
 - b) Is it easy to tell exactly where the dot marked P is located on the ball?
2. Using the figure below, locate the dot marked P.



- It is easier to locate the dot marked P on the ball in figure 2.
- This can be done using the lines we have marked.
- We can say the dot marked P is located between lines A and X.

Latitude

Latitudes are imaginary lines drawn on a globe or map. They run across the map from East to West. They show how far north or south a place is from the equator. The main line of latitude is the equator, which is 0° .

Other latitudes include:

The Tropic of Cancer $23\frac{1}{2}^{\circ}$ North of the equator

The Tropic of Capricorn $23\frac{1}{2}^{\circ}$ South of the equator

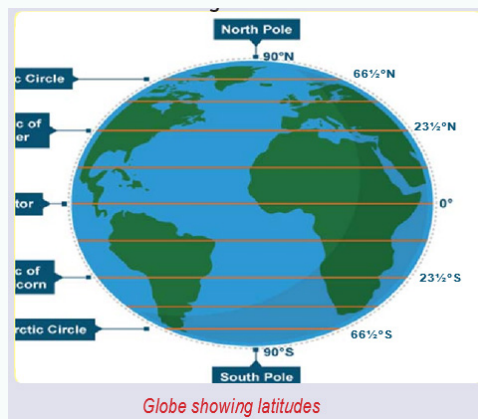
The Arctic Circle $66\frac{1}{2}^{\circ}$ North of the equator

The Antarctic Circle $66\frac{1}{2}^{\circ}$ South of the equator



Activity 2

Identify lines of latitudes on the globe below.



- The area to the north of the equator is called the **Northern Hemisphere** and the one to the south is called the **Southern Hemisphere**.
- We use latitudes to describe where places are found and the position of countries or continents on a map.



Activity 3

Using your atlas, find the countries and towns in Africa through which the Equator passes.

Longitude

- Longitude are also imaginary lines drawn on a map or globe. They run from North to South.
- Longitudes are also called **meridian lines**.
- The main line of longitude is marked 0° . It is called the **Prime Meridian**. All other longitudes are measured from the prime meridian.
- Longitude shows how far east or west a place is from the prime meridian.
- The prime meridian runs through the town of Greenwich near London, that is why it was previously called the **Greenwich Meridian**.
- The prime meridian also passes through Accra in Ghana.



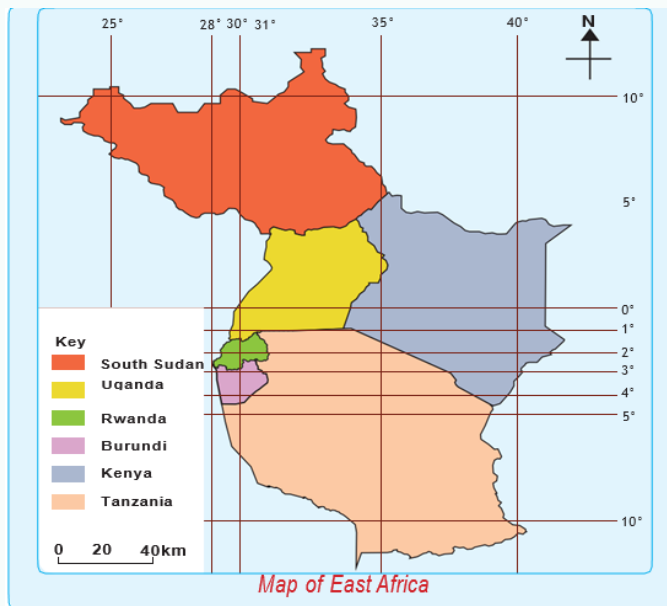


Activity 4

Using an atlas, find the towns and countries in Africa through which the Prime Meridian passes.

6.1.2. Location of Rwanda on the map of East Africa using latitude and longitude

We can locate a place on a map using latitudes and longitudes. Look at the map of East African community countries below.



Activity 5

1. From the map, identify the position of Rwanda.
2. Between which lines of latitude is Rwanda found?
3. Between which lines of longitude is Rwanda found?

- Rwanda is found between latitude 1° S and 3° South of the equator.
- It also lies between longitude 28° E and 31° East of Prime Meridian.
- Therefore, the location of Rwanda on a map of East Africa is 1° S, 3° S – 28° E, 31° E.
- Using both latitude and longitude, we can accurately describe the position of a place where the two lines meet.
- Latitude is given first and then longitude.
- For example, Africa lies between 37° N, 35° S and 25° W, 58° E.

6.1.3. Location of Rwanda of Rwanda on African map using latitudes and longitudes

Look at the map of Africa below:





Activity 6

1. Can you see Rwanda on the map?
2. Give the location of Rwanda using latitude and longitude from the map of Africa

The location of Rwanda on the map of Africa using latitude and longitude is the same as the one for East Africa which we gave.



Activity 7

Give the location of the following countries using latitude and longitude:

- (i) Madagascar
- (ii) Ghana
- (iii) Egypt
- (iv) Botswana

6.1.4. Times zones



Activity 8

1. What causes day and night? What about changes in time?
2. (i) Using the internet or library, research the time and time zones of the world. (ii) Make a summary for class presentation.

- Rotation of the Earth has an effect on time. It causes different times in different places. For example, when it

is 1.00 a.m. in Kigali, Rwanda, it is 11.00 a.m. in Dakar, Senegal.

- The earth takes 4 minutes to rotate around its axis from one degree of longitude to another.
- This means there are different times for different lines of longitudes.



Activity 9

Discuss what would happen if different places in Rwanda kept different time. How would we determine the time for going to school?

- To avoid creating confusion, countries in each region use agreed times called **standard time**.
- The countries of Central Africa use the Central African Time (C.A.T.). Therefore, if it is 10.00 a.m. in Rwanda, it will be the same time in Burundi and at the eastern side of the Democratic Republic of Congo.
- The countries of East Africa use East African Time (E.A.T.). Hence, when it is 10.00 a.m. in Kenya, it will be the same time in Uganda and Tanzania.

A time zone is a region of the globe that observes a uniform standard time for legal, commercial and social purposes. Time zones follow the boundaries of countries. This is because it is convenient for areas in close proximity to keep the same time for trade and communication

Calculating time using degrees (longitudes)



Activity 10

1. Before watches and clocks were invented, how did people tell the time?
2. Step out of your classroom and try to tell the time by observing the position of the sun.
3. Using the internet or library, find out the following:
 - (i) How long does it take for the earth to rotate 360° on its axis?
 - (ii) When telling time, the letters a.m. and p.m. are used. What do they mean?
 - (iii) From which meridian is world time calculated?
 - (iv) Why is world time called Greenwich Mean Time (GMT)?
 - (v) Why are countries in the East ahead in time to those in the West?

Lines of longitude are measured in degrees. The earth makes a 360° turn in 24 hours.

Therefore, for every 1 hour, the earth rotates through 15° of longitude. That is: $24 \text{ hours} = 360^\circ$

$$1 \text{ hour} = 15^\circ$$

Therefore, $1^\circ = 4 \text{ minutes}$

The Earth takes 4 minutes to rotate through 1° of longitude.

The earth rotates from West to East. The time in the east is always ahead of the time in the west. Therefore, when calculating time, one has to add the time calculated if the place is to the East. If the place is to the West, one has to subtract the time calculated.

Example 1

If the time is 12.00 noon in Accra, which is at 0°E, what is the time in Kigali 30°E? 1° = 4 minutes

$$30^\circ = 4 \times 30 \text{ minutes}$$

$$= 120 \text{ minutes} = 2 \text{ hours}$$

This means that Kigali is 2 hours ahead of Accra. Therefore, the time in Kigali is 2.00 p.m.

Example 2

If the time in Gisenyi, at 29°E, is 8.00 a.m., what is the time in Tunis 10°E? The difference in longitude between 29°E and 10°E is 19°

$$\text{That is } 29^\circ \text{ E} - 10^\circ \text{ E} = 19^\circ \quad 1^\circ = 4 \text{ minutes}$$

$$\text{Therefore, } 19^\circ = 19 \times 4 \text{ minutes}$$

$$= 76 \text{ minutes} = 1 \text{ hour } 16 \text{ minutes}$$

Therefore, Tunis is 1 hour 16 minutes behind Gisenyi 8.00 a.m.
minus 1 hour 16 minutes = 6.44 a.m.

Example 3

If the time in Dakar at 17°W is 9.30 a.m., what is the time in Mombasa, 40°E? The difference between 17°W and 40°E is 57°. Since longitude starts at 0°

$$\text{That is: } 17^\circ \text{ W} - 0^\circ = 17^\circ$$

$$40^\circ \text{ E} - 0^\circ = 40^\circ$$

$$\text{Total difference from } 0^\circ \text{ prime meridian is } 17^\circ + 40^\circ = 57^\circ$$

$$\text{Therefore, } 57 \times 4 \text{ minutes} = 228 \text{ minutes}$$

$$228 = 3 \text{ hours } 48 \text{ minutes}$$

This means that Mombasa is 3 hours 48 minutes ahead of Dakar, since Mombasa is to the east.

Time in Mombasa is: 9.30 am + 3 hours 48 minutes = 1:18 pm.



Activity 11

1. The time in Conakry, Guinea at 14° W is 10.00 a.m. What time will it be at:
 - (i) Tunis – Tunisia at 10° E?
 - (ii) Accra – Ghana at 0° ?
 - (iii) Cairo – Egypt at 32° E?
2. If the time in Kigali, 30° E, is 12.30 a.m., what time will it be in Cape Verde at 25° W?

6.2. Main physical features



Activity 1

Field visit

On your way to and from school, observe your environment. List all the features which you can see

Physical features are those things that were not created by man. They are found on the earth's surface.

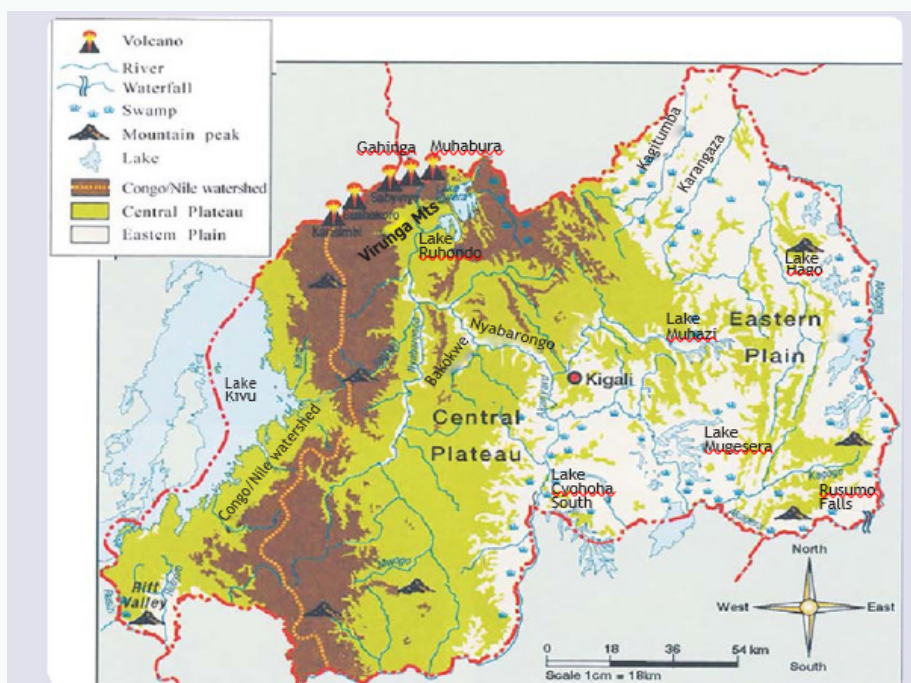
They include mountains, valleys, rivers, lakes, hills, escarpments and plateaus. Name the physical features near your school.

6.2.1. Physical features of Rwanda



Activity 2

Study the map of Rwanda below and identify the physical features shown.



Physical Map of Rwanda

The main physical features of Rwanda are:

Mountains

Mountains are the highest relief features. Examples of mountains found in Rwanda are:

- Mount Karisimbi
- Mount Muhabura
- Mount Sabyinyo
- Mount Bisoke



Sabyinyo Volcano
Source: KLB Archives

Hills

A hill is a raised part of the land which is lower than a mountain. Rwanda is known as the Country of a Thousand hills.

Name five hills near your school.



Bugarama Valley
Source: KLB Studio

Valley

A valley is a low-lying area between hills. An example is Bugarama Valley



Gishwati Hills

Source: KLB Studio

Rivers



Activity 3

Using the library, atlas or the internet, draw a table to show the rivers of Rwanda and their sources. Indicate where they flow to.



Akagera river

Source: KLB Studio

Rwanda has many rivers. The largest is Akagera. Are there rivers near your school? Name them.



Activity 4

Using your atlas, draw a map of Rwanda showing the lakes and rivers.

Lakes

A lake is a large mass of water occupying a depression in the land. Our country has lakes.

They include **Lake Kivu**, **Lake Rweru**, **Lake Muhazi** and **Lake Ruhondo**.

Name other lakes that you know.



Lake Kivu

Lake kivu

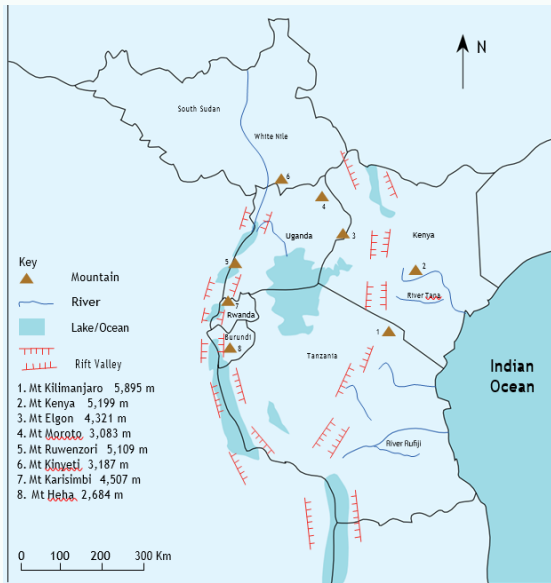
Source: KLB Studio

6.2.2. Main physical features of East Africa



Activity 5

1. Study the following map of East Africa and list the physical features found there.
2. Which is the highest mountain in East Africa?
3. Which is the largest lake in East Africa?



Map of East African Community countries showing physical features

Source: KLB Studio

Other physical features found in East Africa are:

- Plateaus
- Plains



Activity 6

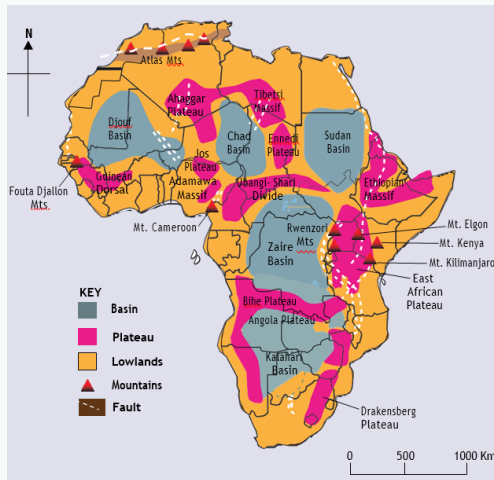
Name five volcanic mountains in Africa.

6.2.3. Main physical features in Africa



Activity 7

Study the map of Africa below and identify the different physical features shown.



Main physical features of Africa

Source: KLB Studio

The main physical features found in Africa are:

• Mountains	• Plateaus	• Rivers
• Basins	• Valleys	• Lakes
• Plains		



Activity 8

- Using the above map of physical features draw a table showing various mountains and the countries where they are found.
- Identify the highlands found in Africa.
- Refer to the atlas and write down the main rivers in Africa.
- Draw a table to show their sources and mouths.
- List down the main lakes in Africa.
- Name the oceans and seas that surround Africa.

6.2.4, Formation of physical features

Have you ever wondered how different physical features are formed? Using the library, textbooks or internet, research on the following:

1. The meaning of:
 - (i) Volcanicity
 - (ii) Folding
 - (iii) Faulting
2. Formation of physical features through:
 - (i) Volcanicity
 - (ii) Folding
 - (iii) Faulting

Formation of mountains

There are different types of mountains in Africa. They include:

Volcanic mountains

These are mountains formed after the eruption of a volcano.

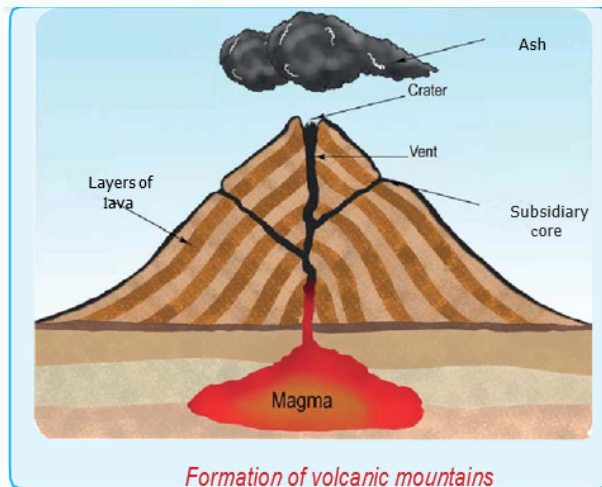
Magma is pushed up the vent and flows downwards forming volcanic mountains and hills.

Examples are Mt Karisimbi in Rwanda and Mt Kilimanjaro in Tanzania.



Activity 10

Name five volcanic mountains in Africa

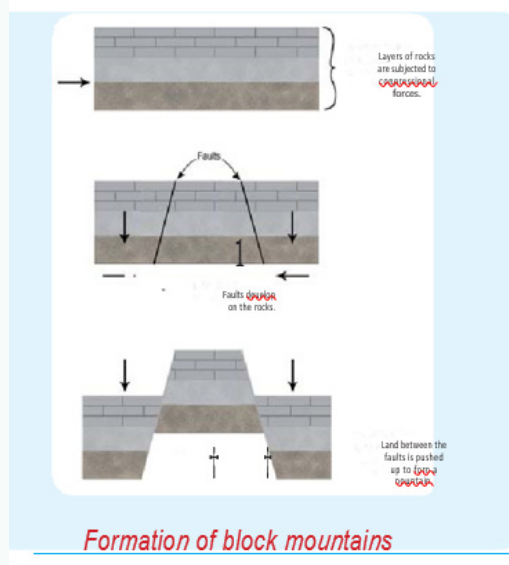


Activity 11

Name three block mountains found in Africa.

Block mountains

These are mountains formed by faulting. When rocks are subjected to extreme compression, fault lines develop. The land between fault lines is pushed up to form block mountains. An example is the Rwenzori mountain in Uganda.





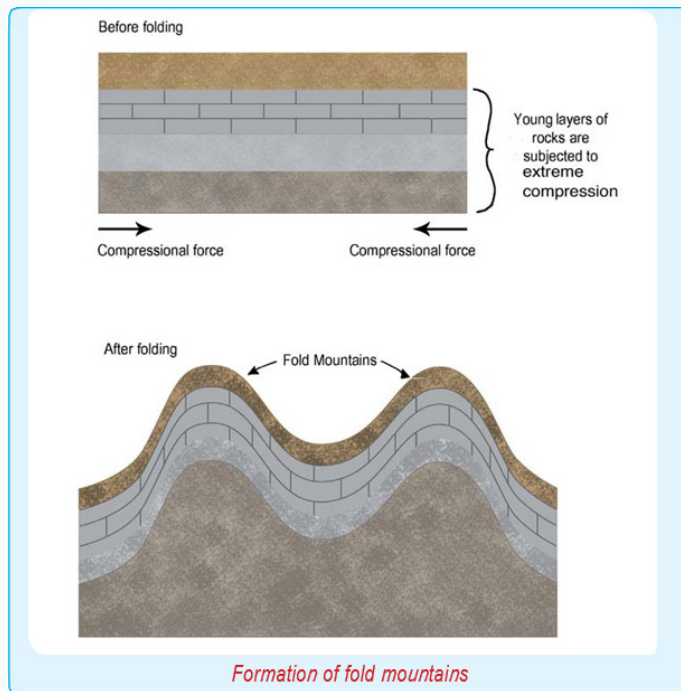
Activity 12

1. Name a fold mountain in Africa.
2. Draw a folded area.

Fold mountains

These are mountains formed when young rocks are pushed together from either side.

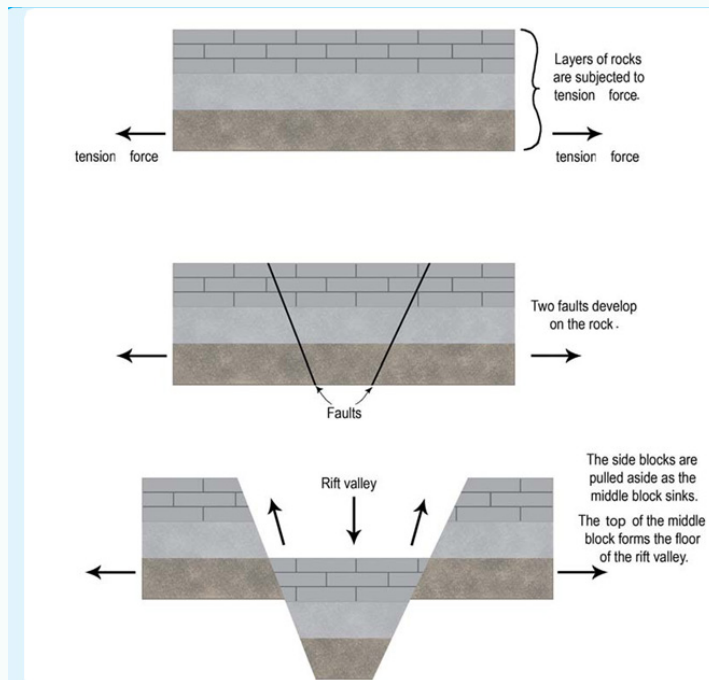
The rocks fold and move upwards to form fold mountains. Examples of these are the Atlas Mountains in Morocco.



Formation of the Rift Valley

The Rift Valley was formed when two cracks or fault lines formed on the surface of the earth.

The land between the two faults sank forming a valley. This is caused by tensional forces.



Formation of rift valley by tensional forces

Formation of lakes

Lakes are formed when water collects in a basin or depression on the earth's surface.

The water that fills the depression comes from rain, river, underground water or melting ice.

Rift valley lakes



Activity 13

1. Write the lakes formed as a result of formation of the Rift Valley.
2. Identify the countries they are found in.

During the formation of the Rift Valley, some parts of the land sank deeper than others.

They formed depressions. The depressions were filled with water to form lakes.

Example is Lake Tanganyika. These are called rift valley lakes.



Lake Tanganyika

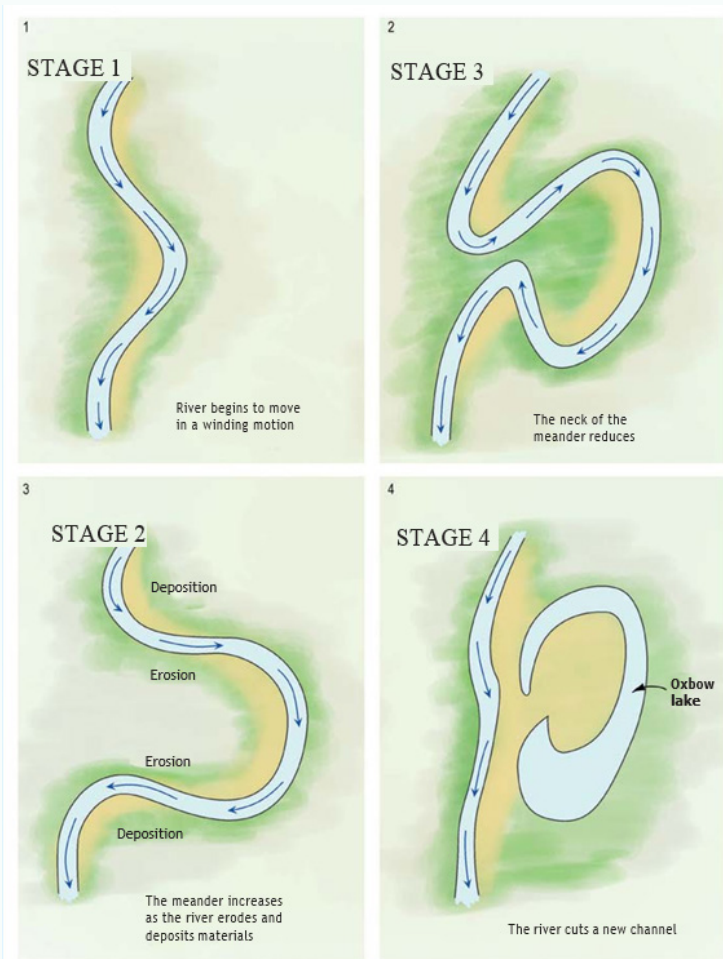
Lakes formed as a result of river erosion (ox-bow lakes)



Activity 14

Name five ox-bow lakes in Africa.

Ox-bow lakes are lakes formed when a river erodes the surface of the earth. The river creates a sharp bend. Over time, part of it is cut off to form a lake. An example is Lake Utange in Tanzania



Formation of ox-bow lakes

Lakes formed as a result of down warping



Activity 15

Name lakes formed by down warping

Down warping is a process by which the earth's surface bends downwards due to pressure.

This happens when the surrounding areas are forced up. An example of a lake formed this way is Lake Victoria.



Lake formed by downwarping.



Lake Victoria

Source: KLB Studio

Lakes formed by volcanicity

Lava dammed lakes

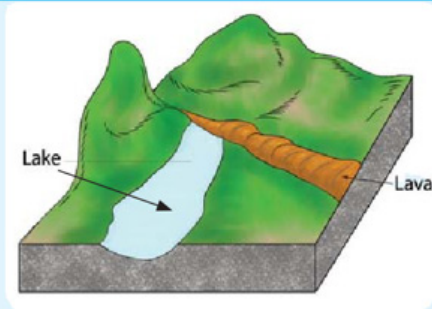


Activity 16

Name lava dammed lakes in Africa.

Lava dammed lakes are formed when lava blocks a river.

An example of a lake formed in this manner is Lake Burera and Ruhondo in Rwanda.



Formation of lava dammed lakes

Source: KLB Studio

Crater lakes

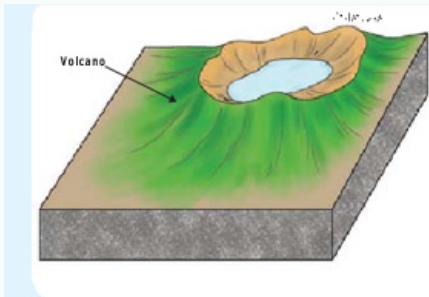


Activity 17

Name three crater lakes in Africa.

When a volcano is formed, a depression may be formed on top. This is called a crater.

When a crater is filled with water, it forms a crater lake. Examples are Lake on Nyiragongo and Bisoke.



Formation of a crater lake



Lake Ngozi in Tanzania

6.2.5. Importance of physical features

1. Visit a physical feature near your home or school and make a presentation about the following:
 - (i) The type of physical feature.
 - (ii) Its importance to the local people.

Study the pictures below and identify the importance of the physical features shown



(a)



(b)



(c)



(d)



(e)



(f)



(g)



Activity 19

1. Discuss other ways in which mountains are important to us.
2. Discuss the importance of the following features:
 - Plateaus
 - Plains
 - Valleys
3. Find out other ways in which rivers and lakes are important to us.

6.3. Climate



Activity 1

1. In Primary Five, we learnt about climate. What is the meaning of climate?
2. What are the characteristics of the climate in your province?

Climate is the condition of atmosphere in a given place over a long period of time.

6.3.1. Types of climate



Activity 2

1. Using the internet or library, find out the characteristics of the following climatic types:
 - Equatorial climate
 - Tropical climate
 - Savanna climate
 - Semi-desert climate
 - Desert climate
 - Temperate climate

Characteristics of the Rwandan climate



Activity 3

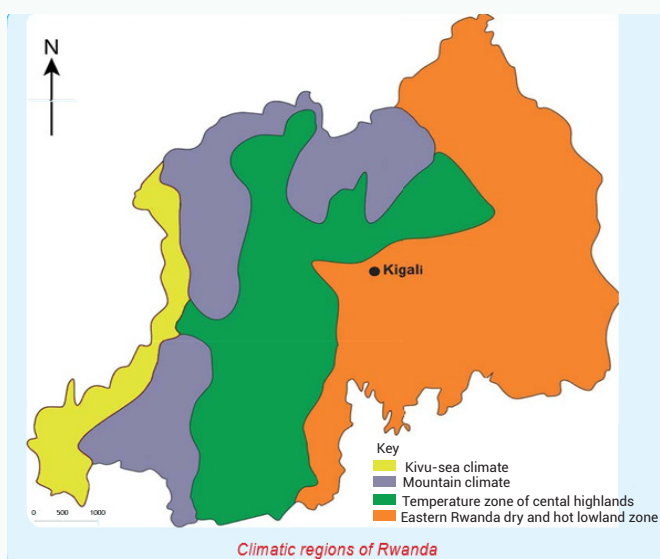
Discuss the characteristics of temperate tropical highland climate.

Rwanda is located only 2° south of the equator. However, the country has a high altitude. This makes it a **temperate tropical highland** climate.

The climate of Rwanda has the following characteristics:

- The country has two rainy seasons; between February and May and September and December.
- The total annual rainfall averages 800 mm.
- The average daily temperature is about 24° C, although it may reach 30° C.
- Rainfall is mainly heavier in the western and north western mountains.
- The Summit of Karisimbi (the highest mountain) is often covered with snow.

Study the map below and identify Rwanda's climatic regions.

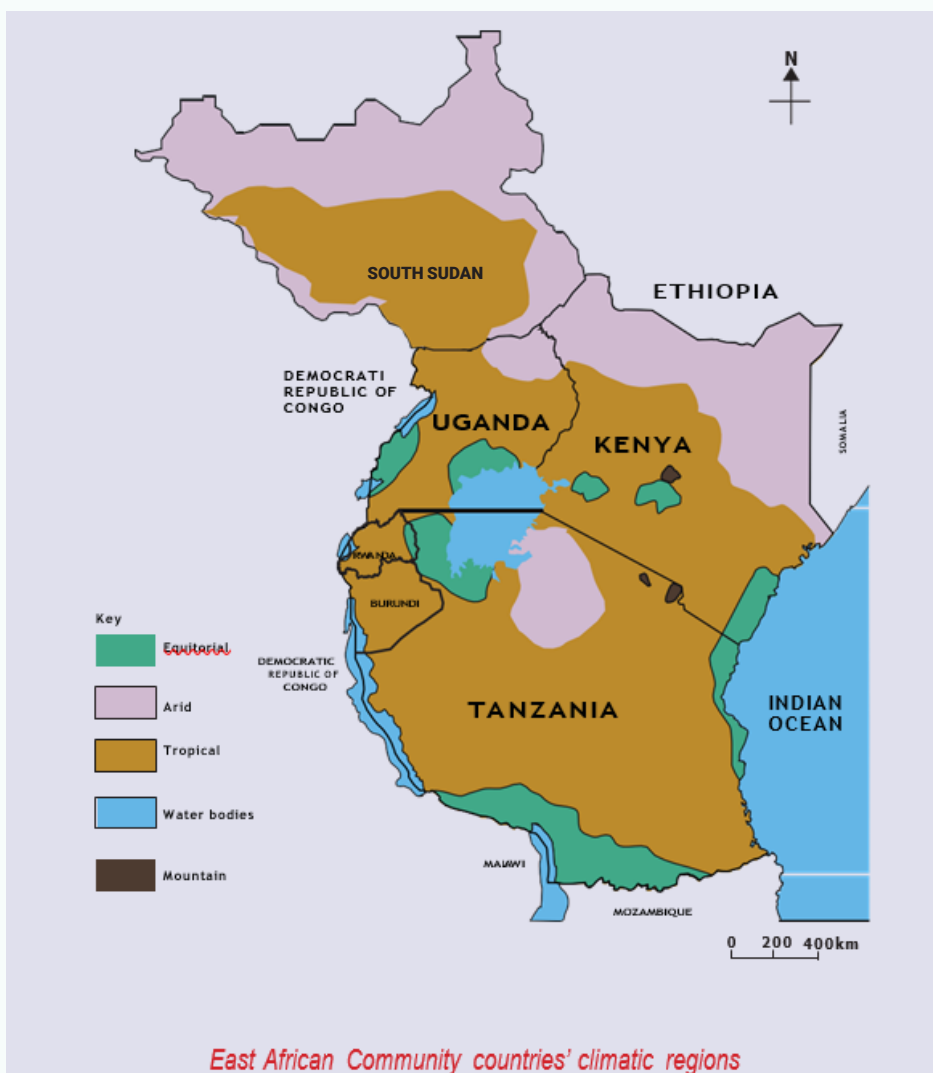


Characteristics of East African climate



Activity 4

2. Study the map below and identify the climatic regions of East African Community countries.
3. Discuss the characteristics of the climatic regions of East African Community countries shown on the map.



The table below shows a summary of the characteristics of the East African climate.

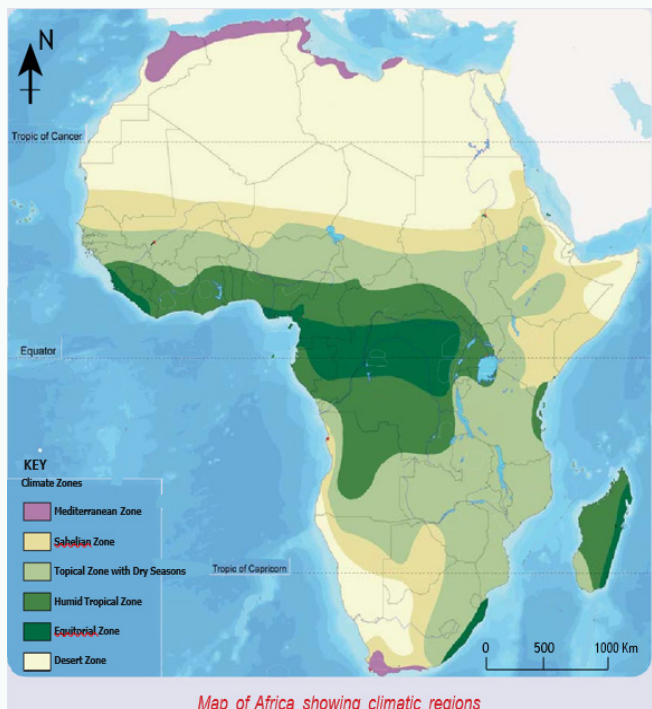
Climatic region	Areas	Characteristics
Equatorial	<ul style="list-style-type: none"> • South-West-ernUganda • North -West-ernTanzania 	<ul style="list-style-type: none"> • High rainfall over 1,500 mm per year. • High temperatures throughout the year of about 26° C. • Two rainy seasons, April to May and November to December.
Modified Equatorial	<ul style="list-style-type: none"> • Western Uganda • Rwanda • Burundi 	<ul style="list-style-type: none"> • High rainfall of over 1,100 mm per year. • Moderate temperature of about 22° C.
Tropical	<ul style="list-style-type: none"> • Western Kenya • Tanzania • Southern Sudan • Northern Uganda 	<ul style="list-style-type: none"> • Rainfall ranges from 800 mm to 1,100 mm. • High temperatures. • Two rainy seasons.
S u b - Tropical	<ul style="list-style-type: none"> • Slopes of Mount Kenya, Elgon and Kilimanjaro • Western Uganda 	<ul style="list-style-type: none"> • High rainfall of about 2,000 mm. • Cool temperatures ranging from 18° C to 23° C. • Low temperatures on the peaks of mountains, which are covered by snow.
Coastal Tropical	<ul style="list-style-type: none"> • Coastal areas of Tanzania and Kenya 	<ul style="list-style-type: none"> • Rainfall of between 350 mm and 1,200 mm. • High temperatures ranging from 24° C to 31° C.

Desert	<ul style="list-style-type: none"> • Central part of Northern Kenya 	<ul style="list-style-type: none"> • Low rainfall of below 250 mm per year. • High temperatures of up to 40^o C. • Irregular rainfall.
Semi-Desert	<ul style="list-style-type: none"> • Eastern and Northern Kenya • North Eastern Uganda • Central Tanzania 	<ul style="list-style-type: none"> • Low rainfall 250 mm to 750 mm. • High temperatures 21^o C to 28^o C. • Long dry season of over six months.

Characteristics of Africa's climate

Activity

Study the map below and identify different climatic regions of Africa.





Activity 5

1. Discuss the characteristics of African climate.
2. Make a class presentation.

Study the table below and identify the characteristics of the climatic regions of Africa.

Climatic region	Areas	Characteristics
Equatorial	Gabon, Democratic Republic of Congo, South Nigeria, Congo and Togo	<ul style="list-style-type: none">• High rainfall (1,500 mm–2,000 mm)• Hot and wet throughout the year.
Savanna	Mali, Kenya, Chad, Sudan, Tanzania, Senegal and Mauritania	<ul style="list-style-type: none">• Moderate rainfall ranging from 750 mm to 1,500 mm.• Has two seasons, cold and dry, and hot and wet.
Semi-Desert	Algeria, Botswana, Tunisia, Kenya and Mali	<ul style="list-style-type: none">• Rainfall of about 300 mm.• Hot and dry throughout the year.• High temperatures of about 25^o C to 40^o C.
Desert	Egypt, Niger, Sudan, Algeria and Libya	<ul style="list-style-type: none">• No cloud cover.• Rainfall below 250 mm.• Temperatures ranging from 0^o C to 50^o C.
Mediterranean	Algeria, Tunisia, Morocco, Cape Region of South Africa	<ul style="list-style-type: none">• Hot wet winters and cold dry summers.• Temperatures ranging from 10^o C to 25^o C.• Rain falls during winter.

Mountain	Around Mt Kili-manjaro, Mt Elgon, Mt Kenya, Cameroon Mountains, Drankesburg Mountains, Ethiopian highlands	<ul style="list-style-type: none"> • Low temperatures on the peak of the mountain, sometimes • below 0° C. • High rainfall throughout the year on the windward slopes. • Leeward slopes have less rainfall.
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6.3.2. Climate change



Activity 6

1. What is climate change? Is the climate in our country always the same?
2. Using the library or internet, find out what causes climate change.
3. Discuss some of the ways in which climate change occurs.

Climate change is the long-term change in the climate of a place. Over time, the temperature of the earth has been rising steadily throughout the world. The earth is becoming warmer and warmer.

This is called **global warming**.

Climate change happens in the following ways:

- Areas which were cooler before become warmer.
- Places which used to receive high rainfall receive lower rainfall.
- Places which used to receive lower rainfall receive higher rainfall.

Influence of physical features on climate change

Physical features greatly influence climate change in the following ways:

The oceans and lakes

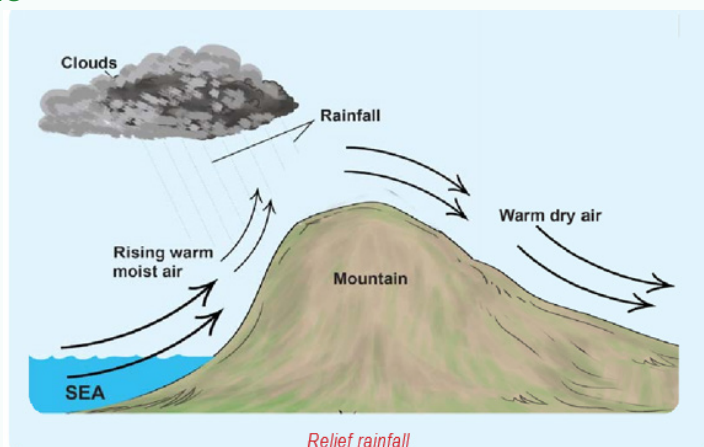
- Places near oceans and lakes receive more rainfall. This is because they add more moisture to the atmosphere through evaporation. When lakes dry up, we receive less rainfall.
- During summer when temperatures are high, cool breezes from oceans and lakes reduce the surrounding temperature. When lakes dry up, temperatures increase on the surface of the earth.
- During winter, when temperatures are very low, warm breezes from oceans and lakes increase the surrounding temperature.



Activity 8

Using the library materials, textbooks or internet, find out how bodies of water lead to climate change.

Mountains



- Mountains block wind. This creates high rainfall on the side facing the wind.

- The side facing away from the wind receives less rainfall because of the rain shadow effect.
- shadow effect.
- Mountains and hills lead to lower temperatures as a result of higher altitude.

6.3.3. Effects of climate change



Activity 9

1. What happens when climate changes?
2. Discuss some of the effects of climate change we are experiencing in Rwanda.
3. Study the pictures below and identify some of the effects of climate change.



(a)



(b)



(c)



(d)

The following are some of the effects of climate change:

- A warmer and wetter climate leads to an increase in pests, such as mosquitoes
- and houseflies. This leads to increase in diseases like malaria and diarrhoea.
- An increase in rainfall leads to floods. Flooding may lead to loss of life and
- destruction of property.
- An increase in temperature and a reduction in rainfall may lead to drought. Drought leads to a shortage of food, resulting in famine.
- A reduction in rainfall leads to lower water levels in rivers and lakes. This affects water transport. It also affects the production of hydro-electric power and irrigation.
- A reduction in rainfall affects water sources. This leads to water shortage.
- An increase in temperatures leads to glaciers melting on high mountains. This leads to water levels in the

lakes and oceans raising causing flooding. Disappearance of glaciers also leads to a fall in tourism.

6.3.4. How to overcome the effects of climate change



Activity 10

How can we overcome the effects of climate change?

Look at the pictures below. What can you see in these pictures?.



(a)



(b)



(c)



(d)



Activity 11

Field visit

Make a field visit to the Rwandan Meteorology Agency.

1. Find out different ways of overcoming the effects of climate change.
2. Write a brief report about the visit.

We can overcome the effects of climate change by:

- Planting more trees and conserving forests.
- Using renewable sources of energy such as wind and solar.
- Conserving energy, for example, by switching off light bulbs which are not in use.
- Growing drought-resistant crops like cassava, millet and sorghum.

•

UNIT SUMMARY

- Lines of latitude are imaginary lines drawn on a globe or map running from East to West. They show how far north or south a place is from the equator.
- The main line of latitude is the Equator at 0° .
- Lines of longitude are imaginary lines drawn on a map or globe running from north to south. They show how far east or west a place is.
- The location of Rwanda using latitudes and longitudes can be given as 10° S, 30° S – 28° E, 31° E.
- The rotation of the earth causes a difference of 4 minutes for each 15° of longitude. The world is divided into time zones, which are groups of countries in the same region, which keep the same time.
- The main physical features of Rwanda, East Africa and Africa include mountains, hills, valleys, rivers and lakes.
- The main ways in which physical features are formed in Africa are volcanicity, faulting, folding, erosion and deposition.
- Rwanda experiences a temperate tropical highland climate.

Key words

Breeze: A gentle wind.

Depression: A wide area on the earth which is deeper than the surrounding area.

Eruption: A sudden discharge or explosion.

Fault: A line of weakness within the earth's crust.

Latitude: An imaginary line on a map showing how far north or south place is from the Equator.

Longitude: An imaginary line on a map showing how far east or west a place is from the prime meridian.

Magma: Hot fluid or semi-fluid material within the earth's crust (evaporated).

Moisture: Water or liquid that has turned to vapour.

Plain: A flat low lying area of land.

Plateau: A flat, raised area of land.

Rain-shadow: A dry area on the side of a mountainous area which faces away from the wind.

Valley: A low area of land between hills or mountains.



End unit assessment

1. Differentiate between latitude and longitude.
2. (i) Draw a map of East Africa and show the major lines of latitude and longitude.
3. (ii) Locate the countries neighbouring Rwanda using latitude and longitude.
4. Draw a map of Africa and show the major lines of latitude and longitude.
5. What is the time in Kinshasa, 15°E , if it is midnight in Bujumbura, 30°E ?
6. It is 10.00 a.m. in Monrovia (12°W), what time is it in Kigali (29°E)?
7. Explain the meaning of a time zone.
8. Draw a map of Rwanda and locate the main physical features.
9. Explain how Mount Karisimbi was formed.
10. Draw a map of East Africa and locate the major physical features.
11. You have just come back from a study tour of Mount Rwenzori. Explain how this mountain was formed.
12. Draw a map of Africa and locate the main physical features.
13. Explain how the Great East African Rift Valley was formed.
14. Rwanda is a country of many hills. Why do you think these hills are important to our country? Write down your answers.
15. Discuss the benefits of Lake Kivu to the local community.

UNIT 7

ECONOMIC ACTIVITIES

Key unit competence: Justify the linkage between economic activities and sustainable development

Activity 1

Study the photographs below and identify the activities in each photograph.



Activity 2

In Primary Four, we learnt about socio-economic activities. Can you name the socio-economic activities in your district?

7.1. Economic activities in Rwanda and East Africa

7.1.1. Rwanda

Activity 1

1. What do you think the people of Rwanda do to earn a living?
2. Discuss the economic activities in your province and the neighboring provinces. Make a summary for class presentation.
3. Economic activities are things people do to earn a living

Economic activities are things people do to earn a living. List the things which people around your school do to earn a living.

Activity 2

Study the pictures below and discuss the major economic activities in Rwanda.

Make a summary for class presentation.





(e)



(f)



(g)



(h)



(i)

Some of the major economic activities in Rwanda include:

- Agriculture
- Tourism
- Forestry and lumbering
- Crafts making
- Trade
- Livestock keeping
- Transport and communication
- Fishing
- Industry/manufacturing
- Mining

7.1.2. East Africa



Activity 3

Study the following pictures and answer the questions that follow:



(a)



(b)



(c)



(d)



(e)



(f)



(g)



(h)

From the pictures:

- (i) Discuss the economic activities carried out in East Africa.
- (ii) Make a summary for class presentation.

The economic activities carried out in Rwanda are the same as those found in the rest of East Africa.

- For example, in Kenya, Uganda and Tanzania, agriculture is the main economic activity.
- In these countries, they also carry out mining, fishing, industry, transport and communication, forestry and crafts.



Activity 4

1. Using the library, textbooks or internet, find out the different crops grown in the countries of East Africa.
2. Using the library, textbooks or Internet, find out areas where livestock farming is practiced in Kenya, Uganda and Tanzania.
3. Using the library, textbooks or internet, find out the areas where fishing is carried out in East Africa.
4. Using your atlas, find out areas where mining is carried out in East Africa.
5. Name the minerals mined in each country.

7.2. Economic activities in Africa

Activity 5

1. We have looked at the economic activities in Rwanda and East Africa. What do you think the economic activities carried out in the rest of Africa are?
2. Observe the following pictures and discuss the main economic activities in Africa.



(c)



(d)



Source: KLB Archives

1. Make a summary for class presentation.

Some of the economic activities in Africa include:

- Agriculture
- Industrialisation
- Tourism
- Forestry
- Fishing
- Transport and Communication

7.3. Importance of economic activities to sustainable



Activity 1

1. What is the meaning of sustainable development?
2. Look at the pictures below that show economic activities that lead to sustainable development. What can you see in the pictures?
3. Discuss how the activities shown below lead to sustainable development.



(a)



(b)



(c)



(d)



Activity 2

1. Discuss ways in which tourism helps in the conservation of wildlife.
2. Discuss how agriculture helps to protect the environment.
3. Discuss other importance of economic activities to sustainable development.

Unit summary

- Economic activities are the things people do to earn a living.
- Economic activities in Rwanda and East Africa include crop growing, livestock keeping, mining, fishing, tourism and industry.
- Economic activities in Rwanda and East Africa are the same as those in the rest of Africa.
- Economic activities are important for sustainable development. This means development that leaves room for future use of resources. For example, some of the economic activities lead to the conservation of the environment

Key words

Lumber: Cutting and using trees for commercial purpose.

Methane: Natural gas which is used as a source of fuel.

Minerals: Valuable metallic and non-metallic substances found within the earth's crust.

Mining: The removal and use of minerals from the earth's crust.

Nomadic: A livestock farmer who moves from place to place with animals searching for water and pasture.



End unit assessment

1. What is the meaning of the term "economic activities"?
2. Identify the main economic activities in Rwanda.
3. Identify the economic activities in other countries of East Africa that are similar to those in Rwanda.
4. Identify the main economic activities in the following countries in Africa:
 - i) Nigeria
 - ii) Zambia
 - iii) South Africa
5. Write a report about what the government of Rwanda should do to develop industries.
6. Discuss the importance of economic activities to the sustainable development of Rwanda.

UNIT 8

NATURAL RESOURCES

Key unit competence: Explain the importance natural resources and ways of preserving them.



Activity 1

Observe the picture below and interpret its meaning and importance.



8.1. Natural resources



Activity 1

1. Name some of the resources found in your local environment.
2. Walk around the area near your school and find features that are not man-made.
3. Note them down in your notebook.
4. Come back to class and pair up. Compare your findings and make a class presentation.
5. Study the pictures below. What can you see? Explain the resources in each picture.



(a)



(b)



(c)



(d)



(e)



(f)

The things in our environment that are not man-made are called natural resources.

Natural resources are useful because they make our lives better.

Natural resources include:

- Vegetation such as forests and grasslands.
- Wild animals which are kept in game parks.
- Land and soils.

- Water resources, like lakes, rivers, oceans and seas.
- People. Minerals.
- Climate elements such as rainfall, sunshine and wind.
- Domestic animals.
- People do not make natural resources but, they can use them.

Activity 2

Discuss the importance of the natural resources shown on pages 161.

8.2. Natural resources of Rwanda

Activity 2

1. What are some of the natural resources found in Rwanda?
2. Study the map below and identify the natural resources found in Rwanda.



Map showing natural resources in Rwanda

Source: KLB Archives

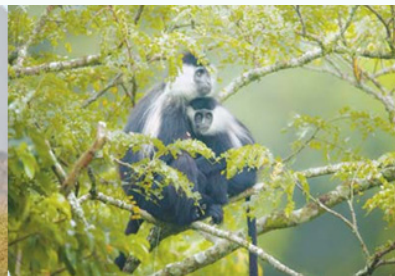


Activity 4

1. Discuss the importance of natural resources shown on the map above.
2. Identify the locations where these natural resources are found

Rwanda as a country, is rich with natural resources. The main natural resources in our country are:

- Mineral resources like gold and tin.
- Natural gas, methane which is mined at Lake Kivu.
- Wild animals like giraffes, mountain gorillas, lions, zebras etc, which are found in national parks like Akagera National park and Nyungwe.
- Vegetation, which includes forests like Gishwati, and grasslands.
- Water resources which include rivers and lakes.
- Land and soil which are used for agriculture.
- People, who provide labour, skills and knowledge.
- Domestic animals like cattle, sheep, goats and poultry.
- The climate including sunshine and rainfall which are used in different ways.



A buffalo Akagera National Park

Monkeys in Nyungwe National Park

Source: KLB Archives

8.3. Natural resources of East Africa and Africa

8.3.1. Natural resources of East Africa



Activity 5

1. Name all countries in East Africa.
2. Study the map of East African Community countries and identify some of the natural resources shown.



Map of East African Community countries showing natural resources

Source: KLB Studio



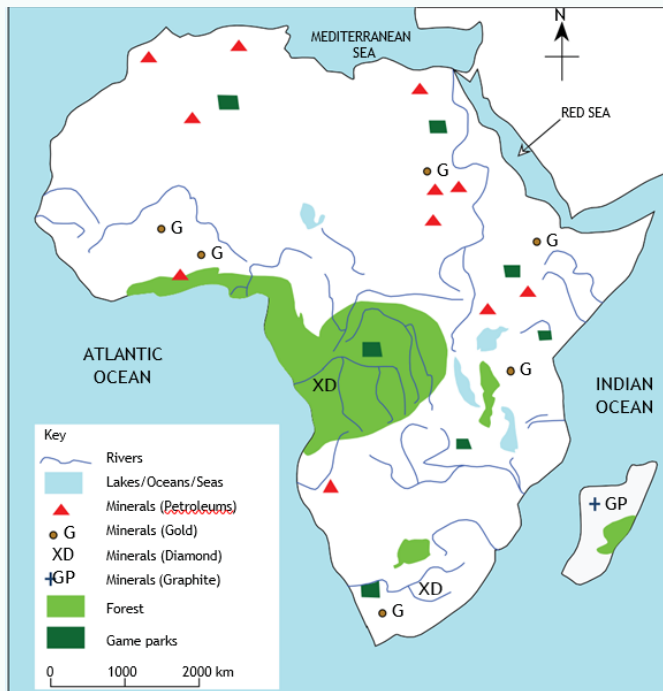
Activity 6

1. Discuss the natural resources found in East Africa.
2. Which natural resource in East Africa is not found in Rwanda?

8.3.2. Natural resources of Africa



Activity 1



Map of Africa showing natural resources

Source: KLB Studio

All the resources found in Rwanda and East Africa are found in Africa. Can you remember them? However, Africa has other additional water resources which are not found in Rwanda. These are waterbodies like the Mediterranean Sea, the Red Sea and oceans

which include the Atlantic Ocean and the Indian Ocean. Can you mention other resources found in Africa but not in Rwanda?

8.4. Importance of natural resources

Activity 2

1. How does the use of natural resources make our lives better?
2. Look at the pictures below and tell how the natural resources are important to our lives.



(a)



(b)



(c)



(d)



(e)



(f)



(g)



(h)

Source: KLB Archives

Natural resources are important in the following ways:

- They help us to earn income.
- They are a source of employment for many people.
- Minerals and forests provide raw materials for industry.
- Some forests, national parks, rivers and lakes are tourist attractions. These earn the country foreign exchange.

We should conserve our natural resources as a way of preserving our environment.



Activity 3

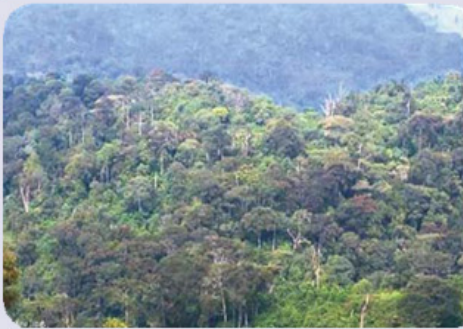
Explain the importance of natural resources in your country.

8.5. Preservation of natural resources



Activity 4

1. Why do you think we should preserve our natural resources?
2. What will happen if we don't preserve our natural resources?
3. What are the different ways of preserving natural resources?
4. Study the pictures below and identify different ways of preserving our natural resources



(c)



(d)



(c)



(d)

We can preserve natural resources by:

- Establishing game parks to preserve wildlife.
- Creating forest reserves.
- Re-afforestation.
- Harvesting fish only when they are mature.
- Building gabions and terraces to protect soil from erosion.
- Protecting water bodies and avoiding pollution.

8.5.1. Importance of preserving natural resources



Activity 5

Discuss why you think it is important to preserve our natural resources.

Preserving natural resources is important in the following ways:

- It is important for sustainable development.
- It helps to protect animals and plants from becoming extinct.
- When we preserve our natural resources, we are protecting our environment.
- Natural resources are a source of income for many people.
- By preserving natural resources, we help to overcome the problem of climate change.

It is important for all Rwandans to participate in preserving our natural resources as a way of sustainable development. We should strive to protect our environment at home and in school.



Activity 6

1. Visit any natural resource near your school and:
 - (i) Describe the natural resource you have visited.
 - (ii) Explain the importance of the natural resource you have visited to locals.
 - (iii) Find out how it can be preserved.

Unit summary

- Natural resources are things found in the environment, which were not made by people and which we use to earn a living.
- Examples of natural resources are minerals, land, wild

animals, domestic animals, lakes, rivers and forests.

- Rwanda has several natural resources. They include minerals, mountains and hills, game parks, lakes, rivers, land and forests.
- All of the countries in Africa have different natural resources.
- Natural resources help us to generate income, earn a living and establish industries.

Key words

Extinct: Disappear from the surface of the earth.

Natural: Occurring naturally, not man-made.

Preserve: Use in a way that leaves room for future use.

Resource: Something which you can use in a useful way to earn income.

Terracing: Making steps in cultivated hill sides while farming which prevent soil from being washed away.



End unit assessment

1. Define natural resources.
2. Find the natural resources of Rwanda hidden in the word search below:

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

Draw a map of Africa and show its natural resources.

3. Using your own words, explain the importance of natural resources to the nation.
4. Suggest different ways of preserving forests.
5. You have discovered that the river near your home is drying up. Explain the measures you would take to preserve it.
6. You have been invited by the Executive Secretary of your sector to talk to the farmers about land preservation. Write a summary of what you would tell the farmers.
7. Match the natural resources in A with their importance in column B.

A	B
<ul style="list-style-type: none"> • Rivers • Wildlife • Forests • Minerals • Land • Climate 	<ul style="list-style-type: none"> • For settlement • Protect water sources • Generates solar power • Attracts tourists • Source of fish • Promote mining

UNIT 9

THE PEOPLE OF EAST AFRICA

Key unit competence: Differentiate major ethnic groups in East Africa. Interpret causes and effects of migration in East Africa.

Activity 1

Look at the pictures below and guess where these people come from



9.1. Major ethnic groups in East Africa

1. Study the map of East Africa provided and identify major ethnic groups.
2. Mention the major ethnic groups of East African Community countries.



Map showing the major ethnic groups in East African Community

Activity

List the different languages spoken in East Africa.

East Africa is made up of many ethnic groups.

An ethnic group is a group of people with a similar language and culture.

The people of East Africa belong to different ethnic groups.

The major ones include **Bantu language people**, **Nilotics**, **Hamites** and **Nilo-Hamites**.

These ethnic groups came to East Africa from different directions.

9.1.1. Bantu speaking people.

The Bantu are a group of people who speak closely related languages with a common noun Ntu and Omuntu when referring to a person

This is the largest ethnic group in East Africa. They include:

- The Banyarwanda and Barundi.
- The Baganda, Basoga and Banyankole of Uganda.
- The Yao, Sukuma and Nyamwezi of Tanzania.
- The Abaluhya and Akamba of Kenya.



(a) The Rwandan people



(b) Agikuyu people



(c) The Baganda people



(d) The Nyamwezi people

Examples of Bantu ethnic groups

Source: KLB Studio

9.1.2. Nilotic

This group got their name because they are believed to have entered East Africa after travelling along the River Nile. This is what gave them the name **Nilotics**. They include the Luo, Acholi, Langi, Alur and Massai.



The Maasais



The Luo people

Source: KLB Studio

9.1.3. Hamites

These are related to Asians, Arabs and Europeans. They include the Somali, Galland Rendille. Most of them are found in Kenya.



The Somali people



The Galla people

Source: KLB Studio

9.1.4. The Nilo-Hamites

These are a group of pastoral communities.

They include the Turkana and the Iteso of Kenya and Uganda.



The Turkana people



Activity 3

1. Using the library or internet, find out about other Bantu communities in East Africa.
2. Using the library or internet, find out about other Nilotic groups found in East Africa.
3. Using internet sources and library, find out about other Hamite groups in East Africa.
4. Identify other groups of Nilo-Hamites in East Africa.

9.2. Immigration and emigration

9.2.1. Immigration



Activity 3

1. Are there people you know who have come to work and live in our country? Discuss and name their origin.
2. Explain the meaning of the following words:
 - (i) Immigration
 - (ii) Emigration



Immigrants alighting from a plane in Rwanda

When people move from other countries to live in our country, it is called **immigration**. We call such people **immigrants**.

Sometimes people move out of Rwanda to go and settle in other countries. We call that **emigration**.

The people who have left our country to settle in other countries are called **emigrants**.

Activity 4

Do you have a relative who has gone to live in another country? Tell the class the country they have moved to. Why have they gone there?



Emigrants leaving the country to go to another country

Activity 3

What is the difference between immigration and emigration?

Activity 4

What causes people to move from one place to another

9.2.1 Causes and effects of migration in East Africa

Causes

1. Some of the causes of migration are:

- **Trade** – Some people migrate because they want to trade elsewhere.
- **Employment** – Some people migrate in search of jobs.
- **Civil wars** – Civil wars make people migrate to safer countries.

- **Natural disasters** – Calamities such as drought, famine or disease cause people to migrate.
- **Education** – Some people migrate in search of better educational opportunities.
- **Population pressure** – Increased population causes people to migrate in search of land.



Activity 5

What are the other causes of migration in East Africa?

Effects

Group work

1. What do you think happens when people migrate?
2. What are the effects of migration to:
 - (i) The areas where people go?
 - (ii) The areas of their origin?

Some of the effects of migration are:

- It increases interaction among people. This promotes good relations.
- It promotes cultural exchange among people.
- It may lead to the spread of diseases like Ebola.
- It may lead to population increase or population decrease.
- It may lead to conflicts and fighting over resources.
- A country may lose qualified and skilled people who it needs.

Project work

1. Visit any immigration office close to your locality and find out the effects of migration in East Africa.
2. Make a summary for class presentation.

Unit summary

- East Africa is made up of different ethnic groups.
- Ethnic groups belong to different language groups. These are Bantus, Nilotics, Hamites and Nilo-Hamites.
- Over time, the people of East Africa have been migrating from one place to another.
- Sometimes they leave their countries and go to other countries.
- East Africa has also received people from other parts of the world.
- People may migrate because of population pressure, civil wars, trade or natural disasters.
- Migration in East Africa has resulted in a number of effects such as increased interaction, population increase and conflict over resources.

Key words:

Calamity: An event causing great and usually sudden damage.

Emigration: To move out of your country.

Emigrants: People who leave their country to go to another country.

Ethnic: Belonging to a language group.

Immigration: To move into a different country.

Immigrants: People who come into a country.

Pastoral: Related to animal keeping.



End unit assessment

1. What is the meaning of ethnic group?
2. Match the following communities in East Africa with their ethnic group:

Communities	Ethnic groups
<ul style="list-style-type: none"> • Baganda • Luo • Banyarwanda • Somali • Lang'o • Barundi • Nyamwezi • Boran 	<ul style="list-style-type: none"> • Nilotic • Nilo-Hamites • Bantu • Hamites

3. Which one of the following is the correct meaning of emigration? Emigration is the movement of people

A. from one place to another.	B.	into a country.
C. to a rural area.	D.	out of the country.

4. What is the difference between immigration and emigration?
5. Explain the causes of migration in your country.
6. Some people have migrated into your area. Explain how their migration is going to affect your community.
7. Rearrange the following letters to form ethnic groups in East Africa:

(i) T A N U B

(ii) C I T O L I N

(iii) T I H M E S I A

(iv) M - H E I T O A N L I

8. Which one of the following communities belong to the Nilo-Hamite ethnic group?

A.	Banyoro	B.	Langi
C.	Banyankole	D.	Rendile

Which one of the following is the main ethnic group in Tanzania?

A. Hamite B. Nilotic

UNIT 10

TRANSPORT AND COMMUNICATION

Key unit competence: Analyse communication services and transport networks in the in East Africa region.

Activity 1

Observe the pictures below and explain their importance and dangers to human beings



In Primary Five, we looked at transport and communication in our province. In this unit, we will look at transport and communication in East Africa.



Activity 2

1. What is transport?
2. What is communication

- Transport refers to the movement of people and goods from one place to another.
- Communication refers to the transfer of information from one person to another.

10.1. Forms and means of transport in East Africa

10.1.1. Forms and types of transport in East Africa



Activity 3

1. Explain the difference between forms and means of transport.
2. Identify the different forms and means of transport in Rwanda

The major forms of transport in East Africa are:

- Road
- Railway
- Air
- Water

Road transport

The most common form of transport in East Africa is by road.



Activity 3



(a)



(b)



(c)



(d)

The most common means of road transport in East Africa include:

- Vehicles
- Motorcycles
- Bicycles
- Pedestrians/walking on foot

There are many roads linking the countries of East Africa. Examples are:

- The Great North road, which passes through Tanzania, Kenya and Uganda. The Trans-African Highway which starts from Mombasa in Kenya and passes through Uganda, Rwanda to the DRC.

Advantages of road transport

- It is cheaper when transporting goods over short distances.
- It is flexible, as goods and passengers can be taken directly to their destination.
- It is faster than water and railway.

What are the other advantages of road transport?

Disadvantages of road transport

- Accidents are frequent.
- Traffic jams cause delays.
- Roads are easily affected by heavy rainfall.

Activity 4

1. What are the disadvantages of road transport?
2. Draw a map of Rwanda and show the major roads.

Air transport

Activity 5

Identify the types of air transport shown



(a)



(b)

The most common types of air transport in East Africa include:
Helicopters, Passenger planes

The major airports in East Africa include:

- Kigali International Airport in Rwanda.
- Entebbe International Airport in Uganda.
- Julius Nyerere International Airport in Tanzania.
- Jomo Kenyatta International Airport in Kenya.
- Bujumbura International Airport in Burundi.

From an international airport, people can fly to any other part of the world.



Kigali International Airport
Source: KLB Archives

Advantages of air transport

- It is the fastest means of transport.
- It can reach remote areas.
- It is the safest means of transport.



Activity 6

Discuss the disadvantages of air transport

Disadvantages of air transport

- It is very expensive to travel or transport goods by air.
- It cannot carry many heavy goods.
- The construction and maintenance of airports is very expensive.
- It is easily affected by weather changes, for example, mist and fog.

Discuss other advantages of air transport.

Railway transport



Activity 7

Using your atlas, find out the major railway lines in East Africa.

Railways use trains to transport goods and passengers. There are railway lines linking Kenya and Uganda. Plans are underway to build a railway from Rwanda to Tanzania.



A train

Source: KLB Archives

The major types of railway transport are:

- Passenger trains
- Cargo trains

Advantages of railway transport

- It is the cheapest means for transporting bulky goods over long distances.
- It is not easily affected by bad weather.
- It follows a strict timetable.

What are the other advantages of railway transport? Discuss in groups.



Activity 7

Discuss the disadvantages of air transport

Disadvantages of railway transport

- It is not flexible. This is because it follows a planned route
- It is expensive to construct railways and buy the wagons.

Water Transport



Activity 8

Identify the types of water transport shown below



(a)



(b)



(c)

The major types of water transport include:

- Ship
- Motor boat
- Ferry

The major ports in East Africa are Kisumu, Mwanza and Jinja on Lake Victoria; Gisenyi on Lake Kivu and Kigoma on Lake Tanganyika. Major seaports are found at Dar-es-Salaam in Tanzania and Mombasa in Kenya. Sea ports link East Africa to other parts of the world like Asia, the Middle East, Europe, North America and South America.

Advantages of water transport

- It is the cheapest form of transport.
- It is safe.

What are the other advantages of water transport? Discuss in groups.



Activity 9

Discuss the disadvantages of air transport

Disadvantages of water transport

- It is a slow means of transport compared to other means of transport.
- The construction of harbours and ports is expensive.
- It is easily affected by weather changes such as strong winds, fog and mist.

10.2. Forms and types of communication in East Africa



Activity 10

What is the meaning of communication?

Name the main forms of communication in Rwanda.

1. The major forms of communication in East Africa are:

10.1.2. Postal communication

Major types of postal services include sending letters and parcels.



Postal stamps

Source: KLB Archives

Major types of electronic media include radio and TV.



A man listening to a radio

(b) Children watching a television

Types of electronic media

Source: KLB Archives



Activity 11

Discuss the advantages and disadvantages of different forms and types of communication. Make a summary and present your findings to the class.

Other forms of electronic media include telephones and the internet.

- Telephones include mobile phones and landlines.

- Internet usage include e-mails, Facebook, Twitter and Instagram.



Activity 3

Identify the forms of electronic media below.



(a)



(b)



(c)

Print media

Major types of print media include newspapers, magazines and journals.



a) Rwandan newspaper

(b) A magazine

Types of print media

10.3. Importance of transport and communication networks



Activity 1

Field study:

1. Stand by the road near your school for some time and:
 - i) Record the means of transport using the road.
 - ii) Count the number of vehicles, motorcycles and bicycles using the road.
 - iii) Write a short summary on the importance of transport.
4. Visit the nearby post office or ICT center and:
 - (i) Find out the importance of communication networks.
 - (ii) Write a short summary for class presentation.

Transport and communication networks are important in the following ways:

Transport networks help to move people and goods from one place to another

- They promote interaction among people.
- They provide employment for people.
- Transport and communication networks promote trade.



Activity 3

Discuss other ways in which transport and communication networks are important in East Africa.

10.4. Difficulties and dangers related to transport and communication

Transport

Activit1

Study the pictures below and identify if there are any dangers and difficulties in the picture.



(a)



(b)



(c)



(d)



(e)



(f)

Some of the difficulties and dangers related to transport are:

- **Poor roads** – Some roads become muddy and impassable during the rainy season;

- others have pot holes which make it difficult for vehicles to travel along on them.
- **Bad weather** – Heavy rains, strong winds and thick fog are examples of bad weather.
- They cause pilots, captains and drivers to have problems in seeing clearly.
- This can cause accidents.
- **Accidents** – This is the main danger facing transport.
- Road accidents are the most common in our country.
- **Traffic jams** – This happens when there are very many vehicles going in the same direction at the same time. Traffic jams are common in big cities. They cause congestion which slows down movement of vehicles.

10.4.2. communication

Case study

Jane lives in Kigali. On finishing college, her mother bought her a mobile phone. Jane was very happy. Little did she know that she would face difficulties using her new phone. One day, she visited her grandmother in a remote area. She could not use her phone because there was no network. When she found a network, the phone's battery was low. She could not charge it because there was no electricity. She later got back to Kigali and continued using her phone. However, by bad luck, while using the internet, her phone was affected by a virus. It crashed and needed to be repaired.

Question

Identify the difficulties which Jane faced while using her mobile phone.

Some of the major problems associated with communication include:

- Lack of electricity in rural areas for using electronic media.
- Low levels of technical skill and education for using print and electronic media.
- Poor network services make it difficult to communicate using phones.
- Increased crime rate as different means of communication are used in crime.
- The internet may be misused to spread spam and pornography.
- High poverty levels stops some people from accessing some means of communication such as radio and television.

10.5. Measures of overcoming problems associated with transport and communication



Activity 1

1. In groups, discuss solutions to the problems associated with transport and communication.
2. Make a summary for class presentation.
3. What is happening in the pictures below? Observe and discuss in pairs.



We can overcome the problems associated with transport and communication by:

- Building all-weather roads using tarmac.
- Carrying out regular maintenance of roads.
- Observing traffic rules and safety measures to avoid accidents.
- Using other sources of electricity in rural areas like solar.
- Improving literacy levels through adult education.
- Constructing communication equipment to improve network coverage.
- Educating people on road safety rules.
- Registering all mobile phones to reduce crime.



Activity 2

1. Discuss other ways of overcoming the problems associated with transport and communication.
2. Identify other difficulties and dangers related to communication. Present your findings to the class and make a summary.
3. Suggest measures for overcoming the difficulties and dangers related to transport. Present your findings to the class and make a summary.

Unit summary

- Transport is the movement of people and goods from one place to another.
- The major forms of transport in East Africa are road, air, railway and water.
- Different forms of transport have advantages and disadvantages. For example, air transport is the fastest but also most expensive.

- Communication is the exchange of information between people.
- The main forms of communication in East Africa are postal, electronic, print, telephone and internet.
- Transport and communication are important to the development of people in our country in many ways.
- Difficulties and dangers related to transport include poor roads, traffic jams, bad weather and accidents.
- Difficulties and dangers related to communication include poor network, lack of electricity, inadequate funds and cyber crime.

Bulky: Large and taking up a lot of space.

Electronic media: Communication that uses electronic devices like radio and television.

Flexible: Able to easily change and adjust to circumstances.

Remote: Located far from the main centers population.

Trans-African: Across Africa.



End unit assessment

1. Explain the difference between transport and communication.
2. Identify different types of transport.
3. Name the main means of transport used in Rwanda.
4. Identify the types of transport used in other countries in East Africa that are not used in Rwanda.
5. Identify the types of communication commonly used in Rwanda.
6. Explain the difficulties related to transport and communication network in Rwanda.
7. Describe the importance of transport and communication network in EastAfrica.
8. Explain the dangers related to the use of the internet.
9. Explain steps being taken to overcome the difficulties and dangers associated with transport and communication in Rwanda.

UNIT 11

EFFECTS OF FOREIGNERS IN EAST AFRICA

Key unit competence: Analyse effects of foreigners in East Africa.

Read the text below and answer the question.

In ancient Rwanda, Rwandans did not wear European-style clothes. They wore traditional clothes made from tree bark and the skins of animals. When Europeans came, they introduced new clothes like the ones we wear today.

1. What are the other changes brought by foreigners in Rwanda?



In primary five we learnt about different foreigners who came to our country.

Mention some of them. Similarly, there are foreigners who came to East Africa. These were: Explorers, Missionaries, Traders and colonialists.

The following are some of the explorers who came to East Africa:



(a) Vasco da Gama

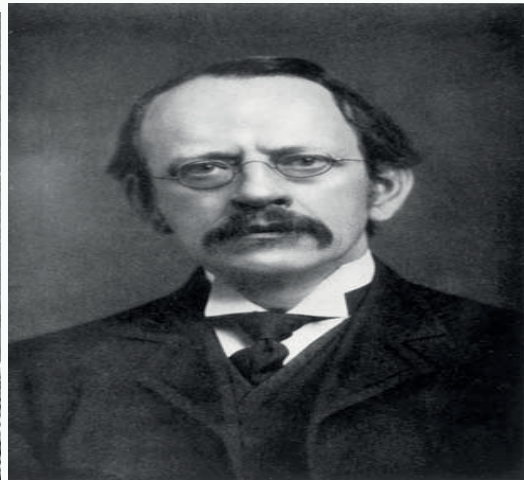


(b) Dr Richard Kandt

Vasco da Gama came to East Africa from Portugal in 1498. He was looking for a sea route to India. Dr Richard Kandt came from Germany to look for source of the River Nile. He built a mission station at Rwinkwavu



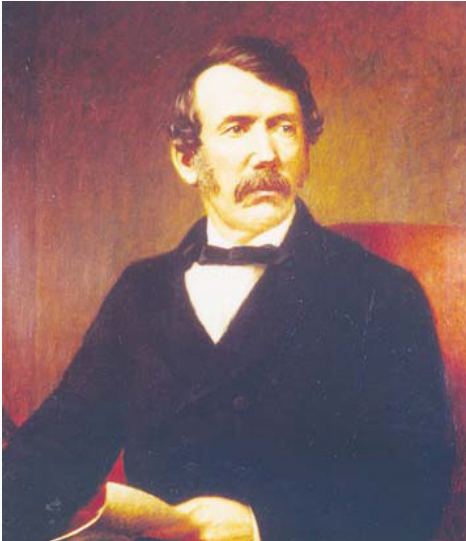
(c) John Speke



(d) Joseph Thompson

John Speke came to East Africa in 1857 from England. He discovered the source of the River Nile on Lake Victoria.

Joseph Thompson came to East Africa from England



(e) *Dr David Livingstone*



(f) *Sir Henry Morton Stanley*

Dr David Livingstone came from Scotland.

He fought the slave trade in East Africa.

Sir Henry Morton Stanley came to East Africa to find Dr Livingstone



– (g): *Some of the explorers who came to East Africa*

Source: KLB Archives



Activity 2

1. Mention other explorers who came to East Africa

11.1.1 Effects of explorers on East Africa.

The coming of explorers to East Africa had the following effects to the region:

- They opened the new routes across East Africa.
- They exposed more knowledge about interior of East Africa
- They gave names to the physical features of East Africa.
- They drew more accurate maps of interior of East Africa
- Their activities contributed to the colonisation of Est Africa



Activity 3

1. Explain other effects of explorers in East Africa

11.2 Missionaries



Activity 1

1. Who were the missionaries?
2. (i) Mention the missionaries who came to East Africa and their activities.
(ii) What were the effects of the missionaries on East Africa?

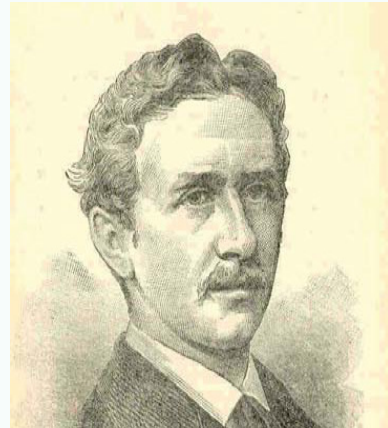
In primary five, we learnt about the influence of missionaries in our country. Do you remember these missionaries and their

influence? AS these missionaries visited our country, they also visited other parts of East Africa.

Some of the missionaries who came in East Africa are shown below:



(a) Ludwig Krapf



(b) Alexander Mackay

Source: KLB Archives

Ludwig Krapf came from Germany and arrived in Rabai in 1844. He worked for the Church Missionary Society (CMS).

Alexander Mackay came from France to *Uganda* and established mission stations for the Catholic White Fathers.

11.2.1 Effects of missionary activity

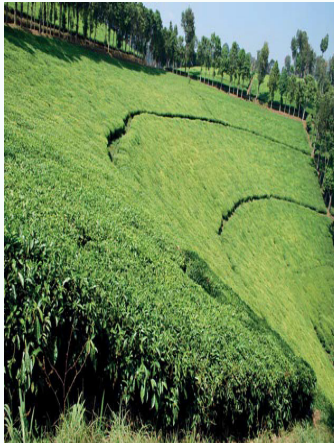
Study the pictures below and identify the effects of missionaries in East Africa



Missionaries at Gahini Secondary School



Rwinkwavu Hospital



Nyamagabe tea plantation



Kabgayi missionary church in Rwanda

Source: www.igihe.com

Some of the effects of missionary activities were:

- They taught Africans how to read and write
- They introduced western medicine and built hospitals.
- They introduced new crops such as coffee, tea and cotton
- They introduced Christianity and built churches
- They helped to abolish slave trade and slavery



Activity 2

Using the library, internet sources find out more about the contributions of missionaries of East Africa.

11.3 TRADERS

- (i) Define a trader.
(ii) Identify the earliest traders who to East Africa
(iii) Name the countries they came from.
(iv) Give the effects of traders on East Africa

The earliest traders who visited East Africa were:

Arabs

Indians

Germans

Portuguese

Scottish



(a) Seyyid Said



(b) Carl Peters

Source: KLB Archives

Seyyid Said was an Arab trader

He was a German trader who started the German East African Company which worked in *Tanganyika and Rwanda-Urundi*.



- a) *Sir William Mackinnon*
- b) He came from Scotland and started the British
- c) East Africa Company which worked in Kenya and Uganda
- a) – (d): *Earlier traders who visited East Africa*

11.3.1 Effects of traders on East Africa

What do you think were the effects of traders?

The following were some of the effects of traders in East Africa:



(a) Cowrie shells



(b) Town of Mombasa

The Arab traders introduced new trade goods, for example, swords, daggers, spices and cowrie shells

The Arab traders settled at the coast and established coastal towns like Mombasa and Lamu.



(c) A mosque



(d) Rice fields

Source: KLB Archives

The Arab traders introduced Islam and Arabic culture along the coast and the interior of East Africa

The Arab traders introduced new crops, such as cloves and rice

(a)– (d): Some effects of traders in East Africa



Fort Jesus in Mombasa

Source: KLB Archives

- The Portuguese traders built historical monuments, for example, Fort Jesus in Mombasa

Other effects of traders on East Africa

- The Indian traders introduced a new form of currency, the rupee.
- The European traders led to the colonization of East Africa
- They introduced long -distance trade which led to the growth of towns.
- The Portuguese traders introduced new crops such as maize and cassava.



Activit 2

Using internet and library, find out more the effects of traders in East Africa

11.4 COLONIALISTS

1. Who were the colonialists?
2. Name the colonial powers which colonised Rwanda.
3. Explain the effects of colonisation.

Like Rwanda, the other countries of East Africa were also colonised. Some of the

colonialists who came to East Africa were:

- Germans • British • Belgians

The pictures below show some of the colonial agents.



(a) Carl Peters



(b) Captain Lugard.

Carl Peters helped Germany to establish the colonial bases in Tanganyika, Rwanda and Burundi.

Captain Lugard was a colonial agent of the British Empire.

11.4.1 Effects of colonialists

What were the new things introduced by colonialists in Rwanda? The effects of colonialists in Rwanda were the same as those in East Africa. These include the following:

- Establishment of colonial rule.
- Introduction of modern means of administration.

- Development of transport and communication.
- Introduction of western education.
- Introduction of western medicine.
- Creation of new nations.
- Introduction of new culture
- Introduction of new crops



Activit 2

Discuss the contributions of colonialists to Rwanda and East Africa

11.4.2 Reasons why the Africans resisted the colonialists.



Activity 3

1. Discuss the reasons which made the Africans to resist colonial rule.

To resist means to refuse to work with or cooperate with someone. The following are some reasons which made Africans to resist colonial rule:

- Some people resisted because of the need to protect their political independence.
- Others resisted because they considered themselves to be strong than the Europeans.
- Religion in some places made people to resist. For example, the Maji-Maji rebellion against the Germans was a religious rebellion.
- Many Africans resisted because they saw others resisting.
- The outbreak of natural calamities like drought, Earthquakes, locust invasion made people to resist

because they considered these to have been brought by the Europeans.

- Bad European policies like forced labour, over taxation and taking away African land forcefully made people to resist.

Unit summary

- The different groups of foreigners who came to Rwanda and the East African region included explorers, missionaries, traders and colonialists. The explorers were people who came to gather geographical knowledge about Africa. They wanted to know about the rivers, lakes and mountains of the continent. They included Richard Kandt, Samuel Baker and Joseph Thompson.
- Missionaries came to spread the word of God and convert Africans into Christianity. The earliest missionaries were Ludwig Krapf, Dr David Livingstone and Alexander Mackay. The earliest traders who came to the region were Portuguese and Arabs.
- The final group of foreigners who came to the region were colonialists. These are people who came to establish their own rule over the region. They divided the region into territories which form the present day countries.
- The colonialists came mainly from Britain, France, Germany and Belgium. Their representatives included Carl Peters of Germany and William Mackinnon of Britain.
- The foreigners faced a number of problems which included attacks by wild animals, attacks from tropical diseases and hostile communities, poor means of transport and communication.
- The foreigners made great contributions to Rwanda and the East African Region. They opened up the interior of

East Africa and built roads, railways and communication systems. They also built schools, hospitals and introduced modern agriculture

Key words

Arabic: Related to the countries in which the official language is Arabic.

Colonialist: A person who supports the practice of gaining political control over other countries and occupying them with settlers.

Culture: People's way of life such as clothing, food, songs, dances and the shelter they live in.

Currency: A system of money in use in a particular country.

Dagger: A short pointed knife used as a weapon.

Explorer: A person who goes to find out more about an unfamiliar area.

Fort: A military building that is strengthened to help defend against invasions.

Historical: Concerning past events or forming part of history.

Monument: A statue, building or other structure put up to remember a famous person or event.



End unit assessment

Use the words in brackets to complete the passage below:
(treaties, slaves, missionaries, Vasco da Gama, Arab, explorers, clove traders,
colonial, traders, Germans, colonialists, Nile, Lugard, leaders, portal,
earliest, IBEAC, rice, British)

The foreigners who came to East Africa were missionaries, _____ and _____. Most explorers were finding the source of the river _____ while _____ was finding a sea route to India. _____ were spreading Christianity and also fought against the selling of people as _____. _____ traders were the _____ foreigners to come to East Africa. These traders introduced crops like _____ and _____.

Karl Peters was a _____ as well as a _____ agent for the _____ while _____ and _____ were British colonial agents. The colonial agents formed _____ with local _____ while establishing colonial rule.

Match the foreigners in column A with the activities they did in column B.

A B

A	B
Gustav Adolf	Missionary
Frederick Lugard	Explorer
William Mackinnon	Trader
Catholic White Fathers	Colonialist
Arabs	
Dr Richard Kandt	
Johannes Rebman	
Vasco da Gama	
Indians	
Gerald Portal	

3. Below are the effects of foreigners in East Africa. Use them to answer

questions that follow:

- (i) Opened routes across East Africa.
- (ii) Spread Christianity.

- (iii) Renamed physical features.
- (iv) Stopped slave trade.
- (v) Introduced new good Developed Swahili culture.
- (vii) Built schools and hospitals.
- (viii) Established colonial rule.

Which one of the following combinations of effects did missionaries cause?

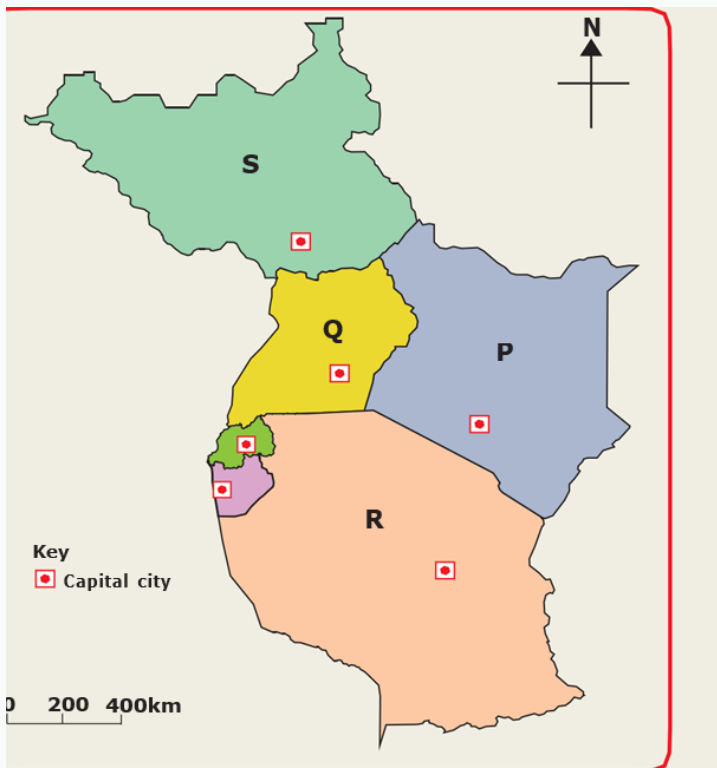
- A. (i), (ii), (iii) B. (ii), (v), (vi) C. (ii), (iv), (vii) D. (vi), (vii), (viii)

4. What are the problems that could have been encountered by foreigners as they carried out their activities in East Africa? Discuss in groups

Sample Test Paper

1. Name two provinces of Rwanda. (2 marks)
2. Draw a map of Rwanda and show all the provinces. (5 marks)
3. Use the map of East African Community countries below to answer the questions that follow

Map of East Africa



- (i) Name the countries marked P, Q, R and S. (4 marks)
- (ii) Give the direction of the countries marked P, Q, R and S from Rwanda. (4 marks)
- iii) Name the capital cities marked 1, 2, 3, 4 and 5.
4. Explain the meaning of "Ndi Umunyarwanda". (2 marks)
5. List four goals of "Ndi Umunyarwanda." (4 marks)
6. Answer true or false. (4 marks)
- (i) Taking part in community work shows unity and co-operation.
- (ii) Helping people who are in need does not show unity and cooperation.
- (iii) Religious differences hinder unity and co-operation.
- (iv) Respecting others does not promote unity and co-operation.
7. Explain the importance of national unity in a country. (4 marks)
8. Apart from ECCAS, list four other regional bodies found in Africa. (4 marks)
9. Name four countries which are members of ECCAS. (4 marks)
10. Explain the benefits of regional bodies. (4 marks)
11. Give three reasons why the UN was formed. (3 marks)
12. List three non-governmental organisations in Rwanda. (3 marks)
13. Describe three characteristics of heroes in Rwanda. (3 marks)
14. Which one of the following is not a quality of a good citizen? A. Paying taxes
B. Obeying the law
C. Being loyal to the country
D. Hiding criminals
15. Which one of the following is not a chronic disease? (1 mark)
A. Obesity
B. Diabetes
C. Cancer
D. Arthritis
16. Identify three problems faced by public places and assets. (3 marks)
17. Explain the purpose of a budget. (4 marks)
18. Classify the items below as either National revenue or National expenditure.
- Fill in the table below.
- (a) Paying salaries of government workers.
- (b) Fines from courts.
- (c) Rent from government buildings.
- (d) Building schools and hospitals.

- (e) Water and sanitation
(f) Payment of rates.

National revenue	National expenditure

19. If the time in Dakar, at 170
W is 9:30.a.m, what is the time in
Dar-es-Salaam at 390 E? (4 marks)

20. Give three causes of the 1994 Genocide Against the Tutsi. (6
mark

UNIT 12

POST INDEPENDENT RWANDA

Key unit competence: Demonstrate historical elements of post-independent Rwanda.



Activit 1

**Observe the Picture below and answer the questions.
Identify these people**

Pictures of Rwandan presidents since independence





Activity 2

1. Name the colonial powers that colonised Rwanda.
2. When did Rwanda gain her political independence?
3. Find out from your library and internet sources the main events that have taken place in our country since independence

Rwanda was first colonised by Germany. However, during the First World War,

Germany was defeated by big powers and lost her colonies including Rwanda.

Rwanda was given to Belgian administration. The Belgians used “divide and rule”. They divided Rwandans as Tutsi, Hutu or Twa.

In 1933, the Belgians introduced identity cards which were given to Rwandans.

On these Identity cards, they wrote ethnic tribes on them as to whether a person was Tutsi,

Hutu or Twa as shown below: This later led to the Genocide against the Tutsi.

Mod. 3



Amazina y'abana n'igihe bavukiye
Noms, prénoms et date de naissance des enfants.

Amazina Noms et Prénoms	Yavutse kuwa Né le	Igitina Sexe
1. Rutayanzu	21/11/1918	M
2. Muunganeza	29/5/1933	M
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.

Ubwoko (Hutu, Tutsi, Twa, Naturalisé)
Ethnie: Muamari

Aho yavukiye
Lieu de Naissance: Muamari

Itariki yavutasho
Date de Naissance: 1940

Umwuga
Profession: Nzi

Aho atuye
Lieu de domicile: Gikonda

Amazina y'urwo bashakanye
Noms du Conjoint: Kampeta

N° C.I.

Umukono cyangwa igikumwe cya nyirayo
Signature ou l'empreinte du titulaire

Their main reason was to easily rule, divide and control the people of Rwanda.

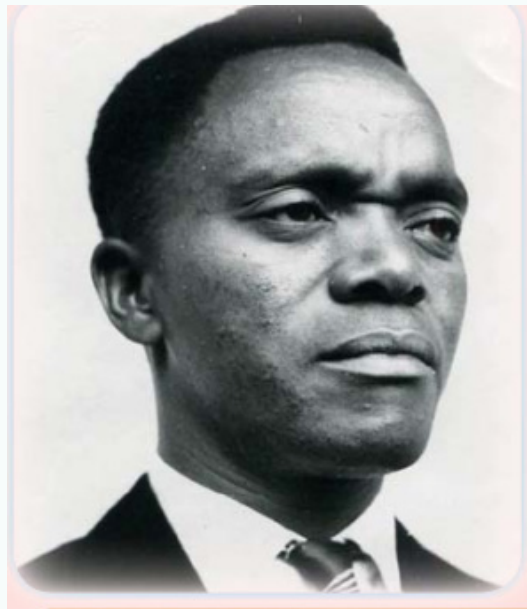
12.1 The First Republic (1962 – 1973)



Activity 1

1. What is the difference between a Kingdom and a republic?
2. Name other forms of government.
3. In which year did Rwanda become independent?
4. Who was the first president of independent Rwanda?
5. What were the major events of his rule?

A republic is a state ruled by an elected head of state. The First Republic of Rwanda lasted from 1962 to 1973. Grégoire Kayibanda was the president of the First Republic.



Grégoire Kayibanda

In November 1959 violence and killing innocent Tutsi people began across the country. There were attacks on Tutsi homes. Many of the Tutsi were killed and their homes were burnt. Others were forced into exile in neighbouring countries. In 1961, a referendum was held in which people voted to stop the monarchy. Rwanda became a republic.

The PARMEHUTU leader, Grégoire Kayibanda, was elected president.

12.1.1 The historical elements of the First Republic



Activity 2

Project work

1. Discuss the events that led to the fall of the monarchy in Rwanda.
2. (i) From your parents, guardians or older people, find out the things that happened in Rwanda during the First Republic. (ii) Write a short summary for class presentation

The following are some of the main elements of the First Republic:

Political

- The government established friendship and co-operation with Germany, UK, USA, Belgium, Canada, Japan governments.
- By 1965, PARMEHUTU was the only political party operating in Rwanda.
- In 1968, PARMEHUTU was divided basing on regionalism (Kiga and Nduga).

- At the end of his power, from 26/February 1973, many Tutsi were chased from schools, workplace and forced to leave their homes and went into exile.

Economy

- The government encouraged the growing of cash crops such as coffee and tea and some factories were set up mainly to transform raw materials into finished products.
- Efforts were made to build new roads. This was aimed at improving transport in the country.
- Markets were built in the provinces to promote trade. The markets sold mainly clothing and food.
- The government introduced the Rwandan franc and the creation of National Bank of Rwanda.

Socio-cultural.

- Schools were built in the country and education was compulsory for every Rwandans but teachings focused on divisionism.
- Creation of National University of Rwanda in Butare in 1963.
- Introduction of Newspaper (Imvaho) in 1962, Radio Rwanda in 1963.
- Journal Rwanda carrefour de l'Afrique to advertise the country.

The First Republic ended when Major General Juvénal Habyarimana removed President Grégoire Kayibanda from power on 5th July, 1973



Activity

Using textbooks, the internet and media, „find out the reasons that led to the overthrow of Grégoire Kayibanda.

12.2 The Second Republic (1973 – 1994)



Activity 1

1. In which year was the Second Republic in Rwanda established?
2. Name the leader of Rwanda during the Second Republic.
3. In what ways was the Second Republic different from the First Republic?
4. Using textbooks, library materials or the internet, find out the main historical elements of the Second Republic

Major General Juvénal Habyarimana ruled Rwanda during the Second Republic. He was the Defence Minister in the First Republic. The Second Republic lasted from 1973 to 1994.



Juvénal Habyarimana

Source: KLB Studio

12.2.1 Historical elements of the Second Republic



Activity 2

1. Find out historical events that characterised the Second Republic

The following were some of the historical elements of the Second Republic:

Politically:

- The president ruled without reference to laws and his word was final.
- Human rights were violated.
- Parliament was dissolved. People were not represented in government
- Political parties were not allowed and no form of political activity was allowed in the country.
- The president created a committee to help him rule the country. This was called the Committee for Peace and National Unity (CPUN). It was mainly composed of military men.
- The National Revolutionary Movement for Development (MRND) was established in 1975. It was the only political party allowed in the country.
- On 19th December, 1976, a referendum was held. The country adopted a new constitution which made it a one party state by law.
- By 1990, there was a lot of pressure from the international community and Rwandan citizens. On the 1st of October 1990, the Rwanda Patriotic Front army began the liberation war. People in Rwanda were getting angry.

This made Habyarimana's government agree to talk to their opponents.

- In 1991, another constitution was written. This new constitution allowed for the formation of many political parties. Some of the political parties after reform included:

Movement Democratic Republic (MDR) – Movement Démocratique Republicain

– Social Democratic Party (SDP) – Parti Sociale Démocratique

– Liberal Party (PL) – Parti Libérale

Following external pressure from donors and internal critics, Habyarimana adopted the changes. He agreed to the new constitution of 1991 and road map to multi-party elections.

Economically:

- There was a high level of corruption. Although the country received a lot of money in foreign aid, it was stolen by government officials.
- The government introduced new varieties of cassava.
- Farmers' co-operatives were started to improve farming. They provided fertilizers, seeds and other equipment to farmers.
- The government created farmer cooperatives e.g Opprovia in the provinces to improve trade
- Agricultural processing industries were founded. These were mainly coffee and tea factories. Examples are Kitabi, Pfunda and Mata.
- The government started the Banque Populaire du Rwanda (BPR) “Banki y’ Abaturage” in 1975. This was to help citizens develop the economy.

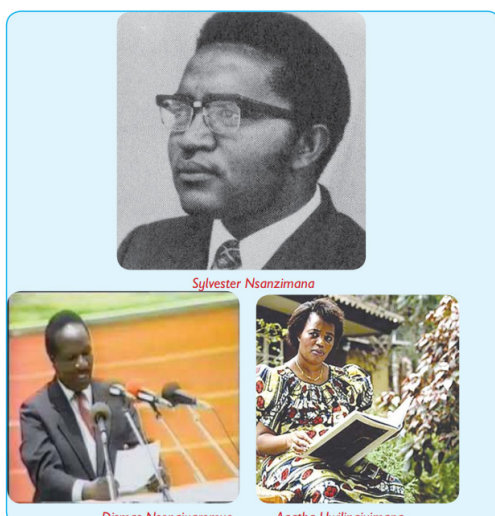
Socio-cultural

- The government favoured the Hutu from the north in administration. This was a form of discrimination.

12.2.2 Transitional Government

The structure of government was changed in 1991. Three transitional governments were set up under a prime minister.

- The first was under **Sylvestre Nsanzimana** from 1991 to April 1992.
- The second was under **Dismas Nsengiyaremye** from April 1992 to July 1993.
- The third was under **Agatha Uwilingiyimana** from July 1993 to April



Even if some changes took place in the first and second republics, people were not happy with the government because of its bad policies. It is these bad policies of divisionism among the Rwandans which led to the Genocide against the Tutsi in 1994.

The Rwanda Patriotic Front (RPF) and other parties continued to fight for more changes. A peace agreement was signed in Arusha, Tanzania on 4th August 1993. It was called the **Arusha Accords**.

12.3 Liberation War (1990 – 1994)

Activit1

1. Find elders in your home or sector ask them about the war that have been fought in 1990-1994 in Rwanda.
2. What were the causes of this war?
3. What were the results of this war?
4. What do you understand by the term liberation?

Liberation means making someone free. The Rwandan liberation war was armed struggle that was fought to free the country from bad leadership. The Rwanda Patriotic Front (RPF) started the war on 1st October 1990.

A picture of RPA soldiers



Activity 2

1. Visit the library or internet and find out the reasons why the RPF was formed.

12.3.1 Reasons and objectives of the liberation war



Activity 3

What do you think were the causes of the Rwanda liberation war?

Liberation war was fought because of the following reasons:

- To end the refugee crisis and bring back displaced people to Rwanda.
- To end the practices of poor leadership, dictatorship and nepotism.
- To end discrimination against the Rwandan people.
- To stop the killings of the Tutsi.

12.3.2 The course of the liberation war

In 1990, the RPF launched an armed struggle from Uganda through Kagitumba, Umutara in the region near Uganda. The RPF was led by Major General Fred Gisa Rwigema, who died during the early days of the struggle on 2nd October 1990. But the war did not stop. H.E. Paul Kagame returned from USA where he was studying from and took over leadership of RPF

In 1994, the Genocide Against the Tutsi took place. More than 1,074,017 Tutsi were killed. The RPF continued to fight to liberate Rwanda. They stopped the Genocide in three months, when they captured Kigali. The war was difficult but because of their determination, RPF won and liberated the country on 4th July, 1994. They defeated government forces and this marked the end of the Second Republic



Major General Fred Gisa Rwigema



Paul Kagame leading RPF soldiers

Source: Ministry of Defence website

The government of national unity



Activity 4

1. Identify the people below. and explain the roles they played in bringing national unity to Rwanda.

After liberation, a new government was formed. Its aim was to involve all political parties in government except MRND and CDR who were the driving forces behind Genocide Against the Tutsi. This was called the **Government of National Unity**.

It was led by President Pasteur Bizimungu and Vice-President Major General Paul Kagame. In 2000–2003, the Government of National Unity worked hard to rebuild and reconcile all Rwandans.

The first democratic election was held in 2003 and H.E. Paul Kagame was elected the President

Unit summary

The Germans and Belgians colonised Rwanda at different times.

- The country gained independence on 1st July, 1962, with Grégoire Kayibanda as the first president.
- This formed the First Republic as people had voted to abolish the monarchy.
- The First Republic was characterised by bad rule.
- There was abuse of human rights and regional discrimination.
- Tutsi were discriminated, killed and forced into exile.
- On 5th July, 1973, Major General Juvénal Habyarimana overthrew Grégoire Kayibanda. He established the Second Republic, but the situation did not improve. The rights of the people continued to be abused and there was division and Corruption. This mad patriotic Rwandans to plan and begin the Rwandan Liberation War between 1990 and 1994.

Key words

Accord: An official agreement.

Democratic: Related to democracy.

Discrimination: Unjust treatment of different categories of people especially on the basis of race, sex, religion or age.

Exile: State of being forced to be away from your country.

Moderates: People who are opposed to extreme views and actions.

Referendum: A vote by citizens on one political question.

Refugees: People who have been forced to leave their country.

Republic: A country ruled by an elected head of state.

Volatile: An unstable situation



End unit assessment

1. Explain the changes that took place in Rwanda during the First Republic.
2. Explain changes that took place in Rwanda during the Second Republic.
3. Discuss the causes and objectives of the Rwandan Liberation War of 1990–1994.
4. Explain how the political events during the first and second republics contributed to the Liberation War. Why do you think the Government of National Unity was formed?

UNIT 13

1994 GENOCIDE AGAINST THE TUTSI

Key unit competence: Analyze the factors that led to the 1994 Genocide against the Tutsi, its consequences and state the achievements and challenges faced by the government of National Unity.

Introductory activity

Read and answer the following question.

In Nyamata Sector, Bugesera District, there is a Genocide Memorial site just near the District headquarters. Many Tutsi were killed during the Genocide Against the Tutsi. Have you ever visited a Genocide memorial site in your area? Why were all these Tutsi people killed?



Genocide memorial site

13.1 Genocide Against the Tutsi



Activity 1

Field visit

1. Using the library, textbooks or internet sources, find out the meaning of the word Genocide.
2. Visit a Genocide memorial site and find out the following:
 - (i) Causes of the 1994 Genocide Against the Tutsi.
 - (ii) How was the Genocide against the Tutsi planned?
 - (iii) How was it stopped?

13.1.1 Meaning of Genocide



Activity 2

1. Have you heard about the Genocide Against the Tutsi? In pairs find out the meaning of Genocide

Genocide is the deliberate killing of a large group of people with the aim to destroy or eliminate all of them. Genocide targets people of a particular ethnic, racial, religious or national group.

- The Genocide Against the Tutsi refers to the massive killing of more than 1,074,017 Tutsi victims.
- The killing was planned and executed by the government of the second republic and militia groups of Interahamwe of MRND and Impuzamugambi for CDR.
- It took place from April to July 1994.
- Today, Rwanda remembers those who were killed in the Genocide Against the Tutsi for 100 days every year from 7th April to 3rd July.

- From April 7th – April 13th, all Rwandans mourn or commemorate the Genocide Against the Tutsi every year. During this mourning period of 7 days, the Rwandan flag flies at half-mast including Rwanda's embassies in other countries. Other flags in the country also fly at half-mast.
- The government has also constructed or build-up Genocide memorial sites in every district.



Activity 3

1. Is there a Genocide memorial site near your school? Visit it and learn more about 1994 Genocide Against the Tutsi.



Gisozi memorial site

Genocide memorial day in Rwanda

13.2 Causes of the 1994 Genocide against the Tutsi



Activity 1

Discuss the cause of the 1994 Genocide Against the Tutsi. Make a summary for class presentation.

Some of the causes of Genocide against the Tutsi were:

1. Divisionism.

The colonial government started divisionism in Rwanda. During the colonial rule, colonialists turned Rwandan social classes into different ethnic groups. This caused the 1994 Genocide against the Tutsi



In Rwanda, these identity cards were later used to distinguish Tutsis from Hutus before and during the 1994 Genocide against the Tutsi.

2. Poor leadership

In both the First and Second Republics, the leaders practiced poor leadership. They promoted social group division and hatred amongst Rwandans which caused the 1994 Genocide against the Tutsi.



Activity 2

1. Find out from old people about some of the radio stations, television stations, newspapers and magazines, which played a big role in causing the 1994 Genocide Against the Tutsi.
2. Discuss ways in which the mass media can cause disharmony in our country.
3. Find out the role of mass media in preventing Genocide Against the Tutsi from happening again in our country.
4. Discuss the role of youth in preventing the recurrence of the Genocide in Rwanda.

3. Impunity

In both the First and Second Republics, criminals who committed crimes against humanity were not punished. They could rape, torture and even kill without any consequence. Instead, they were being promoted and rewarded by the government of that time. Corruption, cheating and stealing of public funds were common.

The laws were weak, and courts passed judgement in favour of the majority Hutu. This encouraged killing of Tutsi people.

4. Akazu's greed for power.

The members of the Akazu mostly came from the former Gisenyi and Ruhengeri prefectures. They formed the inner circle of government. They wanted to stay on power. To do this, they started eliminating the Tutsi whom they saw as problems to their plans. They organised the Genocide Against the Tutsi.

5. Hutu power movement

This was an anti-Tutsi movement started by the Hutu supporters of President Habyarimana. This group founded a magazine called Kangura. It spread anti-Tutsi messages such as “Hutu Ten Commandments”. This created hatred which led to the 1994 Genocide Against the Tutsi.

6. Misuse of mass media

Some extremists set up and used the media to spread anti-Tutsi hatred messages.

These included newspapers, radios and television stations. For example, Radio Television Libre des Mille Collines (RTLM) began broadcasting anti-Tutsi hatred messages.

Some radio stations and newspapers like KANGURA openly called on the Hutu to attack and kill the Tutsi. This led to Genocide against the Tutsi people.



Monogram of Radiotélévision Libre des Mille Collines



Activity 3

Using the library, internet sources and other historical books, find out in groups other causes of the Genocide Against the Tutsi. Make a summary of the notes for class presentation

13.3 Planning and execution of the Genocide Against the Tutsi

12.3.1 Planning



Activity 1

Group work

Using the library, books or internet sources, find out the following:

- (i) How was the Genocide Against the Tutsi planned?
- (ii) Who were responsible for planning it?

The Genocide against the Tutsi was planned by members of the ruling government. They were known as **Akazu**. These perpetrators (planners) included:

- The Rwandan army. (before 1994).
- The national police (Gendarmerie).
- Government-backed militia.
- Extremist Hutu groups – Interahamwe and Impuzamugambi, etc.



Source: KLB Archive *Interahamwe and other militia*

Activity 2

Discuss the role played by the different groups named in the Genocide Against the Tutsi

“The final solution”

The idea of killing all Tutsi was agreed in 1990. The Rwandan army before 1994

began to:

- Arm more Interahamwe militia with crude weapons such as machetes.
- Recruit more soldiers.
- Buy a large number of grenades and other weapons



Fig. 12.4: *Armed Interahamwe*

Source: *emoticone*:



Activity 2

Discuss the activities undertaken by the Rwanda army under Hutu rule to prepare for the Genocide Against the Tutsi.

Identifying “traitors”

In March 1993, the Hutu power movement began preparing lists of people they perceived to be traitors. They planned to kill those people.

Final plans

The final plans for genocide included:

- A new radio station named Radio Television Libre des Mille Collines (RTLM), was formed. RTLM started broadcasting hate and war slogans.
- The government of Rwanda under president Habyarimana bought machetes and distributed them around the country in order to start killing the Tutsi people.

A crisis committee to oversee the Genocide Against the Tutsi was formed during this period. When the death of Habyarimana occurred, many opposition leaders were killed.

Prime Minister Agathe Uwilingiyimana was killed because she was against the anti-Tutsi ideology promoted by the Hutu regime. Colonel Théoneste Bagosora was the head of the committee that planned and executed the Genocide Against the Tutsi.



Theoneste Bagosora

Source: www.iriba24.com

13.3.2 Execution

Discussion

Discuss how the 1994 Genocide Against the Tutsi was executed. Make a summary for class presentation

The execution of the Genocide Against the Tutsi was carried out by different militias:

- The Interahamwe (MRND political party)
- The Impuzamugambi (CDR political party), etc.

The military armed and directed the militia. Soldiers and police encouraged ordinary citizens to take part in the killings.



The Interahamwe civilian group



Impuzamugambi militant group

Source: emoticone

13.4 How the Genocide was stopped



Activity 1

Field visit

Discuss how the Genocide against the Tutsi was stopped

The RPF was the main force that ended the Genocide against the Tutsi. RPF launched an armed struggle, fought and defeated the perpetrators of the Genocide against the Tutsi. This stopped the Genocide Against the Tutsi. It then put in place a Government of National Unity on 19th July, 1994.

13.5 Holocaust and other Genocides



Activity 1

Using the library or internet, answer the following questions:

1. (i) What is the meaning of Holocaust?
(ii) When did the Holocaust happen?
(iii) How were victims killed during the Holocaust?
(iv) In which country did the Holocaust happen?
2. Make a list of other genocides and show the countries where they happened.
3. Compare the Holocaust and other genocides to the 1994 Genocide against the Tutsi

13.5.1 Holocaust

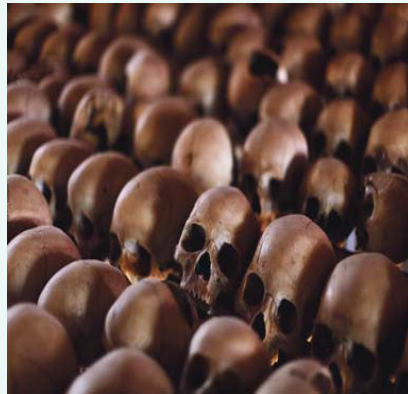
The term **Holocaust** means extensive loss of life. It is used when describing the killings of over 6 million Jews by the Nazi led by Adolf Hitler. It occurred during the Second World War, between 1933 and 1945.

The following are some of the methods used to kill the victims of holocaust:

- Starvation.
- Exposure to chemicals.
- Being poisoned with gas.
- Being used in medical experiments.
- Incineration



Adolf Hitler



Victims of the holocaust

Source: KLB Archives

13.5.2 Genocide and mass atrocities



Activity 2

1. List other mass atrocities that have happened across the world

Massacres (mass killings) or mass atrocities are human rights violations. They may target an ethnic, national, racial or religious group. They may be considered large scale war

crimes against humanity and genocide. Other massacres and mass atrocities directed against a population that have happened across the world include:

Cambodian massacres of 1975

The new government in Cambodia, under Pol Pot, began killing citizens who were suspected to be against it. These were mainly teachers, doctors, students and the urban population. After four years, around 3 million Cambodians were killed.



Mass atrocities in Cambodia

Civil war in the former Yugoslavia 1992–1995

In 1992, Yugoslavia broke apart along ethnic lines. The Serbs killed Bosnians and Croats. Around 100,000 people were killed.



Massacre in Bosnia
Source: KLB Archives



Activity 3

1. Using the library, textbooks or internet sources, read more about the Holocaust and other genocides that have happened in the world.
2. How was the 1994 Genocide Against the Tutsi different from the Holocaust?

A comparison between the holocaust and the 1994 Genocide Against the Tutsi.

Genocide Against the Tutsi	Holocaust
<ul style="list-style-type: none">• It only took 100 days.• More than 1,074,017 Tutsivictims were killed.• It was stopped by Rwandans themselves (RPF).• The use of machetes and other crude weapons were common.• The victims were known to their killers because of the communities living together	<ul style="list-style-type: none">• Took between 2 and 5 years.• 6,000,000 victims were killed in the Holocaust.• Stopped by the intervention of international community and UN.• Use of sophisticated/modern weapons including gas chemicals and bombs.• The victims were treated as strangers who did not share a common history or values with their killers



Activity 4

1. Using the library, textbooks or internet, find out how the other genocides occurred.
2. Give the similarities between the holocaust and the 1994 Genocide Against the Tutsi.

13.6 Genocide ideology and Genocide denial

13.6.1 Genocide ideology



Activity 1

1. Define the term genocide ideology.
2. Suggest what we should do to prevent Genocide from happening in Rwanda.

Genocide ideology refers to beliefs, thoughts and acts supporting the killing of people based on their race, religion or ethnicity. These thoughts may be expressed as speeches, actions and encouragement. Practicing genocide ideology is a crime in Rwanda.

The Genocide caused a lot of suffering and destruction in our country. No one should ever think about Genocide or behave in any way aimed at killing others or inciting others to kill people because of their ethnic group, race, religion or nationality.

13.6.2 Genocide denial



Activity 2

1. What do you understand by the term genocide denial?
2. Find out the things that might be considered genocide denial and what we should never do.

The Genocide Against the Tutsi killed over 1,074,017 Tutsi victims. However, there are some people in our country who believe it did not happen. This is called Genocide denial.

Genocide denial is bad and it is punishable by law. We should remember the Tutsi who died in our country during the Genocide Against the Tutsi.

13.7 Genocide prevention



Activity 1

1. What do you think can be done to prevent Genocide from happening again in our country?
2. What has the government done to prevent Genocide from happening again?

We should all support the government in preventing genocide.

We can prevent genocide by:

- Supporting laws that make Genocide a crime against humanity.
- Educating people on the dangers of genocide.
- Promoting unity and banning all forms of ethnic identification.
- Carrying out unity, healing and reconciliation campaigns, for example Abunzi
- Visiting Genocide memorial sites near the school.
- Remembering always the victims of the genocide against Tutsi



Activity 2

1. What do you think were the effects of the Genocide Against the Tutsi?
2. Look at the following pictures and identify consequences of Genocide Against the Tutsi



The following were some of the effects of the 1994 Genocide Against the Tutsi:

- Many people lost their lives.
- Many women became widows and children became orphans.
- Economic activities like agriculture, tourism, mining and industry were disrupted.
- The economy of the whole country declined.
- Many people were displaced from their homes.
- Buildings, schools, hospitals and roads were destroyed



Activity 2

1. Discuss the other effects of the Genocide Against the Tutsi.
2. Write down the groups of people who were affected by the Genocide Against the Tutsi.
3. Identify different ways in which we can assist people who were affected by the Genocide Against the Tutsi.

Unit summary

- Genocide is the deliberate killing of a large number of people belonging to a particular ethnic group, race or religion.
- The Genocide Against the Tutsi was the massive killing of over 1,074,017 Tutsi. The killing was planned and executed by militia groups of Hutu extremists.
- Some of the causes of the Genocide Against the Tutsi included social group discrimination, misuse of mass media and activities of Hutu militia groups.
- Members of the ruling government planned and executed

the Genocide Against the Tutsi.

- The term holocaust means extensive loss of life through nuclear weapons.

It is used when describing the killing of over 6 million Jews by the Nazis during the Second World War

Other mass atrocities include the Cambodian massacre and civil war in former Yugoslavia

13.8 The Government of National Unity.



Learning activity 13.8

1. When was the government of national unity formed?
2. Give the name of a president who was elected in 2003
3. List any two objectives of the government of national unity
4. Explain two achievements and two challenges of the government of national unity.

After the liberation of Rwanda, a new government was put in place on July 19, 1994. This was the Government of National unity formed to reconcile Rwandans. It was led by President Pasteur Bizimungu who resigned on 23 March 2000. The first democratic election was held on 25/08/2003 for a term of 7 years. The second election was held on 9 August 2010 and on 4 August 2017.

Objectives of the Government of National unity.

The Government of National unity had various objectives which include;

- To improve on Peace and security.

- To Re-unite Rwandans.
- To uplift Social welfare of Rwandans.
- To improve economic growth of the country.
- To provide fair justice to the citizens.
- To have Good governance.
- To empower women.
- To promote Gender equality.
- Consolidation of democracy.
- Resettlement of refugees

Achievements of Government of National Unity.

The Government of National unity had the following achievements:

- Repatriation of Rwandan refugees from Democratic Republic of Congo.
- Rapid economic growth.
- Promotion of fair justice.
- Ensure stability of Rwandans.
- Promotion of Good governance.
- Encourage Education for all.
- Women empowerment.
- Introduce One cow per poor family program.
- Promotion of Gender equality.
- Improvement of ICT.

Challenges of the government of National unity

- Problems of insecurity caused by Interahamwe Militias and Ex-FAR from refugee camp in Democratic Republic of Congo.
- Political and administrative vacuum because most of civil servants were either killed or have left the country

- Suspicion and mistrust among Rwandan population
- Few prisons compared to number of prisoners who committed the crime of Genocide
- There were few trained lawyers to judge the large number of cases of Genocide crimes
- Lack of shelter for refugees and other vulnerable people
- Big number of orphans and widows
- Soil erosion affected a big part of land to cultivate
- Malnutrition levels were also very high.
- The big number of traumatized people



Application activity 13.8

1. Complete the sentence: The government of national unity was formed onJuly
2. Explain any three achievements of government of national unity
3. State any three challenges that the government of national unity faced after Genocide against the Tutsi.

Key words

Machete: A broad, heavy knife used as a tool or weapon.

Militia: A civilian army which engages in rebel activities.

Nazis: People who followed the teachings of dictator Adolf Hitler in Germany.

Perpetrators: People who assist or carry out a crime.

Recruit: Enlist someone in an army.

Traitors: People who betray others



End of unit 12 assessment

1. Write down in your own words the meaning of the following terms:
 - Genocide
 - Genocide ideology
 - Genocide Against the Tutsi
 - Holocaust
2. Explain the factors that led to the 1994 Genocide Against the Tutsi.
3. Distinguish between genocide ideology and genocide denial.
4. Explain how the 1994 Genocide Against the Tutsi was different from the Holocaust and other genocides.
5. Explain the different ways in which we can assist people who were affected by the 1994 Genocide Against the Tutsi.
6. How did the Genocide Against the Tutsi of 1994 affect the people of Rwanda?

Sample Test Paper

1. Name two provinces of Rwanda. (2 marks)
2. Draw a map of Rwanda and show all the provinces. (5 marks)
3. Explain the meaning of "Ndi Umunyarwanda". (2 marks)
4. List four goals of "Ndi Umunyarwanda." (4 marks)
5. Answer true or false. (4 marks)
 - (i) Taking part in community work shows unity and co-operation.

- (ii) Helping people who are in need does not show unity and cooperation.
- (iii) Religious differences hinder unity and co-operation.
- (iv) Respecting others does not promote unity and co-operation.
6. Explain the importance of national unity in a country. (4 marks)
7. Apart from ECCAS, list four other regional bodies found in Africa. (4 marks)
8. Name four countries which are members of ECCAS. (4 marks)
9. Explain the benefits of regional bodies. (4 marks)
10. Give three reasons why the UN was formed. (3 marks)
11. List three non-governmental organisations in Rwanda. (3 marks)
12. Describe three characteristics of heroes in Rwanda. (3 marks)
13. Which one of the following is not a quality of a good citizen? (1 mark)
- A. Paying taxes
 - B. Obeying the law
 - C. Being loyal to the country
 - D. Hiding criminals
14. Which one of the following is not a chronic disease? (1 mark)
- A. Obesity
 - B. Diabetes
 - C. Cancer
 - D. Arthritis

Identify three problems faced by public places and assets. (3 marks)

15. Explain the purpose of a budget. (4 marks)

16. Classify the items below as either National revenue or National expenditure.

Fill in the table below.

- a) Paying salaries of government workers.
- b) Fines from courts.
- c) Rent from government buildings.
- d) Building schools and hospitals.
- e) Water and sanitation
- f) Payment of rates.

National revenue	National expenditure

17. If the time in Dakar, at 170W is 9.30.a.m, what is the time in Dar-es-Salaam at 390 E? (4 marks)

18. Give three causes of the 1994 Genocide Against the Tutsi. (6 marks)

Glossary

Accord: An official agreement.

Accountability: Showing how money has been used.

Acne: The occurrence of red pimples on the face mainly in teenagers.

Administrative: Related to the administration, for example, an administrative unit.

Allocate: To set aside money for a certain purpose.

Arabic: Related to the countries in which the official language is Arabic.

Artifact: An item of cultural or historical interest.

Asset: A useful or valuable thing.

Border: A line separating two geographical areas especially country.

Breeze: A gentle wind.

Bulky: Large and taking up much space.

Calamity: An event causing great and usually sudden damage.

Capital: Money needed for business or development.

Chronic: Persisting for a long time.

Co-operation: Working together to achieve the same objectives.

Colonialist: A person who supports the practice of gaining political control over other countries and occupying them with settlers.

Constitution: Set of laws used to govern a country.

Corruption: Trying to gain something in a dishonest way.

Culture: A people's way of life such as language, food, dressing, songs and dances.

Currency: A system of money in use in a particular country.

Dagger: A short knife with a pointed and edged blade used as a weapon.

Deficit: Figure by which income is less than expenditure in a budget.

Democratic: Related to democracy

Depression: A wide area on the earth which is deeper than surrounding areas.

Dialogue: Talking to one another to resolve a problem.

Discharge: Flow of a liquid or gas.

Discrimination: Unjust treatment of different categories of people.

Dumping: To throw waste or unwanted material in a careless manner.

Electronic media: Communication from that which uses electronic devices like radio and television.

Emigrants: People who leave their country to go to other countries.

Emigration: To move out of your country.

Encroachment : Gradually taking away something that is not yours.

Eruption: A sudden discharge or explosion.

Ethnic: Belonging to a language group.

Ethnicity: Looking at things from a tribal angle.

Exile: State of being forced to be away from your country.

Expenditure: The things on which the government spends money.

Explorer: A person who goes to find out more about an unfamiliar

area.

Extinct: Disappear from the surface of the earth.

Extremist: A person with very strong political or religious views especially one who resorts or advocates for extreme action.

Fault: A line of weakness within the earth's crust.

Flexible: Able to easily change and adjust to circumstances.

Fort: A building that is strengthened militarily to help in defense, for example, during war.

Genital: Related to the human reproductive organs.

Governance: Action way of running the government or governing.

Harmony: The state of being in agreement.

Heritage: Something that is handed over from the past as a tradition.

Historical: Something concerning past events or forming part of history.

migrants: People who come into our country. **Immigration:** To move into a different country.

Immunity: Ability to resist an infection or disease.

Inadequate: Not enough.

Income: Money which individuals earn income.

Integrity: The quality of being honest and having strong moral principles.

Intolerance: Unwillingness to accept views, beliefs or behaviour that differ from one's own.

Landlocked: Entirely closed by land.

Latitude: Imaginary line on a map showing how far North or South a place is from the Equator.

Location: A particular place or position of something.

Longitude: Imaginary line on a map showing how far East or West a place is from the prime meridian.

Lumbering: Cutting and using trees for commercial purpose.

Machete: A broad heavy knife used as a tool or weapon.

Magma: Hot fluid or semi-fluid material within the earth's crust.

Methane: Natural gas which is used as a source of fuel.

Militia: An army raised from civilians which engages in rebel

Minerals: Valuable metallic and non-metallic substances found within the earth's crust.

Mining: The removal and use of minerals from the earth's crust.

Moderates: People who are opposed to extreme views and actions.

Moisture: Water or liquid discharged in small quantity as vapour.

Monument: A statue, building or other structure put up to remember a famous person or event.

Natural: Occurring in its own, non-created by people.

Nazis: People who followed the teachings of dictator Adolf Hitler in Germany.

Neighbours: A place or thing next to or very near to another.

Nomadic: A livestock farmer who moves from place to place with animals searching for water and pasture.

Pastoral: Related to animal keeping.

Patriotism: Strong support and love for your country.

Perpetrators: People who assist or carry out crime.

Plain: A flat low lying land.

Plateau: A flat raised land.

Preserve: Use in a way that leaves room for future use.

Puberty: A period during which adolescents reach sexual maturity and become capable of reproduction.

Pubic: Related to the genital area.

Rain-shadow: A dry area on the side of a mountainous area which faces away from the wind.

Reconciliation: Bringing back friendly relations.

Recruit: Enlist someone in an army.

Referendum: A vote by citizens on one political question.

Refugees: A person who has been forced to leave their country in order to escape war.

order to escape war.

Remote: Located far from the main center of population.

Republic: A country ruled by an elected head of state.

Resource: Something which you can use in a useful way to earn.

Revenue: Money which government earns from various sources.

Scabies: A contagious skin disease marked by itching and small redspots.

Symptom: A physical or mental sign of a disease.

Terracing: Marking steps while farming in hilly areas to prevent soil from being washed away.

Tissue: Material of which animals or plants are made of.

Tourist: A person who visits places of interest for pleasure.

Traitors: People who betray others.

Trans-African: Across Africa.

Transparency: Doing things in an open way.

Unity: The state of being together or with someone.

Uterus:A female reproductive organ.

Valley:A low area of land between hills or mountains.

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Part 2 Religious Studies

Christian Religious Studies

UNIT 1

REVELATION OF GOD IN HISTORY

Key Unit Competence

A learner will be able to interpret the means that God used to reveal himself to humanity.



Introductory activity

1. In our daily life, people are curious to know and experience hidden things.
 - a. Did you ever have such interest?
2. What did you want to see or know?
3. In which ways do you search to know about God?
4. How do you explain that God exists?

1.1. Meaning of revelation of God



Learning Activity 1.1

Muhizi studies together with Mutesi at Jabiro Primary school. Although Mutesi was 12 years old, she did not know about the history of their family. One day, she asked her father why they mostly visit the family of Muhizi. The father said that he had grown as an orphan and was adopted by the family of Muhizi.

1. What feelings did Mutesi have after hearing the story from her father?
2. What do you understand by the concept "revelation"?

The word **revelation** is defined as “an act of revealing or communicating divine truth or **something** that is revealed by God to humans”. It is an uncovering or bringing to light that which had been previously hidden or only obscurely seen. The Scriptures are not merely the “record” of revelation; they are the revelation itself in a written form, in order to preserve the truth.”



The images above show how God revealed himself to Abraham and Moses

Thus, God reveals his intentions (plans) showing human beings the way of Salvation. *"Beyond the witness to himself that God gives in created things, he manifested himself to our first parents, spoke to them and, after the fall, promised them salvation (Genesis 3:15) and offered them his covenant"* (**Catechism of Catholic Church 70**). In addition, He also reveals Himself to human beings so that they could meet Him. In this case we talk about **God's revelation**.

1.2. Types of God's revelation



Application activity 1.1

1. What do you understand by revelation of God?
2. Why did God reveal Himself?
3. Name the persons whom God has spoken to in His revelation



Activity 1.2

Read Hebrew 1: 1 and identify the ways God reveals Himself. Long ago God spoke to the fathers by the prophets at different times and in different ways. In these last days, He has spoken to us by His Son. God has appointed Him heir of all things and made the universe through Him.



Revelation is when something hidden becomes known. For many religious people, revelation comes from God and reveals something about God. Theologians generally distinguish God's revelation in two ways: General revelation and Special revelation.

1. **General (or indirect) revelation:**

It is called "general" or "indirect" revelation because it is available

to everyone. This is often used to describe the way God is revealed through the natural world, conscience, people, awareness of morality, scripture or reason. Also known as universal revelation, the general revelation deals with how God can be understood through his creation.

More specifically, this can be manifest in physical nature, human nature and history. General revelation does not impart truths that are necessary for salvation (e.g. sinfulness of humanity, and the atonement). Broadly, **general revelation shows us that God reveals Himself as the Creator.**

2. Special (or direct) revelation:

It is called "direct" because it is revelation directly to an individual or sometimes a group. This is often used to describe the way God is revealed through a dream, a vision, a miracle, experience, or prophecy. The scriptures of some religions are regarded as the result of special revelation.

Then, special revelation is distinguished from general revelation in that it is direct revelation from God. Examples include God's direct speech to various people [e.g. **prophets** (2 Peter 1:20-21), **the incarnation** (Hebrews 1:1-2) and **the Bible**]. Such revelation is sufficient to communicate the Gospel, unlike general revelation and thus **salvation** is possible only through **special revelation**. Then **the special revelation is the revelation of God in His Word.**



Application activity 1.2

1. Give and explain the types of God's revelation.

1.3 God's revelation through creation



Activity 1.3

Observe the picture and answer to the following questions:



1. What do you see in the picture?
2. Discuss the importance of the elements in the picture?
3. Where do they come from? How are they maintained?

This revelation is also known as natural revelation because it is God's revelation through the created universe and in nature. The self-revelation of God in the visible creation is accessible to all human beings. Since the beginning of time, human being has observed the grandeur of nature and inquired about its origin and author.

The visible creation bears witness to the existence of God, the Creator, the Protector, as well as to His wisdom and power: *"The heavens declare the glory of God; the skies proclaim the work of his hands" (Psalm 19:1). "Since the creation of the world, God's invisible qualities, his eternal power and divine nature have been clearly seen, being understood from what has been made, so that men are without excuse" (Romans 1:20).*

So there is no excuse for atheists. Since the requirements of the law are written on people's hearts, the consciences of people also bear witness that there is a God to whom they are accountable (Romans 2:15).



Application activity 1.3

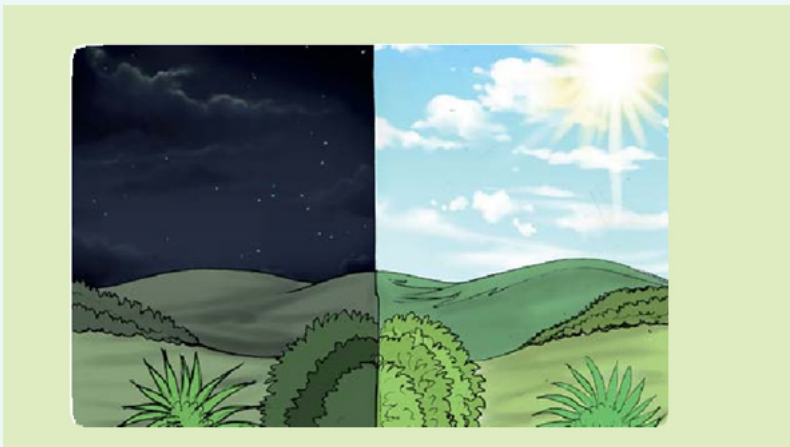
1. Before the creation of the universe, God existed: True or False? Justify your answer.



Activity 1.3

1. What do you appreciate when you see God's creation?
2. What can human being do in order to respect other creatures?

1.4. The power of God's word in creation



- a) Describe the images. How does it reveal the power of God's Word in creation?

From the beginning, God has spoken. The words of God have always produced results. The account of creation in **Genesis 1 & 2** is one of the most powerful demonstration on the power of God's Word. There can be no ignoring God's voice in creation. Everything exists because God has spoken. God creates by spoken command and names the elements of the world as he creates them. God's creation by speech also suggests that he is being compared to **a king**, who has merely to speak for things to happen.

The first chapters of Genesis leave us in no doubt whatsoever about how God created the universe. On the six successive days of creation, God spoke and what He said happened. That is to say, the means that God used to create the universe and all things in it was His Word. **The occasions of his speaking, from Genesis chapter 1:3–26, are as follows:**

Day 1: **And God said,** *"Let there be light"* (verse 3).

Day 2: **And God said,** *"Let there be an expanse between the waters to separate water from water"* (verse 6).

Day 3: **And God said,** *"Let the water under the sky be gathered to one place, and let dry ground appear"* (verse 9). **Then God said,** *"Let the land produce vegetation: seed bearing plants and trees on the land that bear fruit with seed in it, according to their various kinds"* (verse 11).

Day 4: **And God said,** *"Let there be lights in the expanse of the sky to separate the day from the night, and let them serve as signs to mark seasons and days and years, and let them be lights in the expanse of the sky to give light on the earth"* (verses 14–15).

Day 5: **And God said,** *"Let the water teem with living creatures, and let birds fly above the earth across the expanse of the sky"* (verse 20).

Day 6: **And God said,** *"Let the land produce living creatures according to their kinds: livestock, creatures that move along the ground, wild animals, each according to its kind"* (verse 24). **Then God said,** *"Let us make man in our image, in our likeness, and let them rule over the creatures that move along the ground"* (verse 26).

There are three other times mentioned in Genesis chapter 1 when God spoke (verses 22, 28, and 29). In the first two of these God addressed Himself to His created beings and commanded them to be fruitful and increase in number, and in the last one God specified the food for humans, birds and animals. Possibly God spoke through the

mechanism of instinct when He was addressing the animals, and audibly when He was addressing man, so that man would hear what these instructions were.

On the other eight times of creation when God spoke, what He said did not need to be audible. In fact, on the eighth occasion (***“Let us make man in our image”***) God appears to have been speaking to Himself (or to the other members of the Trinity). On this occasion (and therefore on the other seven times as well) God’s ***“speaking”*** was equivalent to God’s ***“decreeing”*** or God’s ***“willing”***.

As conclusion, there is nothing more powerful than God’s Word. “By faith we understand that the Earth was made by the Word of God,



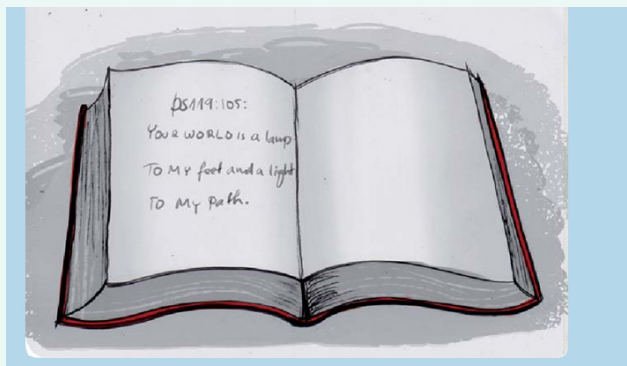
Application activity 1.4

1. Everything exists because God has spoken. Explain.
2. How was human being differentiated with other creatures during creation?

1.5. God's revelation through Holy Scriptures in Old Testament (in the history of Israel)



Learning Activity 1.5



Read the scriptures and discuss with your neighbor how it reveals God.

Exodus 3:6 : "Then He continued, 'I am the God of your father, **the God of Abraham, the God of Isaac, and the God of Jacob.**'" Moses hid his face because he was afraid to look at God.

Hosea 12:10: "I spoke through **the prophets** and granted many visions; I gave parables through the prophets."

It is likewise through the prophets that God promises the coming **Messiah, the Saviour (Isaiah 9:6; Micah 5:2).**

The fact that God revealed Himself in history through his Word first becomes clear in the development of the people of Israel as attested **in the Old Testament**, as the first main part of the Bible.

When He revealed himself in the burning bush, God provided an historical reference by pointing out that He had already revealed Himself to **the patriarchs Abraham, Isaac, and Jacob (Exodus 3:6).**

He had also revealed Himself with the central event of salvation for the people of Israel **that is their liberation from slavery in Egypt.** Here, God led His people in the form of a pillar of cloud and a pillar of fire (Exodus 13: 21 - 22). In addition to the Exodus from Egypt, the promise that the people of God would be given a land of their own in Canaan and the covenant made at Mount Sinai are divine revelations of decisive importance: **God Himself determined the place** where His people were to live and, through the **Commandments at Mount Sinai** (Exodus 20:3-17), gave Israel rules and standards by which to live.

Moreover, God revealed Himself through His prophets: *"I have also spoken by the **prophets**, and have multiplied visions; I have given symbols through the witness of the prophets"* (Hosea 12: 10). It is the same God who leads and instructs His people: *"Yet I am the Lord your God ever since the land of Egypt and you shall know no God but Me; for there is no Saviour besides Me"* (Hosea 13: 4). It is likewise through the prophets that God promises the coming Messiah, the Saviour (Isaiah 9: 6; Micah 5: 2).



Application activity 1.5

1. Through which ways the God's revelation has been made in the Old Testament?
2. What is the central event of salvation that shows the God's revelation to the people of Israel?

1.6. God's revelation through His Son

Learning Activity 1.5



Read and describe the revelation of God mentioned in the following passages:

Hebrew 1:2-4:

"In these last days, He has spoken to us by His Son. God has appointed Him heir of all things and made the universe through Him. The Son is the radiance of God's glory and the exact expression of His nature, sustaining all things by His powerful Word. After making purification for sins, He sat down at the right hand of the Majesty on high. So He became higher in rank than the angels, just as the name He inherited is superior to theirs."

1 John 1:1-3

"What was from the beginning, what we have heard, what we have seen with our eyes, what we have observed and have touched with our hands, concerning the Word of life that life was revealed, and we have seen it and we testify and declare to you the eternal life that was with the Father and was revealed to us what we have seen and heard we also declare to you, so that you may have fellowship along with us; and indeed our fellowship is with the Father and with His Son Jesus Christ

Christians recognize Jesus as the center of our faith and our devotion to God. Jesus reveals to us what God is like (John 6:37). "No one knows the Father except the Son and those to whom the Son chooses to reveal him" (Matthew 11:27). It means the presence of God on Earth in the person of Jesus. Since then, faith is also required in God, who is not only the Creator, but who also reveals Himself in Jesus. Through the rebirth out of water and the Spirit, Jesus Christ opens up the way for human beings to attain childhood in God as well as the opportunity to attain the status of firstling.

Supremely, God has revealed Himself in Christ and the Gospel is a summary of this revelation. "And it came to pass in those days that a decree went out from Caesar Augustus that all the world should be registered. This census first took place while Quirinius was governing Syria" (Luke 2: 1-2).

The Son of God, who is united from eternity to the Father and the Spirit, is now also joined to humanity because of his becoming a real flesh and blood human being (John 1:14). **We summarize this by saying that Jesus is both fully God and fully human.** That fact will never change, because he remains, in his divine nature and his human nature, the one mediator between God and humanity for all time (1 Timothy 2:5). He was resurrected bodily and he ascended bodily. He will return as he departed. Therefore, when we say Jesus Christ, we are referring to God.

Also, we believe that God has given the full revelation of himself in his Son, the Lord Jesus Christ. In Jesus, God has revealed himself as the Savior God, who "so loved the world that he gave his one and only Son, that whoever believes in him shall not perish but have eternal life" (John 3:16).



Application activity 1.6

1. Give the meaning of God's incarnation.
2. Differentiate divine nature and human nature of Jesus.
3. "No one knows the Father except the Son and those to whom the Son chooses to reveal Him" (Matthew 11:27). Explain.

1.7 God's revelation in the time of the church



Learning Activity 1.7



Observe the picture above and describe it in line with Matthew 28:16-20.

In Matthew 16:18 Jesus said to Peter, "Upon this rock I will build my Church." The Church belongs to Christ. The work of the Church continues; it did not cease when the disciples of Jesus died. At first the job of the Apostles, the Church's mission was passed unto each generation of

God's people. Jesus Christ promised to be with His followers as they accomplished that work until he returns at the end of the age (Matthew 28:16-20).

We believe that the Bible is fully sufficient, clearly teaching people all they need to know to get to heaven. It makes them "*wise for salvation through faith in Christ Jesus*" (2 Timothy 3:15), and it equips them for "*every good work*" (2 Timothy 3:17). Since God's plan of salvation has been fully revealed in the canonical books of the Bible, we need and expect no other revelations (Hebrews 1:1-2). Then the Word of God found in the Bible is the light of the life of all Christians.

The New Testament is full of idea that the Holy Scriptures provide a divine confirmation through which the Spirit of God speaks (Hebrews 3:7; John 10:35-35; 2 Peter 1:19-21).

With the outpouring of the Holy Spirit in Jerusalem on Pentecost (Acts 2:1-40), God revealed Himself to mankind as the Trinity of Father, Son, and Holy Spirit. Pentecost is 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 behavior (Acts 9:17). So we seek to understand the Bible through the lens of who Jesus is. He is the basis and logic of our faith for he alone is the self-revelation of God.



Application activity 1.7

1. With examples, show how the teachings from the Bible with the help of christian today.
2. What activities or attitudes that can testify the presence of the Holy Spirit in the life of Christian students at home and at school



End of unit assessment 1

1. What do you understand by:
 - a) God's revelation?
 - b) God's incarnation?
2. Give and explain the types of God's revelation.
3. State the ways that show how God revealed himself to humanity.
 - a) In Old Testament
 - b) In New Testament
4. Read John 1:18; John 3:16 and give the importance of God's revelation in the life of Christians.

UNIT 2

THE HOLY TRINITY AS A COMMUNION OF GOD'S LOVE

Key unit competence

Learners will be able to discuss the attributes and the names of God as found in the Holy Scriptures.



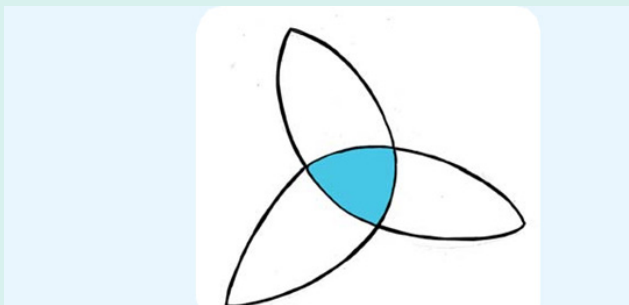
Introductory Activity

1. List at least 5 things that were created by God
2. What do you think are qualities of God?

2.1. Meaning of Holy Trinity



Learning Activity 2.1



1. Describe the image. What does it show about the threefold relation?
2. Attempt to find-out its starting and ending point.
3. Tell the three persons of the Holy Trinity.

The word "Trinity" refers to the three persons or personalities of the divinity.

God expresses his nature in three diverse ways: Father, Son and Holy Spirit. The three persons are inseparable as they work in unity. You may have in mind what you have heard or read about qualities of each personality.

a) God the Father

The title "Father" is used in the Bible referring to God in relation of love to His Son Jesus Christ, "For a child will be born for us, a son will be given to us, and the government will be on His shoulders. He will be named Wonderful Counselor, Mighty God, Eternal Father, Prince of Peace" (Isaiah 9:6). This relationship of merciful Father is ascribed to God in various roles:

- Creation, provision and protection of life (Genesis : 1-31; John 3: 34; 10:10).
- Caring and nurturing his people (Hosea 11: 1-7).
- Instruction and correction to his children (Proverbs 3:12)
- Blessing his people (Numbers 6: 22-26).
- "As a father has compassion on his children, so the Lord has compassion on those who fear Him" (Psalm 103: 13).

The mercy makes part of the priestly blessing along with peace, favor and protection. God demands religious leaders to bless the people in His name. *"The Lord spoke to Moses: 'Tell Aaron and his sons how to bless the Israelites. Say to them: May Yahweh bless you and protect you; may Yahweh make His face shine on you and be gracious to you; may Yahweh look with favor on you and give you peace'"* (Numbers 6: 22-26).

b) God the Son

The second person of the Trinity is regarded through the incarnation or personification. It refers to the way triune God took the human nature in the person of Jesus for the salvation of humanity. Jesus was born, grew like any other human, but never sinned. Despite pains of life, Jesus lived a healthy and perfect life. He also endured the suffering of unfortunate, miserable and vulnerable people of his time. During his earthly ministry, Jesus taught, healed diseases, chased bad spirits and prayed always the Father. His teaching was full of wisdom than scribes.

Jesus said to his disciples: *“As the Father has loved Me, I have also loved you. Remain in My love.”* He said to them again, *“Peace to you! As the Father has sent Me, I also send you”* (John 15:9; 20: 21). In order to fulfill his mission, he chooses 12 disciples to follow his ministry at the very end of the world. He gave them the commission to



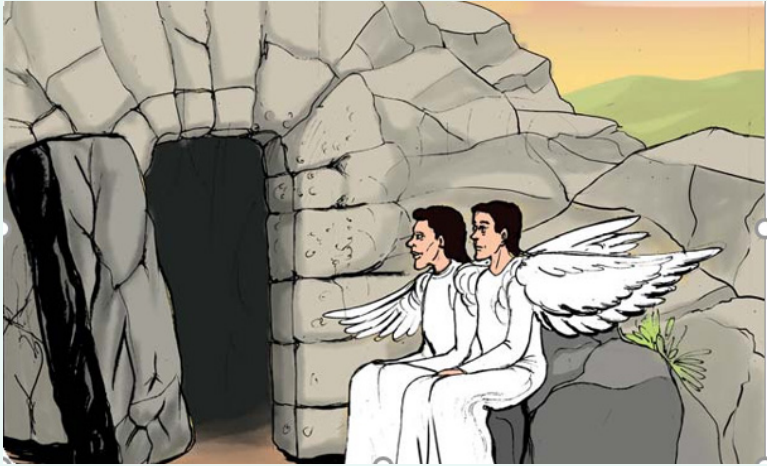
carry his message to all nations. Jesus is also witnessed by his life, his passion, his death and resurrection. He offered his life as a sacrifice to redeem the humanity from the condemnation. The practice of animal sacrifice for expiation of sins was

common in the Old Testament. The guilty or wrongdoer was obliged to give a burnt offering as compensation of his sins. God sent his Son to show that salvation comes from his grace and love. For this Jesus was condemned, he was crucified between two thieves.



Now it was nine in the morning when they crucified Him. The inscription of the charge written against Him was ***“the King of the Jews”*** (Mark 15: 25:26).

After the Sabbath, as the first day of the week was dawning, Mary Magdalene and the other Mary went to view the tomb. Suddenly, there was a violent earthquake because an angel of the Lord descended from heaven and approached the tomb



He rolled back the stone and was sitting on it (Matthew 27: 1-2). During the passion of Jesus, there are miracles that happened. Some of them are the following: the veil covering the entrance of holy dwelling was torn in two parts; earthquake; graves were opened up and the saints came out, etc. These miracles showed Jesus divine power, in relation to the Father and his love for the people whom he came to save.

c) **God the Holy Spirit**

Job 33: 4: The Spirit of God has made me, and the breath of the Almighty gives me life.

The Holy Spirit is connected with God the Father as the Son in unbreakable union. It reveals his power, the source of life, and the strengths he gives to his messengers to revive them his people. The Holy Spirit has been active and on control from the beginning of the universe. It shows the power of God and the source of life. The Spirit of God was floating over the surface of the waters

The plural: *“Let Us make man in Our image, according to Our likeness”* (Genesis 1:26). He breathed his spirit to him so that he can live (Genesis 2: 7). Thus, the human carries the soul from God. The prophets were directed by that Spirit to carry the message of God.

The same Spirit is active in the New Testament. It is associated with Jesus during baptism, in the wilderness and on the Pentecost. The Spirit is seen as the promised helper and comforter that would enable disciples to proclaim Jesus to all nations.



Acts 1:8). It appeared also in the symbol of a dove and gift of tongues like flames of fire.

"After Jesus was baptized, He went up immediately from the water. The heavens suddenly opened for Him, and He saw the Spirit of God descending like a dove and coming down on Him. And there came a voice from heaven: This is My Beloved Son. I take delight in Him!" (Matthew 3: 16-17).

The dove symbolizes the Holy spirit in other Christian dominations, a peaceful life, freedom, future, devotedness, faith and repentance. It is often used together the leaf of olive tree. The dove was sent as a messenger to see the level of water after the flood (Genesis 8: 10). It was also used for sacrifice especially for the poor. It signified kind, gentle and harmless condition (Leviticus 1: 10-17). The dove also symbolizes the innocence and modesty that were in Christ (Mathew Henry's Commentary). The fruits of the Spirit are love, joy, peace, patience, kindness, goodness, faith, gentleness, self-control (Galatians 5: 22-23).



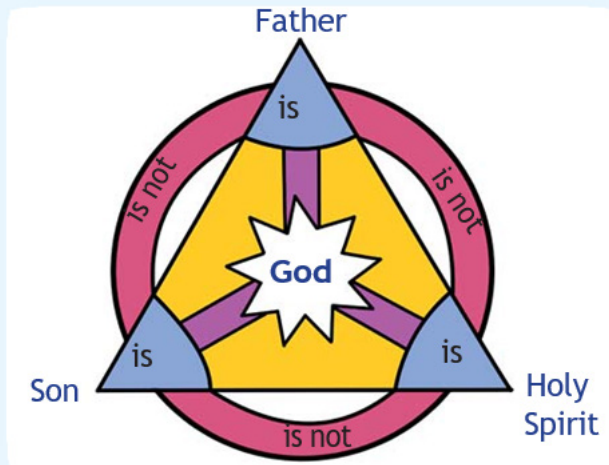
Application activity 2.1

1. Read the Scripture and explain the relation of love in the Trinity:
 - I will declare the Lord's decree: He said to Me, "You are My Son; today I have become Your Father" (Psalm 2:7).
 - government will be on His shoulders. He will be named Wonderful Counselor, Mighty God, Eternal Father, Prince of Peace (Isaiah 9:6).
 - Malachi 2:10: Don't all of us have one Father? Didn't one God create us? Why then do we act treacherously against one another, profaning the covenant of our fathers?
 - Jesus said to them again, "Peace to you! As the Father has sent Me, I also send you." After saying this, He breathed on them and said, "Receive the Holy Spirit (John 20: 21-22)
 - For we are the sanctuary of the living God, as God said: "I will dwell among them and walk among them, and I will be their God, and they will be My people. I will be a Father to you, and you will be sons and daughters to Me, says the Lord Almighty" (2 Corinthians 6:18).
2. Explain how Jesus has the divine and human nature.
3. How is the Holy Spirit connected to the Father and the Son?

2.2. The relationship of the three persons of the Holy Trinity



Learning Activity 2.2



Observe this image.

1. Explain the relationship of three persons in One God (the Holy Trinity).
2. What do you understand by inseparable unity of the Holy Trinity?

The study of the holy trinity is simple. It is adequate to understand it in the sense of the relationship and love in the family. The Holy Trinity expresses the divine communion and its inseparable unity. The Son lives with the Father in mutual relation of love. He cannot work independently without the relation with the Father and the Holy Spirit. Thus, the three persons of the Holy Trinity are said to be in inseparable unity. Here are some qualities of the persons of the Holy Trinity:

- a) The Son has the same nature like the Father and they live together in a divine communion.

- b) The Father, the Son and Holy Spirit are active in the creation and renewal of the world. In the beginning was the Word, and the Word was with God, and the Word was God. He was with God in the beginning. All things were created through Him, and apart from Him not one thing was created that has been created. (John 1:1-3).
- c) The persons of the Holy Trinity have communion with the human beings in the perfect acts. The Word became flesh to save humanity.
- d) The Son has the same conduct and qualities like his Father. The Word became flesh and took up residence among us. We observed His glory, the glory as the One and Only Son from the Father, full of grace and truth (John 1:14).
- e) The Holy Spirit proceeds from both the Father and the Son. He is the Counselor in the place of the Father or the Son. He is rooted in love and its fruits (1 Corinthians 13:3-13; Galatians 5:22).
- f) The Holy Spirit tells the truth about the Father and the Son (1 Corinthians 2:10-11).

The unity of the Trinity is a recommendation to the unity of the believers as the members of the same family. God wants his believers to imitate the relation of love in the Holy Trinity. Jesus calls his disciples to follow the model of the love

between the Father and the Son. *“As the Father has loved Me, I have also loved you. Remain in My love. If you keep My commands you will remain in My love, just as I have kept My Father’s commands and remain in His love”* (John 15:9-10).

The unity is important in the society as you may find this in various stories. The Bible says: *“Two are better than one because they have a good*

reward for their efforts. For if either falls, his companion can lift him up. But pity the one who falls without another to lift him up. And if someone overpowers one person, two can resist him. A cord of three strands is not easily broken" (Ecclesiastes 4: 9-10, 12).



Application activity 2.2

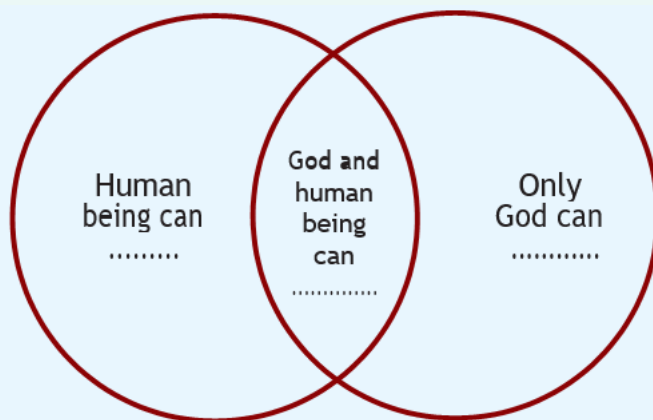
1. Find-out the relationship of the persons of the Holy Trinity in this passage: *"If you love Me, you will keep My commands. And I will ask the Father, and He will give you another Counselor to be with you forever. He is the Spirit of truth" (John 14:15-17a).*
2. What lessons do you find from the unity of the Holy Trinity?
3. Explain the importance of unity at your school, home and community.

2.3 Meaning and examples of the attributes of God



Learning Activity 2.3

Keza and Mugisha are bright pupils at Gabiro Primary School. They are curious to know the truth about God. Help them to find-out the nature and power of God in contrast to human capacity. Identify, give, and explain the qualities of God to your neighbor.



The word "attributes" refers to the characteristics that are natural to an individual. God's attributes refer to the qualities emanating from His personality and his infinite power. They are classified into communicable and non-communicable qualities. Communicable qualities are those God shares with human beings (e.g. justice, love, mercy, peace, and grace), while the Non-communicable qualities are special to God (holiness, eternity, infinitude, omnipresence, omnipotence, and infallibility).

"God is not a man who lies, or a son of man who changes his mind. Does he speak and not act, or promise and not fulfill?" (Numbers 23: 19).

However, God encourages human beings to acts like Him; follow His model of love and perfection and act honestly.



Application activity 2.3

1. Give two attributes of God .
2. Which qualities do you practice at home and at school?
3. What are the qualities that are particular to God?

2.4 God's omnipresence, God's omniscience and God's omnipotence



Learning Activity 2.4

Role-play the dialogue between Job and God. How can you answer God's questions?

1. God said to Job: "Get ready and answer Me like a man;
2. Where were you when I created the earth?
3. Tell Me, if you have understanding.
4. Who fixed the dimensions of the earth? Certainly you know!
5. Who stretched a measuring line across it?
6. What supports its foundations?
7. Who laid its cornerstone?" (Job 38: 3-7)

The prefix "**omni**" means all, everything, everywhere. It makes part of the terms omnipotent, omnipresence and omniscience:

- Omnipotence of God refers to God's supreme and extraordinary power. This indicates that God is able to do all things including miracles.
- Omnipresence refers to God as being everywhere. God is present in everywhere in the world but He is not part of it.
- Omniscience refers to God as all knowing; his wisdom is boundless.

The above attributes also relate to the difference between God and humans. God has no limits while human knowledge and capacity are limited. For God, all things are possible (Matthew 19: 6). Human beings are limited in the space, but God is present in whole world. This gives him the capability to control humanity and his actions. No one can hide from God.

In the Psalm, David said: *"If I go up to heaven, you are there; if I make*

my bed in Sheol, You are there. If I live at the eastern horizon or settle at the western limits, even there your hand will lead me; your right hand will hold on to me" (Psalm 139: 8-10). By His supreme knowledge, the human thoughts and schemes, he does not need a counselor because he is the source of the true wisdom and knowledge. The wisdom of God is *"pure, then peace-loving, gentle, compliant, full of mercy and good fruits, without favoritism and hypocrisy"* (James 3: 17- 18). Men gain knowledge from God.



Application activity 2.4

1. Give the categories of God's attributes and provide examples for each category.
2. Which passage does correspond with a) Omnipresence
b) Omniscience
b) Omnipotence? Discuss why?
 - "The One who instructs nations, the One who teaches man knowledge – does He not discipline? The Lord knows man's thoughts" (Psalm 94: 10- 11a).
 - "But Jesus looked at them and said, 'With men this is impossible, but with God all things are possible'" (Matthew 19: 26).
 - "You observe my travels and my rest; You are aware of all my ways. Before a word is on my tongue, You know all about it, Lord" (Psalm 139:3-4).
3. Write a prayer, poem or a letter to God about Omnipotence, Omnipresence and Omniscience of God.

2.5. God's eternity, self-existence, sovereignty and infinity



Learning Activity 2.5

Find-out God's attributes from the biblical passage:

- "Lord, You have been our refuge in every generation. Before the mountains were born, before you gave birth to the earth and the world, from eternity to eternity, You are God" (Psalm 90: 1-2).
- "I am the Alpha and the Omega," says the Lord God, "The One who is, who was, and who is coming, the Almighty" (Revelation 1: 8).
- "The God who made the world and everything in it – He is Lord of heaven and earth and does not live in shrines made by hands. Neither is He served by human hands, as though He needed anything, since He Himself gives everyone life and breath and all things" (Acts 17: 24-25).

The eternity, self-existence and sovereignty of God are among other attributes. They consist of the existence beyond the time and dependence. God has neither beginning nor end. This is referred as infinity. God has also the capacity to subsist in total freedom and autonomy. God is not served by the human hands as if he needed anything (Acts 17: 25). This is referred as self-sufficiency. God does not depend to anybody or anything for his subsistence. In contrast, He controls the climate conditions; he causes the sun to rise and sends the rain to the righteous and unrighteous (Matthew 5: 45). God being in complete control as he directs all things; no person, organization, government or any other force can stop God from executing his purpose. This

is referred as sovereignty. It is related to various attributes such as omnipotence, providence and kingship.

The eternity, self-existence and sovereignty remind us to relate to God in respect, love and trust as He is the source of life and existence. This is a parental relationship as Luke says it: "for in Him we live and move and exist. We are also His children' (Acts 17: 28). One poet expresses this relation in a poem:

Our next breath is in God's hand. Every beat of our heart.

Every blink of an eye.

Every time one of our cells divides.

Our very existence... they all come from God



Application activity 2.5

1. Explain the concepts of self-existence and sovereignty.
2. How can one be dependable to God?
3. Write a poem about eternity, self-existence and sovereignty. A model has been given above.

2.6 God's immutability and impassibility



Learning Activity 2.6

One student used to tell lies to his classmates, teachers and parents. Whenever he promised to do something, it was hard to believe its accomplishment because he was not faithful. Any time, he changed his speech according to the situation and the people meet(s) at school or home.

1. What do you think are the causes of this behavior? How can you avoid this behavior be avoided?
2. Do you think God can change his position? Justify your answer.

God never change his mind or thoughts. He remains faithful to his covenant and promise regardless of the uncertainty and human indecision. Men change their minds, and break their words; but God never changes his mind. They don't recall their promise, but never forgets his promise. And when in Scripture God is said to repent, it does not mean any change of his mind; but only a change of his way (Numbers 23: 11; Matthew Henry's Concise Commentary).

Impassibility refers to the facts that God can never feel pains or sufferings. It corresponds to His spiritual nature. He may suffer if He chooses to do so, as he did it in Jesus. And that He does not have bodily passion such as hunger or human drive for needs. Impassibility is also connected to the sovereignty.

Despite the life uncertainty, changes and challenges in this world, God remains faithful and dependable.

The Apostle Paul reminds his fellow to keep on doing his work and accomplish his task: *"But as for you, be serious about everything, endure hardship, do the work of an evangelist, fulfill your ministry"* (2 Timothy 2: 5). Without endurance, nobody can be able to achieve his/her target. Endurance helps to accomplish promises and remain in good relation with God. Paul says: *"if we endure, we will also reign with him; if we deny Him, he will also deny us; if we are faithless, He remains faithful, for he cannot deny Himself"* (2 Timothy 2: 12-13).



Application activity 2.6

1. What do the concepts of immutability and impassibility mean to believers?
2. Which lessons do you get from the immutability and impassibility of God?

2.7. Immanence and transcendence



Learning Activity 2.7

Contrast these two passages and identify God's attributes within:

- “They are to make a sanctuary for Me so that I may dwell among them”
- (Exodus 25: 8).
- “The Lord directed Moses, “Go down and warn the people not to break *through to see the Lord; otherwise many of them will die*” (Exodus 19: 21).

The concepts of immanence and transcendence are contrasted. Transcendence refers to God who cannot be approached or seen while immanence refers to God who is near and among the people. Thus, God is at the same time near and distant to people. The Old Testament accounts show how God always gave signs to his people among them. Although, people could see him physically, his power was visible in the unusual phenomena. Examples:

- The Lord went ahead of Israelites in a pillar of cloud to lead them during the day and in a pillar of fire to give them light at night, so that they could travel day or night (Exodus 13: 21).

- Then the **Angel** of God was moving in front and behind the Israelites forces (Exodus 14: 19).
- The **ark of covenant** and **sanctuary** were made for God to dwell among the people (Exodus 25: 8). Later the ark was set up in the temple (2 Kings 6: 19).
- God repeated it that he is with his people and that he neither will leave them nor abandon them (Psalm 94: 14).

The immanence has been full in the incarnation of Jesus Christ. The name Immanuel in Hebrew Means God is with us (Matthew 1:23). Jesus took the flesh and lived with people. He revealed that God remains with the people in a complete way. "The Word became flesh and took presence among us. We observed his glory, the glory as the One and Only Son from the Father, full of grace and truth" (John 1: 14).

Inversely, God also shows Himself as distant, unapproachable, the One who cannot be seen. He warned the people not to see him so that they die (Exodus 19:21). He strived that people may not reach him by the physical effort. God confused tongues of people who wanted to build the tower and reach His dwelling. The contrast between immutability and transcendence means that although God lives with people, He is worth of respect, reverence and praise.



Application activity 2.7

1. Explain the concepts immanence and transcendence of God.
2. Find the example in the Bible that reveals God as immanent and transcendent.
3. What lessons do you find from the immanence and transcendence of God?

2.8. God's holiness and total perfection



Learning Activity 2.8

Read these passages and find God's attributes and their effects on personal and social life.

- Be perfect, therefore, as your heavenly Father is perfect (Matthew 5: 48).
- For I am Yahweh your God; so you must consecrate yourselves and be holy because I am holy. You must not defile yourselves (Leviticus 11: 44a).
- Each of you is to respect his mother and father (Leviticus 19: 3).
- You must not steal. You must not act deceptively or lie to one another. You must not swear falsely by My name, profaning the name of your God; I am Yahweh. You must not oppress your neighbor or rob him. The wages due a hired hand must not remain with you until morning. You must not curse the deaf or put a stumbling block in front of the blind, but you are to fear your God; I am Yahweh (Leviticus 19:11-14).

Holiness of God is his character that he is separate from sin or corruption. God can never be corrupted. The holiness has the connection with the covenant of God with his people. As God's inheritors they have to live in continuous purity of the body and the heart and continual purification from the sins.

God repeatedly invites his people to live a holy life as they relate with him and act in a perfect way towards their neighbor. The book of Leviticus shows some of the laws and instructions emanating from holiness. Some of them refer to individual life while others concern the relationship in the community:

- Respect parents.
- Avoiding things that might destroy our body or cause it becoming unclean.

- Be honest and faithful.
- Prevent oppression and theft
- Pay the worker the wage corresponding to his/her work
- Avoid anything that might hinder the neighbor to live in constructive conditions.

The reiteration of the invitation to become holy is important. It shows the emphasis that people should live in a permanent relation with God and neighbor of holy love. God's people have to act in the way that is appropriate all the times.



Application activity 2.8

1. How can you show a perfect life at school and home?
2. Compare holiness, purity and cleanness.

2.9 God's love: Merciful and Jealous God



Learning Activity 2.9



1. Describe the image.
2. Tell your neighbor the story about the prodigal son (Luke 15: 11-32). What relation and qualities does it show about the God the Father?

Love and mercy are central qualities of communicable attributes. Love is the greatest commandment and the fulfillment of the God's Law. The Bible says that without love piety is meaningless. The qualities of love are the following are the patience, kindness, self-sacrifice, and everlasting (1 Corinthians 13: 3-13). Mercy

consists of the state of having compassion, kindness and sympathy to another person. Mercy is the character of God in relation to his people. As a father has compassion on his children, so the Lord has compassion on those who fear Him (Psalm 103:13).

The love of God is unlimited according to his faithfulness. In the parable of the prodigal son, Jesus wants to show that God's love is not limited to righteous people but it is universal. For this, for God mercy and love precedes the punishment. Love is one among cardinal virtues along with faith and hope.

The love of God is also the center of the covenant between God and his people. God does not allow his people to defile themselves and depart from love. This is referred as jealousy but in relation with eternal love and holiness. God is jealous. He punishes the children for the fathers' sin, to the third and fourth generations of those who hate Him, but showing faithful love to a thousand generations of those who love Him and keep His commands (Exodus 20: 5-6).

Thus the love of God, mercy and jealousy are interrelated. God wants his people to be careful so that they do not cause any harm to their life, their offspring and the community at large.



Application activity 2.9

1. What are the qualities of love?
2. Find the similarity between love, mercy and jealousy of God.
3. Which lessons do you draw from the love, mercy and jealousy of God?

2.10. Names of God



Learning Activity 2.10

Every child has right to a name and nationality from birth. In some families, name giving is an important festivity. The parents, families, neighbors and friends come together and everybody has to find a name to the child. In traditional Rwanda, the name expresses the feelings of family, life conditions, circumstances during birth; wishes to the child, etc. God also has names.

1. Explain to your neighbor the meaning of your name.
2. What are the names of God and what do they express?

Human beings have names and each person has specific name. In the Jewish tradition, the name reflects the character of the person. The names of God reveal his character. Therefore, dishonoring his name or telling lies or misleading words.

about him is a sin (Bartosik 2000, p. 1). There are numerous names given to God and each name has the specific meaning and lessons about him:

- **Elohim** means simply “God” – This name refers to God’s great power and might. He is the One and only God. He is Supreme, the True God.
- **Yahweh** means often translated “the Lord”. God revealed this name to Moses when he said: “*I am who I am.*” It originates from the root that means to be, exist or live (Exodus 3:14).
- **Abba** means “Father”. Abba is the most intimate form of God’s name, showing us His character as our loving Father. He is the One who can be fully trusted, the One we can lean on, the One who cares about all that concerns us.
- **El Elyon** Means “God Most High”. El Elyon is a name used through the Old Testament revealing God is above all gods, that nothing in life is more sacred. He is indeed the Lord Most

High, the One who reigns supreme. He is greater than any force of darkness in this world; He is bigger than any problem we might come up against in this life.

- **El Roi** means “The God Who Sees”. I love the kindness and care that this name holds as it points to God’s character. He is one who look after humans, who follows us with goodness. He is the one who sees us when we feel lonely, all on our own, or when we just need the reminder that God is close. The name El Roi says to us that God is watching over all, that He sees the
- **El Shaddai** means “God Almighty”. El Shaddai reminds that God is all- powerful; He is the Mighty One to run to. And we can find refuge and rest in his shadow.
- **Yahweh Yireh** means “the Lord will provide”. God will provide for our needs. Every one of them, He is faithful, He is able, and nothing is too difficult for Him. Sometimes His timing is different than ours, maybe we feel that He’s forgotten and hasn’t heard our prayers.
- **Yahweh Nissi** means “The Lord Is My Banner”. This is the name of God that proclaims His protection, leadership, and deliverance for His people. Just as God brought divine protection for the Israelites against their enemy,
- **Yahweh Rapha** means “Healer, the Lord who heals you.” This name brings so much comfort and hope to many of us who have prayed for healing and deliverance from disease, illness, brokenness, or painful circumstances.
- **Yahweh Shalom** means “The Lord is Peace”. God is the only One able to give the peace that passes all of our own understanding.



Application activity 2.10

1. Explain the meaning of the following God's names:
 - a) Yahweh
 - b) Yahweh Shalom
 - c) El Roi
 - d) Abba
 - e) Yahweh Yireh
2. Why do people attribute names to God?



End of unit Assessment 2

1. Explain the functions of the three persons of the Holy Trinity.
2. What does mean by "inseparable unity" of the Holy Trinity?
3. Match each attribute with its appropriate meaning:

1. God is <i>self-existent</i> (a se):	a)	He is pure, blameless, and flawless in all of His being
2. God is <i>spiritual</i>	b)	He rules over all things with absolute control
3. God is <i>sovereign</i>	c)	He has life in Himself and depends on no one
4. God is <i>holy</i>	d)	He does not have a material body and is transcendent
5. God is <i>omnipresent</i>	e)	He speaks accurately and authoritatively
6. God is <i>omniscient</i>	f)	He is boundless, present in all places at once

7. God is <i>truthful</i>	g)	He knows all things
8. God is <i>omnipotent</i>	h)	He never changes
9. God is <i>immutable</i>	i)	He is all-powerful
10. God is <i>wise</i>	j)	He deals bounteously with His creatures.
11. God is <i>good</i>	k)	He enacts His perfect will by the highest ends and means
12. God is <i>gracious</i>	l)	He demonstrates selfless love for His children.
13. God is <i>loving</i>	m)	He freely bestows salvation on undeserving sinners
14. God is <i>foreknowing</i>	n)	He loves purity and punishes impurity
15. God is <i>righteous in wrath</i>	o)	He has known and loved His people from eternity

(Lawson 2013, p. 4)

4. Give any four names of God and Give their meaning.

UNIT 3

RELATIONSHIP AND FRIENDSHIP

Key Unit Competence

The learner will be able to describe friendship.



Introductory Activity

In the classroom of Muhoza pupils have different interest. Some prefer pupils like remain together in groups with their peers while others choose to stay alone. The leader of the committee observed and wants to the causes of such difference.

1. What reasons can you tell him/her?
2. Which pupils do have more advantages? Why?
3. Which pupils are more risky? Why?

3.1. Meaning of relationship and friendship



Learning Activity 3.1

1. Describe the image on the following page.
2. What do you understand by relationship and friendship?



Friendship and relationship make part of the life. With more friends, life becomes more interesting and pleasant than remaining in isolation.

However, friends and peers have an impact on the behavior of each member. Thus, the meaning of friendship and relationship must be observed carefully. Although concepts both are interrelated, some differences can be noticed.

Relationships are about the connections between people. These may include family members, relatives, friends, and schoolmates (parenthood 2008).

Friendship refers to a kind of relationship between different individuals who care for one another and freely share both positive and bad news. Friendship is usually based and maintained on honesty, trustworthiness, loyalty, compromise, and unconditional favor among others.

The difference between relationship and friendship is that the latter is deeper and requires more commitment. Relationship may be natural or deliberate choice. For example, no one has chosen to belong to a particular group. But, it is free to choose a group of peers or friends to belong to.



Application Activity 3.1

1. Compare the relationship and friendship.
2. What the importance of relationship and friendship?
3. Identify the qualities of a good friend.

3.2.Characteristics of unhealthy and healthy relationships



Learning Activity 3.2



1. Describe the image.
2. Which group would you like to belong to? Why?
3. Mihigo and Mutesi are pupils in Primary 6 at Bwiza Primary School. They aspire to succeed the National Examination. They dream to become important persons in their village. For them also making friends is something they value.
 - a) What advice would give them?
 - b) What characteristics can you bring to a peer relationship?
 - c) What characteristics are you looking for in a friend?
 - d) What characteristics are you not looking in a friend

A positive friendship is basic for a happy life. However, unhealthy friendship may lead to harmful effects. Bad friends or peers may lead to harmful behavior including violence, theft, poor self-esteem, use of drugs and alcohol, premature sexual intercourse, etc. Harmful behaviors have negative consequences including poor performance at school, dropping from school, unwanted pregnancies, infection of sexual transmissible diseases, depression and other health issues. The characteristics of positive a friendship are opposite to those of unhealthy friendship (Planned Parenthood 2008; International Youth Alliance for Family Planning).

Healthy friendship involves the following:

- **Respect:** good friends understand and consider the values of each other. Listening to your partner's ideas even when they are different from yours is one way to show that you respect him or her.

Understanding: think about your partner's feelings and care about how your behavior might affect him or her.

- **Trust:** Good friends trust each other.
- **Responsibility:** good friends support each other. They act in the way that does not lead to risks nor act in the way that
- **Equality:** good friend does not show the relation of power. Friends act as equal partners.
- **Communication:** a good friend uses open, honest and supportive communication.

In contrast, unhealthy relationship is characterized by:

- Jealousy, lack of trust, lack of respect.
- Lack of respect of privacy.
- Violence.
- Sexual abuse and harassment.

Sexual abuse or harassment may include forcing someone to have sex, touching someone in ways he or she does not like, and not respecting someone physical space. In such cases, it is important to report to the parents, family member, friend, teacher, counselor or an authority.



Application Activity 3.2

1. How can you identify a good friend?
2. What are the consequences of unhealthy friendship?
3. What can you do if you get to know that your classmate is abused? Why?

3.3 Copying with peer pressure



Learning Activity 3.3



1. What behaviours does the image show?
2. How can you deal with peers attracting to bad behavior?
3. Do you have any experience of peer pressure?
4. In what areas do you think that peer pressure is most common?
5. In what your friends accept you if you have an opinion of your own?

An English adage says: *“show me your friends, and I will tell you who you are”*.

Another adage says that *“Birds of the same feathers flock together”* (Zaccheus, 2018).

The peer pressure is a strong influence from a group towards individuals of that group or out of that group. Then, the group overcomes the individual character and the person acts according to the ambition of that particular group. Therefore, it is important to be careful before choosing the group of peers.

Belonging to some groups of peers may bring positive effects while others lead to negative effects. Positive peer pressure influences individuals to do positive things (Example: joining choirs or clubs). A group of peers who are committed to perform well at school or any other particular activity may influence their members to succeed. Howard (2004, p. 5) provides some of the benefits from positive peer pressure:

1. Opportunity to learn how to interact with others;
2. Support in defining identity, interests, abilities, and personality;
3. Autonomy without control of adults and parents;
4. Opportunities for witnessing the strategies others use to cope with similar problems, and for observing how effective they are;
5. Emotional support;
6. Building and maintaining friendships.

The positive peer pressure can increase the performance at school. When the group influences a member to work hard, s/he may succeed in class. Pupils are likely to get a higher performance in general when they work together. In groups of peers, pupils learn to hold responsibilities and learn life skills that are beneficial to live a positive future.

However, some peer groups are troublesome. They lead their members in harmful acts. A large number of destructive behaviors and crimes are consequences of belonging to a negative peer group (Examples: alcoholism, drugs abuse, theft, sexual abuse, and bullying). It is necessary to keep away from such peer pressures. The following strategies can be useful in coping with peer pressure:

- Choose a friend carefully and wisely.
- Spend time with people who have a good character.

Always convince your peers in assertive way to live the positive values.

- Ask for advice from the parents, guardian, relatives and friends.

The Scripture forbids the associate with people with bad character: "*Blessed is the*

man who does not walk in the council of the wicked, nor stands in the way of sinners nor sits in the seat of disrespectful" (Psalm 1:1). Bad companions corrupt good character. The above approaches can help you to become important to your peer group and benefit from it.



Application Activity 3.3

1. How would you define "peer pressure?"
2. Explain the benefits of being with peers.
3. What can you do if your friends are involving in prohibited acts?

3.4 Sexuality in God's plan

Learning Activity 3.4



Read **Genesis 1:27**

"So God created man in His own image; He created him in the image of God; He created them male and female."

1. Why did God create male and female?
2. What are the resemblances and differences between male and female? Why is it so?

3.4.1 Definition of concepts

a) Sexuality

Sexuality is the quality or state of being sexual, the condition of having sex, sexual activity. Then, Sexuality means sexual feelings, sexual attitudes and sexual activities. Sexuality is part of human being. It affects all the human aspects: social, physical, psychology, spiritual, moral, economic, etc. Sexuality has been in God's plan since the creation (Genesis 1:27) and it is among blessings (Genesis 1:28; Hebrew 13: 4). The expression of sexuality is influenced by ethical, spiritual, cultural and moral concerns.

b) Human sexuality

Human sexuality is the way people experience and express themselves sexually. This involves biological, erotic, physical, emotional, social, or spiritual feelings and behaviors. Interest in sexual activity typically increases when an individual reaches puberty. Opinions differ on the origins of an individual's sexual orientation and sexual behavior. Human sexuality is a part of our total personality. It involves the interrelationship of biological, psychological, and sociocultural dimensions.

3.4.2. God's plan for sexuality

To understand God's plan for sexuality we need to go back to the beginning about all the ways to the story of creation in Genesis. Then God said: *"Let us make man in our image, after our likeness. Let them have dominion over the fish of the sea, the birds of the air, and the cattle, and over all the wild animals and all the creatures that crawl on the ground."* God created man in his image; in the divine image he created him; male and female he created them. God blessed them, saying: *"Be fertile and multiply; fill the earth and subdue it. Have dominion over the fish of the sea, the birds of the air, and all the living things that move on the earth"* (Genesis 1:26-28).

Human sexuality is a gift from God. Once it is understood as a reflection of who God is and who we have been created to be in God's image, it becomes our gift back to God and to our neighbor. If we receive, learn and live it all the while relying on God's help we will find that we are on the path to true freedom and abiding joy. This will go a long way not only in bringing us personal happiness, but will help rebuild marriage and family life, producing a culture of life and a civilization of love.

3.4.3 What can we learn from the God's plan for sexuality?

we learn that we were created "male and female." The complementarity of the sexes is the physical sign that makes visible the invisible reality of our call to imitate and reflect the divine communion of the Trinity. The male and female bodies fit together in a way that makes them "one." All of creation mirrors His glory, but man and woman best illustrate who God is. His final creation is not an individual, but a unity between the two.

The purposes of sex

The purposes of sex are two fold and inseparable:

- The procreation of children and
- The unity of the couple.

Because the sexual embrace is the only natural way for procreation, and because the best outcomes for children are found in a home with their biological mother and father, the sexual embrace is to be reserved for marriage. Only in marriage do a man and woman commit to lifelong fidelity. Only in this lifelong commitment is it reasonable and prudent to give yourself entirely, totally, to your beloved. Only in this lifelong commitment is it appropriate to release the bonding neurochemicals experienced during sex. "For this reason a man shall leave (his) father and (his) mother and be joined to his wife, and the two shall become one flesh. This is a great mystery, but I speak in reference to Christ and the church. In any case, each one of you should love his wife as himself, and the wife should respect her husband" (Ephesians 5:31-33).



Application Activity 3.4

1. What is the meaning of sexuality?
2. Explain the purposes of sex.

3.5. Sexuality, culture and laws versus relationships



Learning Activity 3.5



Compare these two couples.

1. Which sexual behaviours do you observe? What are their impacts?
2. What does the culture require about the relationship between a boy and girl?

3.5.1. Sexual Identity

Sexual Identity involves the level of relaxation with, or range of acceptance of, an individual's biological sex at birth. It is developed during puberty and becomes more apparent as adolescents start to feel sexual attraction. Curiosity about sex is a normal part of human development. For those adolescents that question his or her sexual orientation it could lead to coming out to family and friends which in turn could result in rejection, feelings of isolation, and depression sometimes.

3.5.2. Sexuality and laws

Globally, laws regulate human sexuality in several ways, including criminalizing particular sexual behaviors, granting individuals the privacy or autonomy to make their own sexual decisions, protecting individuals with regard to equality and non-discrimination, recognizing and protecting other individual rights, as well as legislating matters regarding marriage and the family, and creating laws protecting individuals from **violence, harassment** and **persecution**. Therefore, many issues regarding human sexuality and the law are found in the opinions of the courts.



Application Activity 3.5

1. What do you understand by:
 - a) Sexual attraction
 - b) Sexual orientation
2. Discuss the relationship between sexuality, culture and laws.

3.6. Sexuality issues: sexual abuse and violence

Learning Activity 3.6



Describe the image.

1. Why does this behaviour happen?
2. What can you do in such situation?

3.6.1. Sexuality issues

While much more is known about various sexual issues that may cause relationship problems in the modern world, there are still many unknown factors depending on the exact circumstances. Sex is an important part of any healthy

relationship, which means that a problem in this area can have a negative impact on other areas of the relationship, which may cause it to eventually fail.

Whatever the exact type of sexual issue that is causing a problem in a relationship, if it is not examined and resolved, it may take a massive toll on a relationship.

a) Typical signs of sexual issues

- Anxiety, anger, guilt or other emotions.
- Depression.
- Avoidance of intimacy in all forms.
- Failure to perform during sexual activity.

b) Getting help with sexual issues

Sexual issues are problems that affect a man or woman's ability to function sexually, while there is a wide array of sexual issues that may cause relationship problems, there are also many forms of therapy that can help, no matter the specific problem. Sometimes both partners will want to take part in the therapy, but there are circumstances when one person reaching out for help causes the other person to follow because of their love.

3.6.7. Sexual abuse and violence

Sexual abuse is any form of forced or unwanted sexual activity. The perpetrator of sexual abuse may use physical force, make threats or take advantage of a person unable to give consent. Sexual abuse mainly happens between people who know each other and can occur in the context of domestic violence. Sexual abuse has impacts on a person's physical and emotional health. It can lead to long term mental health issues, including anxiety and post-traumatic stress disorder. Then after, Sexual violence is any sexual act or attempt to

obtain a sexual act by violence or coercion, acts to traffic a person or acts directed against a person's sexuality, regardless of the relationship to the victim.

a) Sexual abuse includes:

- Rape;
- Deliberately causing pain during sex;
- Assaulting the genitals;
- Forced sex without protection against pregnancy or sexually transmitted infections;
- Forcing someone to perform sexual acts;
- Using sexually degrading insults;
- Unwanted touching;
- Unwanted exposure to pornography;
- Sexual jokes;
- Withholding sex as punishment;
- Using sex to coerce compliance;

b) Types of Sexual Violence

The term "sexual violence" is an all-inclusive, non-legal term that refers to crimes like sexual assault, rape, and sexual abuse in general. Many of these crimes are described below.

c) Sexual Assault:

Sexual assault can take many different forms and be defined in different ways, but one thing remains the same: it's never the victim's fault.

- Child Sexual Abuse:
 - d) When a perpetrator intentionally harms a minor physically, psychologically, sexually, or by acts of neglect, the crime is known as child abuse.

e) Sexual Assault of Men and Boys

Men and boys who have been sexually assaulted or abused may also face some additional challenges because of social attitudes and categorizations about men and masculinity.

Incest: This is a sexual contact with a family member that can have a lasting effect on the survivor.

- Drug-Facilitated Sexual Assault:

You may have heard the term “date rape drugs” to refer to substances that can aid a perpetrator in committing drug-facilitated sexual assault. We have different examples:

- **Sexual harassment** - You should be able to feel comfortable in your place of work or learning. If you are being sexually harassed, you can report it to the authorities at your job, school, or local law enforcement.
- **Adult survivors of child sexual abuse** - Many perpetrators of sexual abuse are in a position of trust or responsible for the child's care, such as a family member, teacher, clergy member, or coach.
- **Using technology to hurt others** - Some people use technology, such as digital photos, videos, apps, and social media, to engage in harassing, unsolicited, or non-consensual sexual interactions.
- **Sexual abuse of people with disabilities** - Consent is crucial when any person engages in sexual activity, but it plays an even bigger and more complicated role when someone has a disability.
- **Legal Role of Consent** - The legal definitions for terms like rape, sexual assault, and sexual abuse vary from state to state. Consent often plays an important role in determining whether an act is legally considered a crime.

3.6.3 What can we do in order to prevent sexual abuse in our society today?

The prevention of sexual abuse occurs on several levels: from the individual to the organizational level. They argue that in order to work towards prevention of sexual abuse, political goals and legal frameworks also have to undergo a change on the organizational level.

Sexual abuse can lead to long-lasting, even life-long, consequences and is a serious problem on an individual, familial and societal level. Therefore, prevention measures on different levels are a public health issue. Minors as well as adults should be involved in prevention work in order to prevent sexual abuse of minors in a sustainable way. Besides norms, structures and values in society, the respective laws as well as attitudes and structures should be changed and amended in such a way that abusers and the abuse are clearly confronted everywhere. We have different possible examples: parenting education classes, home visiting programs, public education, and training sessions for people from different categories.



Application Activity 3.6

1. Give and explain the forms of sexual abuse that are common in your place.
2. Find-out the measures to prevent sexual abuse and violence

3.7. Sexuality issues: promiscuity, adultery, fornication, homosexuality, pornography

Learning Activity 3.7



1. What do you think about the marriage of two persons with the same sex?
2. How can the society deal with sexual issues?

As you have seen previously, the sexuality is constituting an issue in the world. Some sexual behaviours and practices are disputed, repulsed or even prohibited according to the society, its religion and cultural values.

- **Promiscuity:**

Promiscuity means that means that the practice of having sex frequently with different partners or being indiscriminate in the choice of sexual partners.

- **Fornication:**

Fornication is generally consensual sexual intercourse between two

people not married to each other. Fornication is sex between two unmarried people. The apostle Paul said this is a sin against the body. He commands Christians to flee fornication as a sin against self and God, for the believer's body is the temple of the Holy Spirit (see 1 Corinthians 6:18-19). Paul says that if a believer takes his body and joins it to a harlot (or someone who is immoral), he is joining Jesus Christ to that person (see 1 Corinthians 6:15-16).

- **Adultery:**

Adultery is voluntary sexual intercourse between a married person and a person who is not their spouse. Mean that Sexual intercourse between a married person and someone who is not his or her mate is adultery. The Ten Commandments contain the prohibition against adultery: "*You shall not commit adultery*" (Exodus 20:14). The reason is simple: Marriage is the foundation of society, and with it comes the responsibility of child rearing.

In the Old Testament, adultery was understood as sexual relations between a married (or betrothed) woman and a man other than her husband. It was therefore a sin against the husband. Whereas in the New Testament Jesus extended the definition of adultery to include sexual relations between a married man and a woman other than his wife (Mark 10:11-12; Luke 16:18). Other New Testament teachings also understand it that way (1 Corinthians 6:15-16; 1 Corinthians 7:2).

Therefore, for Christians, adultery is the sin of a married man having sexual relations with anyone other than his wife or a married woman having sexual relations with anyone other than her husband.

- **Homosexuality:**

Homosexuality is loving attraction, sexual attraction or sexual behavior between members of the same sex or gender. As a sexual orientation, homosexuality is "an enduring pattern of emotional, romantic, and/or sexual attractions" to people of the same

sex. It also refers to “a person’s sense of identity based on those attractions, related behaviors, and membership in a community of others who share those attractions.” The most common terms for homosexual people are **lesbian** for females and **gay** for males, but **gay** also commonly refers to both homosexual females and males. Homosexual cannot lead to birth of children, which is the primary purpose of marriage. It is not admitted in a number of religious and cultural communities.

- **Pornography:**

Pornography refers to books, magazines, and films that are designed to cause sexual excitement by showing naked people or referring to sexual acts.

Pornography has negative effects on health, family and social life. Examples: pornography addiction, loss of sexual drive, getting separated from family and friends, constant feeling of anxiety, lack of focus on job or task.



Application Activity 3.7

1. Differentiate between adultery and fornication.
2. Discuss the consequences of:
 - c) Pornography
 - d) Homosexuality

3.8 Biblical teachings on sexuality

Learning Activity 3.8



“Teach a youth about the way he should go; even when he is old he will not depart from it” Proverbs 22: 6.

1. What do you see in the image?
2. What does the Bible teach about sexuality?

The sexuality makes part of life and therefore it is a subject to be talked about. It was created and willed by God for a meaningful and pleasant existence. The sexuality enables to experience the gift of intimacy and love. The Bible gives the direction for purposeful and responsible sexuality:

- Gender complement and marriage: God created human being male and female (Genesis 1:26-27).
- The man and woman should live in faithfulness and fulfillment (Matthew 19:4).
- Sexual immorality is a sin. Therefore, it is important to control your own body (1 Thessalonians 4: 3-5). God will judge the

adulterer and all the sexually immoral (Hebrew 13:4).

- Jesus warns against lustful desire that may lead to fornication and adultery: “But I tell you, everyone who looks at a woman to lust for her has already committed adultery with her in his heart” (Matthew 5: 28).

Lastly, it is important to note that wrongdoers and immoral are counted like idolaters and adulterers. If somebody sins, he/she breaks the promise he/she has made with God. Sinners, immoral and unfaithful people will not inherit the kingdom of God (1 Corinthians 6: 9).



Application Activity 3.8

Discuss the teachings on sexuality from the following biblical passage:

1. “Do not covet your neighbor’s wife, his male or female slave, his ox or donkey, *or anything that belongs to your neighbor*” Exodus 20: 17.
2. “*Therefore, put to death what belongs to your worldly nature: sexual immorality, impurity, lust, evil desire, and greed, which is idolatry.*” Colossians 3: 5.

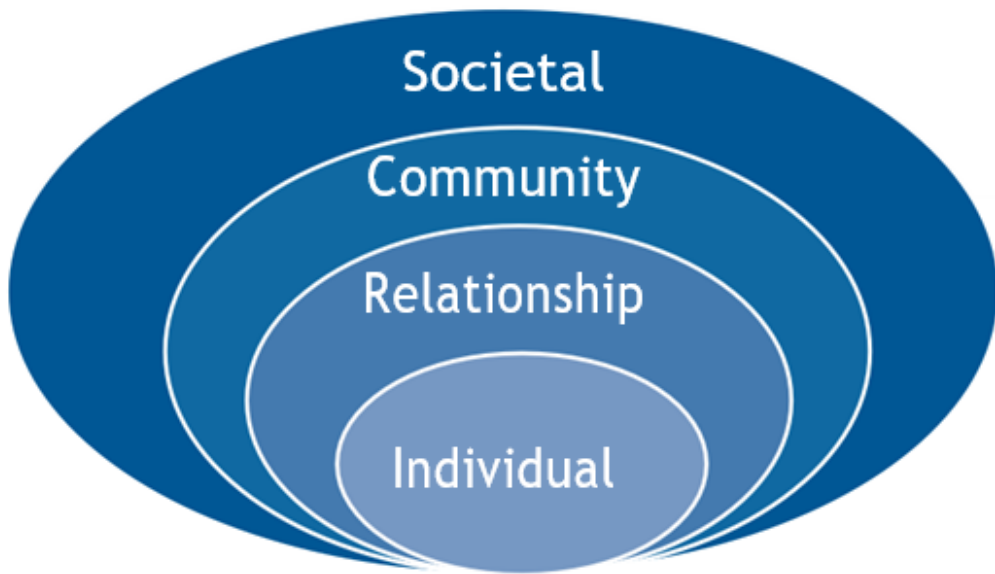
3.9 Importance of friendship and relationship

Learning Activity 3.9



1. Describe the image.
2. Discuss the importance of working together.
3. What are the benefits of friendship and relationship?

The relationship and friendship connect people together. Without strong friendship the interaction between people diminishes greatly. Associating with people who are more related to you makes feel better than living in a loneliness situation. Friendship is the foundation of social life. Connecting with different people gives an openness and to value different point of views and an opportunity to learn from them. It also enables to share his/her own views hence contributing ideas to the society.



Friendship connects an individual with the large society

Friendship contributes to quality of life throughout conversation, care and support. Affectionate friendship between adult man and woman may lead to marriage and family. Positive friendship and relationship are the source of happiness and joy. They are the beginning of long life.



Application Activity 3.9

Discuss the importance of relationship and friendship



End unit assessment

1. What the importance of relationship and friendship?
2. Identify the qualities of a good friend?
3. How can you deal with peers attracting to bad behavior?
4. Differentiate adultery and fornication?
5. Discuss the consequences of: a) pornography b) homosexuality
6. What does the Bible teach about sexuality?
7. Explain the types of sexual abuses. In which does sexual abuse differ from sexual violence?

Islamic Religious Studies

UNIT 1

ATTRIBUTES OF ALLAH

Key unit competence: The learner will be able to respect, obey Allah and work for heaven, keeping away from bad deeds that lead to hellfire.

Introductory Activity

Allah's Messenger (peace be upon him) said, "Allah has ninety-nine Names, one-hundred less one; and he who memorized them all by heart will enter Paradise." State any two names and attributes of Allah.

1.1. Some attributes and names of Allah

Learning Activity 1.1



*Ar Rahman
Ar Rahim
Al Malik
Al Qudus
As Salam*

Observe the illustrations and answer the following questions.

1. Who created all creatures?
2. Name other creations apart from what you have seen on illustrations.

One of the most compelling messages of the Qur'an concerning architecture is that God is the only Creator; the rest is His creation is unable to match His power, competence and creativity. For a creation to be able to create the way God does, that would mean an alteration in the existential hierarchy of titles and grades, which is inconceivable. Just as the Creator cannot become creation, similarly a creation cannot become a creator.

Five major beautiful names and attributes of God the Creator are given to imply the sublimity, significance and scale of what they stand for. Those five names and attributes are al-Khaliq (the Creator), al-Bari' (the Maker), al-Musawwir (the Fashioner), al-Fatir (the Bringer into Existence), al-Badi' (the Originator).

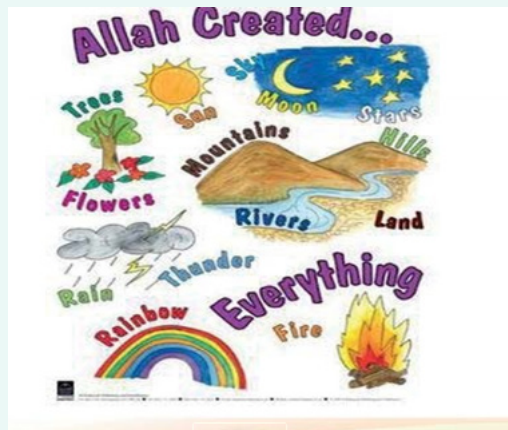
The three names al-Khaliq (the Creator), al-Bari' (the Maker) and al-Musawwir (the Fashioner) are mentioned together, one after another *"He is Allah, the Creator, the Maker, the Fashioner; to Him belong the best names. Whatever is in the heavens and earth is exalting Him. And He is the Exalted in Might, the Wise."* Quran 59:24. When these three names are mentioned together, each of them conveys a specific meaning. Together, they represent the complete act of creation from deciding and determining what and how to create, to a decided thing or an object to receive a particular form and, as such, to begin its preordained existence.



Allah is the only Creator of everything and no partner has to be attributed to Him

Allah says: Say, "Who is Lord of the heavens and earth?" Say, "Allah." Say, "Have you then taken besides Him allies not possessing [even] for themselves darkness equivalent to light? Or have they attributed to Allah partners who created like His creation so that the creation [of each] seemed similar to them?" Say, "Allah is the Creator of all things, and He is the One, the Prevailing." (Quran 13:16).

Why has Allah created different things?



Allah has not created anything for useless; exalted be Allah far above such a thing. Rather He creates things for great and wise reasons, and for sublime purposes. Those who know them know them and those who do not know them do not know them.

Allah has stated that in His Holy Book, where He says that He has not created mankind in vain, and He has not created the heavens and the earth for useless. Allah says (interpretation of the meaning): "Did you think that We had created you in play (without any purpose), and that you would not be brought back to Us?" So Exalted be Allah, the True King: La ilaha ila Huwa (none has the right to be worshipped but He), the Lord of the Supreme Throne!" (Quran 23:115, 116)

Apart from these reasons, the Quran has shown the main reason why Allah has created human beings and other things. Allah defined the purpose of mankind's creation in the Quran: *"And I did not create the jinn and mankind except to worship me."* (Quran 51:56).

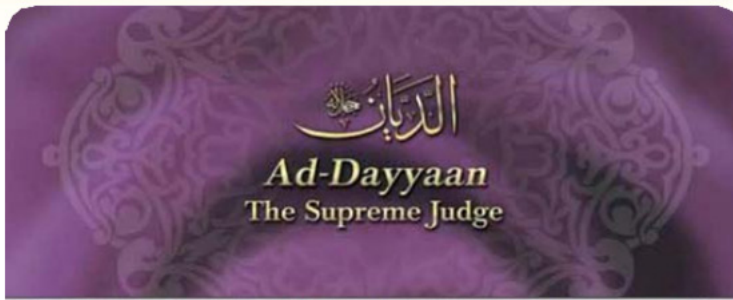
Thus, the essential purpose for which humankind was created is the worship of God. However, the Almighty is not in need of human worship. He did not create human beings out of a need on His part. If not a single human worshipped God, it would not diminish His glory in any way, and if all of humankind worshipped Him, it would not increase His glory in any way. God is perfect. He alone exists without any needs. All created beings have needs. Consequently, it is humankind that needs to worship God.

Allah the Powerful (Almighty, Omnipresent)



In the Qur'an, God (called "Allah" in Arabic) is often described as "Almighty" and "All-powerful". We read: *They have not appraised Allah with true appraisal. Indeed, Allah is All-powerful and Exalted in Might.* (Quran 22:74). God is also described as "Lord of Power" and "Steadfast". We read: *For Allah is He Who gives (all) Sustenance, – Lord of Power, – Steadfast (forever)* (Quran 51:58).

Allah, Supreme Judge



Meaning: He is the Irresistible and All-Powerful Judge and Ruler who rewards or punishes people according to their deeds.

Occurrence: This name is not mentioned in the Holy Qur'an but rather in the Prophet's *Summah*.

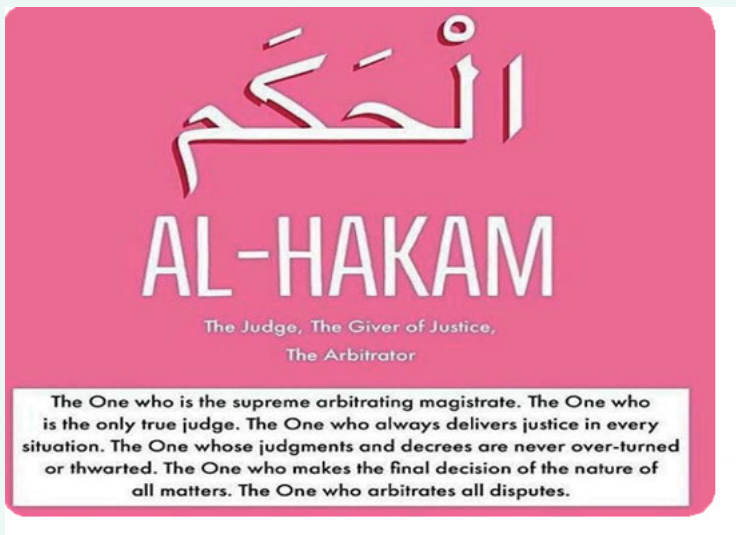
Evidence: The Prophet, may Allah bless him and grant him peace, said, "...Then He (Allah) will call out to them with a voice that those far off will hear just as those nearby will hear: I am the King, I am the Supreme Judge..." (Al-Haakim, Sheikh Al-Albaanee classified it as *hasan* 'good'.)

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Allah called himself a judge on the last day "Allah will judge between you on the Day of Resurrection concerning that over which you used to differ." (Quran 22:29).

Allah has judgment in every case



Allah has a Judgment in every case, matter, dispute, question, and every problem or conflict.

The following Quran verses testify to this truth: "Say: O Allah! Originator

of the heavens and the earth, Knower of the unseen and the seen! Thou (only) judges between Thy servants as to that wherein they differ.” (Quran 39:46).

The controller, the regulator



Say: I have no control over my harms or any benefits except what Allah pleases (Quran 10:49).

Human beings often see themselves as in charge of most of the things they do in life, or would like to believe that they have the ability to do so. As believers we acknowledge that there is a Creator and Lord of the universe. But in our everyday affairs, we are prone to consider ourselves as having the ability to benefit or harm ourselves. We attribute our successes and failures to ourselves, or to other people and causes around us.

Verily your Lord is Allah, who created the heavens and the earth in six days, and is firmly established on the throne (of authority), regulating and governing all things. No intercessor (can plead with Him) except after His permission. This is Allah your Lord; so worship Him: Then will you not remember? (Quran 10:3).

Allah knows and controls everything

Allah knows

Allah says: Say: "Whether you conceal what is in your hearts or bring it into the open, God knows it: for He knows all that is in the heavens and all that is on earth; and God has the power to will anything." Quran 3:29.



Application Activity 1.1

1. With Quran verse, give one fact to prove that Allah is the most powerful.
2. With Quran verse, give one fact to prove that what unbelievers associate with Allah are powerless.
3. Who will judge us on the Day of Resurrection?

1.2. Belief in Life after Death



Learning Activity 1.2



1. What is the fifth pillar of Islamic faith?

Muslims believe that the present life is only a trial preparation for the next territory of existence. This life is a test for each individual for the life after death.

A day will come when the whole universe will be destroyed and the dead will be resurrected for judgment by God. This day will be the beginning of a life that will never end. This day is the Day of Judgment and that belief is the fifth pillar of Islamic faith.

The life in the Hereafter is a very real life. It is not only spiritual, but physical as well. We will live there with our souls and bodies.

In comparing this world with the Hereafter, the Prophet Muhammad (peace be upon him) said: {The value of this world compared to that of the Hereafter is like what your finger brings from the sea when you put it in and then take it out.}

The meaning is that, the value of this world compared to that of the Hereafter is like a few drops of water compared to the sea.

The explanation that the Quran gives about the necessity of life after death is what the moral consciousness of man demands. Actually, if there is no life after death, the very belief in God becomes meaningless or even if one believes in God, it would be unjust and uninterested, God, having once created man and now not being concerned with his fate.

The Quran very definitely states that the Day of Judgment must come and that God will decide the fate of each soul according to his or her record of deeds:

But those who disbelieve say, "The Hour (i.e. the Day of Judgment) will not come to us." Say, "Yes, by my Lord, it will surely come to you. [God is] the Knower of the unseen." Not absent from Him is an atom's weight within the heavens or within the earth or [what is] smaller than that or greater, except that it is in a clear register - That He may

reward those who believe and do righteous deeds. Those will have forgiveness and noble provision. But those who strive against our verses[seeking] to cause failure (i.e. to undermine their credibility) - for them will be a painful punishment of foul nature. (Quran, 34:3-5).

The Quran also states that this worldly life is a preparation for the eternal life after death. But those who deny it become slaves of their passions and desires, making fun of virtuous and God-conscious persons.

There are very convincing reasons to believe in life after death

1. All the Prophets of God have called their people to believe in it.
2. Whenever a human society is built on the basis of this belief, it has been the most ideal and peaceful society, free of social and moral evils.
3. History bears witness that whenever this belief is rejected collectively by a group of people in spite of the repeated warning of the Prophet, the group as a whole has been punished by God even in this world.
4. Moral, aesthetic and rational faculties of man endorse the possibility of the life after death.
5. God's attributes of Justice and Mercy have no meaning if there is no life after death.

The belief in life after death not only guarantees success in the Hereafter but also makes this world full of peace and happiness by making individuals most responsible and dutiful in their activities.



Application Activity 1.2

1. Give two convincing reasons why Life after death is true.
2. Explain two benefits of belief in life after death.
3. Using the Quran verses 23:99-104, explain the fate of unbelievers.

1.3. The Eternal Pleasures of Paradise



Learning Activity 1.3



1. What is the reward for those who follow Allah's rules?

The reality of Paradise is something which people will never be able to understand until they actually enter it, but God has shown us glimpses of it in the Quran. He has described it as a place essentially different to the life of this world, both in the very nature and purpose of life, as well as the types of delights which people will enjoy therein.

The Quran tells people about Paradise, which God offers to them, describes its great blessings, and proclaims its beauties to everyone. It informs people that Paradise is one of two ways of life prepared for them in the afterworld, and that every good thing will be theirs in Paradise to a degree that surpasses our present ability to imagine.

It also shows that Paradise is a place where all blessings have been created perfectly and where people will be offered everything their souls and hearts will desire, and that people will be far removed from want and need, anxiety or sadness, sorrow and regret. Every kind of beauty and blessing exists in Paradise and will be revealed with a perfection never seen or known before.

Allah says "Truly! The Muttaqun (pious and righteous persons - see V.2:2) will be amidst Gardens and water-springs (Paradise). "(It will be said to them): 'Enter therein (Paradise), in peace and security.' "And We shall remove from their breasts any sense of injury (that they may have), (So they will be like) brothers facing each other on thrones." No sense of fatigue shall touch them, nor shall they (ever) be asked to leave it." Quran 15: 45-48

The description of Paradise which the Muttaqun (pious - see V.2:2) have been promised is that in it are rivers of water the taste and smell of which are not changed; rivers of milk of which the taste never changes; rivers of wine delicious to those who drink; and rivers of clarified honey (clear and pure) therein for them is every kind of fruit; and forgiveness from their Lord. (Are these) like those who shall dwell forever in the Fire, and be given, to drink, boiling water, so that it cuts up their bowels? Quran 47: 15.



Application Activity 1.3

1. With two facts, explain how life in the paradise will be full of pleasures.
2. State any two things that will help people to enter the paradise.

1.4. The Eternal Horrors of Hellfire



Learning Activity 1.4



1. Who will judge us on the Day of Resurrection?

Islam teaches that Hell is a real place prepared by God for those who do not believe in Him, rebel against His laws, and reject His messengers. Hell is an actual place, not a mere state of mind or a spiritual entity. The horrors, pain, suffering, and punishment are all real, but different in nature than their earthly counterparts. Hell is the ultimate humiliation and loss, and nothing is worse thanit:

“Our Lord! Surely, whom You admit to the Fire, indeed You have disgraced him, and never will the wrongdoers find any helpers.” (Quran 3:192)

“Know they not that whoever opposes God and His Messenger (Muhammad), certainlyfor him will be the Fire of Hell to abide therein? That is the extreme disgrace.” (Quran 9:63)

The Names of Hell

Hell Fire has different names in Islamic texts. Each name gives a separated description. Some of its names are:

Jaheem – fire - because of its blazing fire. *Jahannam* – Hell - because of the depth of its pit. *Ladzwa* – blazing fire - because of its flames.

Sa'eer – blazing flame - because it is kindled and ignited.

Saqar – because of the intensity of its heat.

Hutwama – broken pieces or debris - because it breaks and crushes everything that is thrown into it.

Haawiyah – chasm or abyss - because the one who is thrown into it is thrown from top to bottom.

The events of the last day



According to the Quran, the end times is hidden by Allah, who will reveal the time when it is at hand.

Lo! The Hour is surely coming. But I will to keep it hidden, that every soul may be rewarded for that which it strived (to achieve) (Quran 20:15).

Ten major signs prior to the last day

Even though the time is hidden, according to the Islamic beliefs, there

are signs, which Muslims are told to watch for. These signs are as follows:

1. Masihi Dajjal
2. God and Magog
3. Smoke
4. The beast of the earth
5. Three big earthquakes:
 - One in the East
 - One in the West
 - One in Arabia
6. The sun will rise from the West
7. A fire will come out of Yemen and will drive people to the place of Assembly for Judgment
8. The descent of Jesus the son of Mariam

There will be environmental events which will affect the whole earth.

1. When the heaven is cleft asunder,
2. When the planets are dispersed,
3. When the seas are poured forth,
4. And the sepulchers are overturned,
5. A soul will know what it hath sent before (it) and what left behind. Quran 82:1-5.
6. When the sun is overthrown,
7. And when the stars fall,
8. And when the hills are moved,
9. And when the seas rise,

10. And when the pages are laid open,
11. And when the sky is torn away (Quran 81:1-3), (Quran 6: 10-11)



Application Activity 1.4

1. Discuss other two names of Hellfire.
2. With three facts, describe the Hellfire.
3. Explain two things to avoid which will make people dwell in Hellfire.



End Unit Assessment 1

1. Discuss the meaning of the attribute of Allah: The Creator.
2. Prove that everything happens according to the eternal Will of Allah.
3. Mention at least three characteristics of the people of Paradise.
4. Discuss on how Allah will determine who go to heaven and hell.
5. Explain what should be the relationship between mankind and the environment (Allah's creatures).

UNIT 2

QURAN'S ABOUT SEXUAL MORALITY QUR'AN TEACHING ABOUT RALITY

Key competence

The learner will be able to live self-control, to live his/her chastity and by the light of Qur'an, to prevent problems related to sexuality...



Introductory Activity

1. What is the meaning of a true friend?

2.1. Islamic view on marriage and relationships



Learning Activity 2.1



1. Define the word Friendship.

The Prophet Muhammad (May the mercy and blessings of God be upon him), often spoke to his companions about the value of good companionship. He emphasized the need to surround ourselves with good people. People, who hold the same values and beliefs that

we do, make the best friends and companions. Differences of opinion, different lifestyles and interests may make our friendships interesting and sometimes challenging but if the core value system is not the same the friendship itself probably has no solid foundation. For the believer, the solid foundation must always be Islam; the irrefutable truth that there is no god worthy of worship but Allah and that Muhammad is His messenger. Every believer, past, present and future is linked by this fundamental truth. Prophet Muhammad spoke about this bond on many occasions, like where the Prophet says. *"The example of the believers, in their mutual love and mercy for one another is like the example of one body, if one part feels pain, then all of the body suffers in sleeplessness and fever". The believer to the believer is like a solid building, one part supporting the other.*

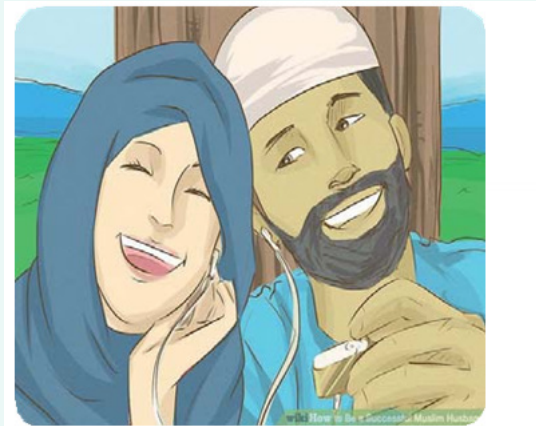
Friendship and companionship are important in Islam. A good friend is one who accepts your shortcomings, but at the same time guides and supports you. A good friend is one who accommodates your faults but corrects them where possible. A good friend is one who will love and forgive you for the sake of God. It is important to choose your friends carefully. Prophet Muhammad warned the believers about this too. He said that a person would be influenced by his friends, and he warned that everyone should look carefully at those they consider to be their friends.

What we can understand from this is that it is easy to be influenced by the people around us. It is easy to take on their mannerisms and qualities without even being aware of it. If these are good qualities, then it is a good thing but what if the people you consider friends have pushed you away from the remembrance of God? This could be a disaster, and God warns about it in the Quran. "And (remember) the Day when the wrong-doer (oppressor, polytheist etc.) will bite on his hand, he will say: 'Oh! Would that I had taken a path with the Messenger. Ah! Woe to me! Would that I had never taken so-and-so as a friend! He indeed led me astray from the Reminder (the Quran) after it had

come to me." (Quran 25:27).

Prophet Muhammad also reiterated this point when he told the story of the blacksmith and the perfume seller. *The example of a good companion (friend) in comparison with a bad one is like that of one who sells perfume (Misk) and the blacksmith. From the first, you would either buy perfume or enjoy its good smell, while from the blacksmith you would either get burned or smell a bad scent.*

Boy girl relationship



Islam encourages friendship and advises us to choose good friends. It is forbidden.

for a male Muslim to have a girlfriend, as it is forbidden for a female Muslim to have a boyfriend. Muslims should have good relations with all people, males as well as females, at school, at work, in your neighborhood etc. You should be kind and polite to everyone. However, it is not allowed in Islam to take a friend of the opposite gender as a very special friend. Such friendship often leads to unlawful and forbidden acts and behaviors.

This friendship is even impossible if Muslims follow the moral from the following Hadiths.

“Whenever a man is alone with a woman the Devil makes a third”.
Hadith - Al- Tirmidhi

Do not call on women in the absence of their husbands, because Satan might be circulating in you like blood circulates” Hadith - Fath-al-Qadir

The one who touches the hand of a woman without having a lawful relation with her, will have an ember (hot coal) placed on his palm on the Day of Judgment

In the Quran, Allah mentioned that it is not lawful to direct a full look to the other woman except at his own wife or the mahram women of his family or directing looks at the private parts of the other persons, or fixing the eyes at indecent scenes. [Quran 24:30]:

Tell the believing men to reduce [some] of their vision and guard their private parts. That is purer for them. Indeed, Allah is acquainted with what they do.

If you can not

- look at her (unless for marriage proposal)
- meet a woman without Mahram (Those who are not allowed to marry her)
- shake hands with her
- be with her

Then how is this friendship going to form?

So it is not allowed for a Muslim boy to have a girlfriend or for a Muslim girl to have a boyfriend. Howsoever pure your intentions may be, the danger is that it will lead you to sin. Or at least you will be alone with each other and spend more time together.

Therefore, you should be friendly with your classmates, both boys and girls; but do not take a girl as your intimate friend. Of course, Islam forbids homosexuality and lesbianism. So it does not allow taking a boy either as your intimate friend in the “gay sense”. Friendship with the opposite sex is not of Islam. It used to be of the pre-Islamic era life style. Friendship of both opposite sex can never be safe sex free.

Islamic view on marriage



In Islam, marriage is a legal contract between a man and a woman. Both the groom and the bride are to consent to the marriage of their own free wills. A formal, obligatory contract, verbal or on paper is considered essential to a religiously valid Islamic marriage, and outlines the rights and responsibilities of the groom and bride. There must be two Muslim witnesses of the marriage contract. The Quran outlines some conditions for a marriage to take place under the Islamic law, marriages between men and women standing in a certain relationship to one another are prohibited.

Prohibited marriage partners

Temporary prohibitions are those which arise only in certain special circumstances in which the partners are placed. If the circumstances change, the prohibition also disappears. They are as follows:

1. A man must not have two sisters as wives at the same time nor can he marry a woman and her aunt at the same time.
2. A man must not marry a woman who is already married, unless the former marriage is dissolved by divorce or death of former husband.
3. A man must not have more than four wives at one time.
4. A man must not marry a woman during her Edah.

Islam also strongly prohibits marriage between people of same sex. These prohibited degrees are either of temporary or permanent nature.

The permanently prohibited degrees of marriage are laid down in the Holy Qur'an, in Surah 4:22-24. From these verses, it is clear that a muslim should never marry the following:

1. His mother
2. His step-mother
3. His grandmother (including all preceding mothers e.g. great grandmothers)
4. His daughter (including his granddaughters and beyond)
5. His sister (whether full, consanguine or uterine)
6. His father's sisters (including paternal grandfather's sisters)
7. His mother's sister (including maternal grandmother's sister)
8. His brother's daughters
9. His foster mother
10. His foster mother's sister
11. His sister's daughter
12. His foster sister
13. His wife's mother
14. His step daughter (i.e. daughter by a former husband of a woman he has married, if the marriage has been consummated. However, if such a marriage was not consummated, there is no prohibition).
15. His real son's wife.



Application activity 2.1

1. Explain the meaning of marriage in Islam.
2. Discuss on prohibited marriage partners.

2.2. The value of the institution of marriage in Islam



Learning Activity 2.2



1. Explain one reason why is marriage important in Islam

The Holy Quran says, *“And marry those among you who are single and those who are fit among your male slaves and your female slaves; if they are needy, Allah will make them free from want out of His grace; and Allah is Ample-giving, Knowing.”* (Quran 24:32)

The above Ayat begins with the words **(And marry...)**. The imperative form of the word 'Nikah' implies that either it is obligatory or highly recommended. According to scholars, though marriage is a highly recommended act, it becomes obligatory when there is a chance of falling into sin.

Importance of Sex in Marriage

In Islam, marriage is not limited to a friendly relationship between husband and wife, nor is it only for reproduction. The Islamic term for marriage, "*Nikah*" literally means sexual intercourse.

So why has Islam provided extensive rules and regulation regarding sex? This was because Islam has fully understood that sexual instincts cannot and must not be repressed. They can only be regulated for the well being of human beings in this life and for their success in the hereafter. Sex in married life has been openly recommended in Qur'an, "...when they [i.e., the wives] have cleansed themselves [after menstruation], you go into them as Allah has commanded..." (Quran 2:222).

Fulfillment of Sexual Urge

The Holy Prophet (S) and the Holy Imams (A.S.) also encouraged their followers to marry and to fulfill their sexual urges in lawful ways as can be seen from the following: The Prophet (peace be upon him) said, "O you young men! I recommend marriage to you."

Beneficial Effects of a Married Life

Various studies prove that married people remain healthier, physically and mentally. Islam has always maintained that marriage is beneficial for us in many ways.



Application activity 2.2

1. Why does Qur'an advise single people to marry?

2.3. The rights and responsibilities of a husband and a wife in Islam

Learning Activity 2.3



1. Who is supposed to feed the family between a man and a wife?
2. Why are mothers given a great value in Islam?

According to Islam, both men and women have rights over each other when they enter into a marriage contract, with the husband serving as protector and supporter of the family most of the time, from his means. (Quran 4:34) This guardianship has two aspects for both partners:

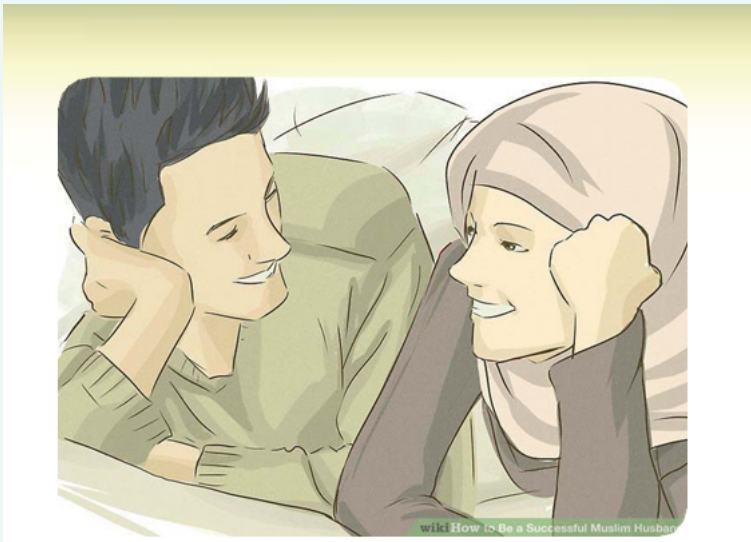
- The husband is financially responsible for the welfare and maintenance of his wife or wives and any children they produce, to include at a minimum, providing a home, food and clothing.
- In return, it is the duty of the wife to safeguard the husband's possessions and protect how wealth is spent. If the wife has wealth in her own capacity she is not obliged to spend it upon the husband or children, as she can own property and assets in her own right, so the husband has no right for her property

and assets except by her will. A pre-marital agreement of the financial expectation from the husband is in the Mahr, given by him to the wife for her exclusive use, which is included as part of his financial responsibility.

Women are also reminded that in case the husband is not fulfilling his responsibilities, there is no shame on them in seeking divorce. (Quran 4:128)

The Quran re-emphasizes that justice for the woman includes emotional support, and reminds men that there can be no taking back of the or bridal gifts (Mahr)

Given to women, unless they are found guilty of sexual immorality (Quran 4:19).



In unfortunate cases where the agreement was to postpone payment of the bridal gifts, some husbands will bully their wives and insist on the return of what she gave her in order to agree to the dissolution of the marriage, this is un-Islamic and cruel.

“Where the husband has been abusive or neglectful of his responsibilities, he does not have the right to take his wife’s property in exchange for her freedom from him. Unfortunately, most couples

refuse to go to the judge and binding arbitration for these issues even though the Quran says:

“And if you fear a breach between them, then appoint an arbiter from his folk and an arbiter from her folk. If they (the arbiters) desire reconciliation, Allah will affect it between them. Surely, Allah is All-Knowing, All-Aware.” (Quran 4:35)



Application activity 2.3

1. Discuss the rights and responsibilities of a husband and a wife.
2. What happens if one among the married couple does not accomplish his responsibilities?
3. Role play on values and behavior which constitute a good or bad marriage.



End Unit Assessment 2

1. Explain two reasons why a good friend is important.
2. Differentiate husband's responsibilities from woman's.

UNIT 3

HYGIENIC PRACTICES

Key Unit Competence

The learner will be able to practice hygiene of body before worshipping which symbolized hygiene of the heart.



Introductory Activity

1. What do Muslims need to do before worshipping?

3.1. Ritual impurity and ordinary body washing



Learning Activity 3.1



1. Look at the images and explain what you see.

There are certain things which require an adult Muslim to perform ablution before engaging in the prayer or circumambulating the Ka'bah. Before he performs ablution, he is said to be in a state of ritual impurity.

A Muslim tries to maintain the ritual purity of his body, clothes and everyday commodities by avoiding contact with impure things because such contacts would render the other items impure and would, therefore necessitate the process of purification.

Some impurities that must be removed before performing the prayer

1. Human urine.
2. Human Excrement.
3. Wadi: A thick white secretion that might be discharged after urination.
4. Mathi: A white sticky prostatic fluid, (other than sperm or semen).
5. Menstrual blood.
6. Defecation and urine of animals whose meat is not permissible to eat (carnivores, such as lions).
7. Dog saliva.
8. Water remaining after a carnivore has drunk from it.



Minor Impurity and Major Impurity

1. Minor Impurity

This requires Wudu (ablution). It happens after one or more of the

following occurs: natural discharges like urine, excrement, passing gas, falling asleep, or unconsciousness of any kind, or touching private parts with a hand without any covering, or washing a dead person.

2. Major Impurity



This requires washing the whole body. It could be caused by unconscious ejaculation (e.g. in one's sleep), intercourse, menstruation or post-childbirth bleeding. This type of washing requires bathing the whole body, including, the head with pure water.

Note: A well-known religious law says: "Everything is ritually pure for you unless you come to know that it is ritually impure." This law declares everything to be pure unless one becomes sure a particular item has become impure. And as long as you are not sure that it has become ritually impure, it is to be considered pure and you can apply all the rules of purity to it without any hesitation or doubt.



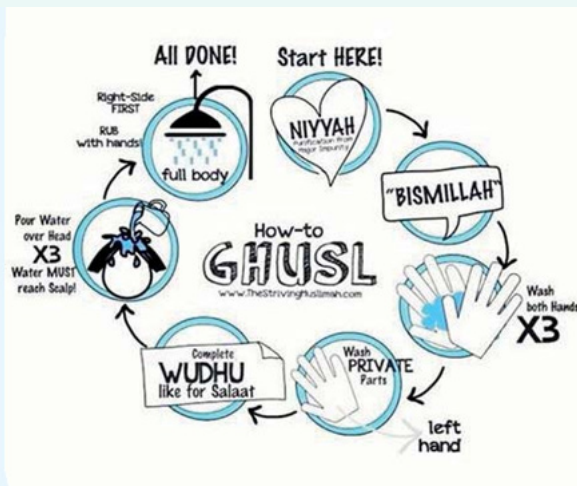
Application activity 3.1

1. What is the meaning of ritual impurity?
2. Differentiate between the major and the minor ritual impurities.

3.2. Rules of ablution



Learning Activity 3.2



1. When do Muslims need to make full ablution (Ghuslu)?

Ghusl is an Arabic term referring to the full-body ritual purification mandatory before the performance of various rituals and prayers, for any adult Muslim after having sexual intercourse, ejaculation or completion of the menstrual cycle, or post-child birth bleeding.

Water requirements

Some water is permissible for use for ablution (Ghusl) whereas some water is not. Permissible water sources include:

- Rainwater
- Well water

- Spring, sea, or river water
- Water of melting snow or hail
- Water of a big tank or pond

Ablution (Ghusl) is not allowed with unclean or impure water or water extracted from fruit and trees.



Application activity 3.2

1. State seven reasons why Ghuslu is obligatory.
2. What is the condition of water to be used for Ghuslu?

3.3. Purification with dust (Tayamam)



Learning Activity 3.3



1. Observe the above image and say what the person is doing.

Purification with dust (Tayamam) is the Islamic act of dry ablution using a purified sand or dust, which may be performed in place of ritual washing (wudu or ghusl) if no clean water is readily available or if one is suffering from moisture-induced skin inflammation or scaling.

O you who believe! When you intend to offer As-Salat (the prayer), wash your faces and your hands (forearms) up to the elbows, rub (by passing wet hands over) your heads, and (wash) your feet up to ankles. If you are in a state of Janaba (i.e. after a sexual discharge), purify yourselves (bathe your whole body). But if you are ill or on a journey, or any of you comes after answering the call of nature, or you have been in contact with women (i.e. sexual intercourse), and you find no water, then perform tayamam with clean earth and rub therewith your faces and hands. Allah does not want to place you in difficulty, but He wants to purify you, and to complete His Favour to you that you may be thankful." Qur'an:5-6.

Circumstances when Tayamam is necessary

Tayamam may be substituted for udhu or ghusl when access to water is restricted or impractical, namely:

- When sufficient amounts of water for ritual washing are not available, including when using the available water for udhu or ghusl would leave insufficient water for drinking.
- When obtaining water is hazardous or prohibitively expensive.
- When using water poses a health risk.
- When the water available is impure.

Performing Tayamam

1. Finding a piece of ground which is free of Najaasah (unclean elements). This could be any surface that naturally collects dust like rock, sand or grass.
2. Mentally make niyyah, or intention to make Tayammum.
3. Recite the Bismillah.
4. Place the hands on the surface of the ground.
5. Lift your hands and ensure that there is no dust on your palm surface by hitting your hands together.

6. Rub your face with both your hands. once only The face encompasses the right ear to the left, and the top of the forehead to the bottom of the chin.
7. Rub your arms. Use your left hand to rub your right arm from the fingersto the wrist, and back along the inner arm to the hand. Do the same with the other arm using the right hand.

The same conditions that invalidate wudu also invalidate Tayamam. In addition, a person's tayamam is invalidated as and when water becomes available.Tayamamis very important when water is not near.

Items on which Tayamam is permitted

Tayammum is permitted on all items which have thick dust on them, baked earthen pots (unglazed), clay, limestone, the stone, pure earth, and walls of mud, stone or brick.

Items on which Tayamam is not permitted

Tayamam is not permitted on: all items which burn to ash, dissolve, rot or melt; food items, glass, metal, trees, wood, dash.



Application activity 3.2

1. What is Tayamam?
2. Explain the circumstances when Tayamam is necessary.
3. Discuss on how Tayamam is performed.



End Unit Assessment 3

1. What is purification in Islam?
2. How do you perform Ghusl?
3. How do you do Tayamam?
4. Why is purity important in Islam?
5. Does one have to repeat prayers if madhiy comes out in the middle of his prayer and he is fully aware of it?
6. It is permissible for one who is junub to listen to recitation of Qur'an?

UNIT 4

LIFE OF MOHAMMAD AND EXPANSION OF ISLAM

Key Unit Competence

The learner will be able to love Allah's prophet, imitate him, and realize his recommendations in line with spreading Islam. That symbolizes hygiene of heart.



Introductory Activity

1. Who is Muhammad

4.1. Birth and growth of Muhammad



Learning Activity 4.1



1. What is the family tree of Muhammad?

Muhammad was born on 12th in the month of Rabi' al-awwal (3rd month of lunar calendar) in 570 A.D, corresponding with the Year of the Elephant, which is named after the failed destruction of Mecca

that year by the Axiomite king Abraha who had in his army a number of elephants (Qur'an: 105).

Muhammad was born into the family of Banu Hashim, one of the prominent families of Mecca, although the family seems to have not been prosperous during Muhammad's early lifetime. His parents were Abd Allah ibn 'Abd al-Muttalib, from Banu Hashim, and Aminah bint Wahb, the sister of the then-chief of the Banu Zuhrah. According to Ibn Ishaq, the early biographer of Muhammad, Abdul Muttalib the grandfather of Muhammad named him "Muhammad", a name quite unknown at that time in the Arabian Peninsula.

Lineage of the Prophet

The Prophet Muhammad himself traces his lineage back to Adnan. It is known to be as follows: Muhammad, son of 'Abd Allah, son of 'Abd al-Muttalib (Shayba), son of Hashim, son of 'Abdulmanaf, son of Qusayy, son of Kilab, son of Murra, son of Ka'b, son of Luayy, son of Ghalib, son of Fihr (Quraysh), son of Malik, son of Nadr, son of Kinana, son of Khuzayma, son of Mudrikah, son of Elias, son of Mudar, son of Nizar, son of Ma'ad, son of Adnan. Prophet Muhammad was the son of 'Abd Allah ibn 'Abd al-Muttalib, a member of the Hashimite family of the Quraysh tribe which was the Adnani branch of the descendents of Prophet Ishmael.

The growth of Muhammad

Muhammad's father, Abdullah, died almost six months before he was born. According to tradition, soon after his birth Muhammad was sent to live with a Bedouin family in the desert, as the desert life was considered healthier for infants. Because he was fatherless, wet nurses refused to take him, fearing that it would not be profitable to take care of an orphan. However, he was accepted by Halimat bint Abi Dhuayb, a wet nurse who had found no child to take care of.

Muhammad stayed with his foster-mother, Halimah bint Abi Dhuayb, and her husband until he was two or three years old. One

day, according to his wet nurse Halima, Muhammad was visited by two men, who opened up his chest and washed his heart. Troubled, Halima and her husband returned Muhammad to his mother.

husband until he was two or three years old. One day, according to his wet nurse Halima, Muhammad was visited by two men, who opened up his chest and washed his heart. Troubled, Halima and her husband returned Muhammad to his mother.

He lived with his mother in Mecca for three years until she took him to Yathrib to visit some relatives (uncles from the mother side), and she died on the way back.

Now orphaned, Muhammad, aged 6, was passed into the custody of his grandfather, Abd al-Muttalib, who was eighty years old. According to traditional accounts, Muhammad was very close to his grandfather, as had been his father before him. However, two years later, his grandfather died. Muhammad then came under the care of his uncle Abu Talib, the new leader of the Hashim clan of the Quraysh tribe.

In 6th-century Arabia, there was general disdain for guardians who took care of the weaker members of the tribes in Mecca. Although Muhammad's guardians saw that he did not starve to death, it was hard for them to do more for him, especially as the fortunes of the clan of Hashim seem to have been declining at that time.

While living with his uncle, Muhammad began tending flocks on the outskirts of Mecca to earn his living. His uncle also took him on many commercial journeys. These journeys exposed Muhammad to cultural diversity and varying religious traditions. According to tradition, when Muhammad was either nine or twelve years old, he went with his uncle Abu Talib on a business journey to Syria. There he met Bahira in the town of Bosra. When the caravan was passing by his cell, the monk invited the merchants to a feast. They accepted

the invitation, leaving the boy to guard the camel. Bahira, however, insisted that everyone in the caravan should come to him.

Then a miraculous occurrence indicated to the monk that Muhammad was to become a prophet. According to one version, those were the stigmata that Bahira found on young Muhammad. Other variants of the story say that it was a miraculous movement of a cloud or an unusual behavior of a branch that kept shadowing Muhammad regardless of the time of the day. The monk revealed his visions of Muhammad's future to the boy's companion, warning him to preserve the child from the Jews (in Ibn Sa'd's version) or from the Byzantines (in al-Tabari's version).

Merchant

As an orphan, Muhammad had few options when it came to making a living. He was obliged to help support other members of his family and so after accompanying his uncle on trading journeys to Syria, he became a merchant and was involved in trade between the Indian Ocean and the Mediterranean Sea. He became known as "Al-Amin" meaning "Trustworthy" and was required out as an impartial arbitrator of disputes.



Application activity 4.1

1. Say the day, date and year when Muhammad was born.
2. Explain why Muhammad was raised by different people.

4.2. Revelation, Mission of Muhammad



Learning Activity 4.2



When did Muhammad get the first revelation?

Overview before revelation

When Muhammad (peace be upon him) was nearly 40, he used to spend many hours alone in prayer and speculating over the aspects of creation. He was concerned with the “ignorance of divine guidance” (Jahiliyyah), social unrest, injustice, widespread discrimination (particularly against women), fighting among tribes and abuse of tribal authorities prevalent in pre-Islamic Arabia. The moral degeneration of his fellow people, and his own quest for a true religion further lent fuel to this, with the result that he now began to withdraw periodically to a cave named Mount Hira, three miles north of Mecca, for contemplation and reflection. Islamic tradition holds that Muhammad during this period began to have dreams replete with spiritual significance which were fulfilled according to their true import; and this was the commencement of his divine revelation.

Revelation time

Muhammad's revelation was an event described in Islam as taking place in 610 AD, during which the Islamic prophet, Muhammad was visited by the archangel Jibrīl, who revealed to him the beginnings of what would later become the Quran. The event took place in a cave

called Hira, located on the mountain Jabal an-Nour, near Mecca. As for the exact date of this event, it has been calculated to Monday the 21st of Ramadan at night, i.e. August 10, 610 C.E. when the Prophet was 40 lunar years, 6 months and 12 days of age, i.e. 39 Gregorian years, 3 months and 22 days.

According to biographies of Muhammad, while on retreat in a mountain cave near Mecca (the cave of Hira), the angel "Gabriel appeared before him in the year 610 AD and said, "Read," upon which he replied, "I am unable to read". Thereupon the angel caught hold of him and embraced him heavily. This happened two more times after which the angel commanded Muhammad to recite the following verses:

"Proclaim! (or read!) in the name of your Lord who created: Created man from a clinging substance:

Recite, and your Lord is the most Generous, –Who taught by the pen –

Taught man that which he knew not." [Quran 96:1–5]

Mission

Muhammad's mission involves preaching monotheism: The Qur'an demands Muhammad to proclaim and praise the name of his Lord and instructs him not to worship idols apart from God or associate other deities with God.

According to Quran, one of the main roles of Mohammad is to warn the unbelievers of their eschatological punishment (Qur'an 38:70, Qur'an 6:19). Sometimes the Qur'an does not explicitly refer to the Judgment day but also provides examples from the history of some extinct communities and warns Muhammad's contemporaries of similar calamities (Qur'an 41:13–16).

Challenges that Muhammad met during preaching



Conservative opposition arose to Muhammad's speeches. According to Ibn Sad, the opposition in Mecca started when Muhammad delivered verses that "spoke shamefully of the idols they (the Meccans) worshiped other than Himself (God) and mentioned the perdition of their fathers who died in disbelief." According to Watt, as the ranks of Muhammad's followers swelled, he became a threat to the local tribes and the rulers of the city, whose wealth rested upon the Kaaba, the focal point of Meccan religious life, which Muhammad threatened to overthrow. Muhammad's denunciation of the Meccan traditional religion was especially offensive to his own tribe, the Quraysh, as they were the guardians of the Ka'aba.

Some of the ranking and influential leaders of the Quraysh tried and failed to come to some arrangements with Muhammad in exchange for abandoning his preaching. They offered him admission into the inner circle of merchants and establishing his position in the circle by an advantageous marriage, but Muhammad refused. During this period, Muhammad urged his followers to be pacifist, commanding them to "deal gently with the infidels".

The relations between the Muslims and their pagan fellow-tribesmen rapidly deteriorated. Muhammad's denunciation of the Meccan idols provoked hostile reactions. Muhammad was mainly protected from physical harm due to belonging to the Banu Hashim. However, an attempt was made on his life by Uqba ibn Abu

Mu'ayt who strangled Muhammad with a garment, until he was pushed away by Abu Bakr. In another attempt, Abu Jahl, one of the tribal leaders, attempted a planned murder, as he tried to smash Muhammad in the head with a rock.

The Quraysh was however reluctant to physically hurt Muhammad, since it would open up a blood feud between Muhammad and Abu Talib's clan, and the clan that hurt Muhammad. Brazenly initiating such a blood feud would also undercut the legitimacy and moral authority of tribal chiefs in general.

Effort of Muhammad to spread Islam in the world

Muhammad first told about his message to his wife (Khadija bint Khuwaylid), his cousin Ali, his adopted son Zayd, his nursemaid Um Ayman and his friend Abu Bakr, all of whom accepted it.

Abu Bakr, who used to purchase slaves to set them free in accordance with Muhammad's principle of equality, attracted a large number of converts. Nevertheless, the converts remained small, and Muhammad concentrated on quietly building a small, but spiritually strong, community.

Around 613, the Qur'an then commanded Muhammad to "admonish your nearest kinsmen" (Quran 26:214), initiating the phase of public preaching.

One day he climbed Mount as-Safa, and called out the tribal chiefs. After receiving assurances that the chiefs, who reportedly never heard Muhammad tell lies, would believe him, he declared the Oneness of God. Later Muhammad organized dinners in which he

conveyed and advocated the substance of his message. At these events, Muhammad met fierce opposition from one of his uncles, Abu Lahab.

Most Meccans ignored it and a few mocked him, while some others became his followers. According to Ibn Sad, in this period the Quraysh "did not criticize what he said... When he passed by them as they sat in groups, they would point out to him and say "There is the youth of the clan of Abd al-Muttalib who speaks (things) from heaven.

Religious duties required of the believers at this time were few: belief in God, asking for forgiveness of sins, offering frequent prayers, assisting others particularly those in need, rejecting cheating and the love of wealth (considered to be significant in the commercial life of Mecca), being chaste and not to kill new-born & under-aged girls.

There were three main groups of early converts to Islam: younger brothers and sons of great merchants, people who had fallen out of the first rank in their tribe or failed to attain it, and the weak, mostly unprotected foreigners. The oligarchy of the Quraysh rejected the ideas that Muhammad preached, since they would have to surrender their privileges. The Quraysh also did not accept Muhammad as a prophet since he came from a clan less powerful than his opponents'.



Application activity 4.2

1. Explain the life of Muhammad (peace be upon him) before revelation.
2. Narrate what happened when Angel Gabriel found Muhammad (peace be upon him) in the cave of Hira.
3. According to the Quran verse 6:19, what was the main mission of Muhammad (peace be upon him)?
4. In which way did Muhammad preach Islam first? Explain why.

4.3. Migration of Muhammad and His death

Learning Activity 4.3



1. What is the meaning of Hijrah (Migration of Muhammad peace be upon him)?

The Hijrah is the migration or journey of the prophet Muhammad and his followers from Mecca to Yathrib, later renamed by him to Medina, in the year 622. In June 622, after being warned of a plot to assassinate him, Muhammad secretly left his home in Mecca to emigrate to Yathrib, 320 km (200 mi) north of Mecca, along with his companion Abu Bakr. Yathrib was soon renamed Mad nat an-Nab but an-Nab was soon dropped, so its name is “Medina,” meaning “the city.”

According to Muslim tradition, after receiving divine direction to depart Mecca, Muhammad began taking preparation and informed Abu Bakr of his plan. On the night of his departure, Muhammad’s house was besieged by men of the Quraysh

who planned to kill him in the morning. At the time, Muhammad possessed various properties of the Quraysh given to him in trust; so he handed them over to 'Ali and directed him to return them to their owners, and asked him to lie down on his bed assuring him of God's protection. It is said that when Muhammad emerged from his house, he recited the ninth verse of surah Ya Sin of the Quran and threw a handful of dust at the direction of the besiegers, rendering the besiegers unable to see him. Soon, Muhammad joined Abu Bakr, left the city, and the two took shelter in a cave outside the city. Next morning, the besiegers were frustrated to find Ali on Muhammad's bed. Fooled and thwarted by Muhammad's plan, they rummaged the city in search for him, and some of them eventually reached the threshold of the cave, but success eluded them. When the Quraysh came to know of Muhammad's escape, they announced heavy reward for bringing Muhammad back to them, alive or dead. Unable to resist this temptation, pursuers scattered in all directions. After staying for three days, Muhammad and Abu Bakr resumed their journey and were pursued by Suraqa bin Malik. But each time he neared Muhammad's party, his horse stumbled and he finally abandoned his desire of capturing Muhammad. After eight days' journey, Muhammad entered the outskirts of Medina around June 622, but did not enter the city directly. He stopped at a place called Quba', a place some miles from the main city, and established a mosque there. After a four-day stay at Quba', Muhammad along with Abu Bakr continued their migration to Medina, participated in their first Friday prayer on the way, and upon reaching the city, were greeted cordially by its people.

Death of Muhammad

Two months after performing the Hajj (Farewell Pilgrimage), Prophet Muhammad fell ill. He continued to lead the congregation prayers. After one of these prayers he invoked special blessings on the martyrs of Uhud, and then addressed the Muslims:

“There is a slave among the slaves of Allah (The One God) to whom God has offered the choice between this world and that which is with Him, and the slave has chosen that which is with God.”

Upon hearing this Abu Bakr wept as he understood that the Prophet was talking about himself and that the choice meant his imminent death.

Soon after this sermon, his last in the mosque, the Prophet became so weak that he could not move. He then appointed Abu Bakr to lead the prayers. The Prophet spent the rest of his illness in the apartment of his beloved wife A'ishat. On the early morning of twelfth of Rabi' al-Awwal, the prophet's fever abated

and he went to the mosque, assisted by Fadl and Thawban, when Abu Bakr was already leading the prayer. Realizing that the prophet was approaching, Abu Bakr stepped back without turning his head, but the prophet pressed his hand on his shoulder to let him know to continue. The Prophet sat on the right of Abu Bakr and completed the prayer while seated. The apparent recovery of the Prophet overjoyed the Muslims. Anas is reported to have said that I never saw the Prophet's face more beautiful than it was at that hour.

Within hours, the Prophet lost his consciousness. He opened his eyes again an hour later saying to A'ishat : “No Prophet is taken by death until he has been shown his place in Paradise and then offered the choice to live or to die.” Among the last words he said were:

“With the supreme communion in Paradise, with those upon whom God has showered his favor, the prophets and the saints and the martyrs and the righteous, most excellent for communion are they.”

The Prophet's last words were “O Allah, with the supreme communion.” He died in the evening of the twelfth of Rabi' al-Awwal (June 8, 632 A.D.) at the age of sixty-three.

The news of the Prophet's death was so hard upon close companions and Muslims that some of them refused to believe that he had passed away. (At the close of his death, he looked youthful as if in his forties and his face always shown a great radiance). Upon hearing this, Abu Bakr who was later to become the first caliph went to the mosque and delivered one of the noblest speeches:

“O People! If Muhammad is the sole object of your adoration, then know that he is dead. But if it is Allah (The One God) you Worshipped, then know that He does not die.”

He then recited the following verse from the Qur'an, 3:144, which was revealed after the Battle of Uhud:

Muhammad is not but a messenger. Other messengers have passed on before him. So if he was to die or be killed, would you turn back your heels [to unbelief]? And he who turns back on his heels will never harm Allah at all, but Allah will reward the grateful.” Quran 3:144

The Prophet was buried the next day at the same place where he died. The place of his burial was decided by his saying as related by Abu Bakr: “Allah does not cause a prophet to die but in the place where he is to be buried.”

The Prophet lived a most simple, austere and modest life. He and his family used to go without cooked meal several days at a time, relying only on dates, dried bread and water. During the day he was the busiest man, as he performed his duties in many roles all at once as head of state, chief justice, commander – in chief, arbitrator, instructor and family man. He was the most devoted man at night. He used to spend one- to two-thirds of every night in prayer and meditation (Qur'an 73:20). All of his children died before his death except Fatimah who died six months after his death. The entire Prophet's wives (known as Ummul Muminina, i.e.,

mother of the faithful) passed their widowhood during the remaining period of their lives.

The Prophet's possession consisted of mats, blankets, jugs and other simple things even when he was the virtual ruler of Arabia. He left nothing to be inherited except a white mule (a gift from Muqawqis), few ammunition and a piece of land that he had made a gift during his life time. Among his last words were: "We, the community of Prophets are not inherited. Whatever we leave is for charity."

The Prophet's actions and words were remembered and later recorded (known as Hadith or Sunat), so that Muslims in future generations to the end of time could try to act and speak as he did. He has served as an example for all Muslims in all periods to modern times. He will remain a model example for all of humanity.

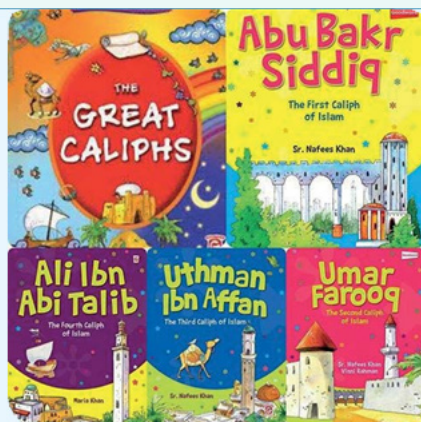


Application activity 4.3

1. What was the reason behind the Migration of Muhammad (Peace be upon him)?
2. What was the name of Medina before the Migration?
3. Explain what was the plan of Muhammad (Peace be upon him) to fool besiegers who wanted to kill him.
4. Why did Ali accept to remain in the place of Muhammad (peace be upon him) who was supposed to be killed?
5. What did Muhammad (Peace be upon him) say to mean he is going to die?
6. Explain the feelings of Muhammad (Peace be upon him) close companions when they heard about his death.
7. Muhammad (Peace be upon him) had no more possession until his death. What do you learn from that?
8. At which age did Muhammad (peace be upon him) die?

4.4. The first four Right Caliphs (may Allah be pleased with them)

Learning Activity 4.4



1. Who is a Caliph?

The Four Caliphs were the first four leaders of Islam that succeeded the Prophet Muhammad. They are sometimes called the “Rightly Guided” Caliphs because each of them learned about Islam directly from Muhammad. They also served as Muhammad’s closest friends and advisors during the early years of Islam.

The Rashidun Caliphate (may Allah be pleased with him)

FIRST FOUR CALIPHS

Abu Bakr

Umar

Uthman

Ali

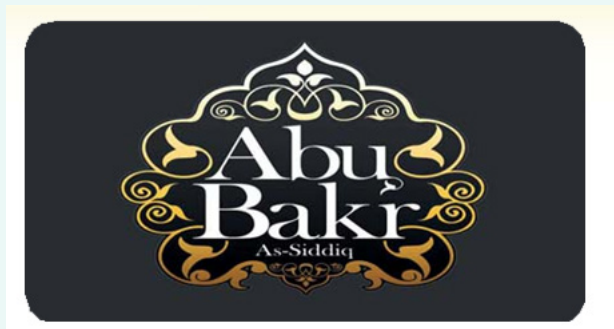
The time period under the leadership of the Four Caliphs is called the Rashidun Caliphate by historians.

The Rashidun Caliphate lasted for 30 years from 632 CE to 661 CE.

It was followed by the Umayyad Caliphate. The city of Medina served as the first capital of the Caliphate.

The capital was later moved to Kufa.

1. Abu Bakr



The first caliph was Abu Bakr who ruled from 632-634 CE. Abu Bakr was the father-in-law of Muhammad and was an early convert to Islam. He was known as "The Truthful." During his short reign as caliph, Abu Bakr put down rebellions by various Arab tribes after Muhammad died and established the Caliphate as the ruling force in the region.

2. Umar ibn al-Khattab (may Allah be pleased with him)



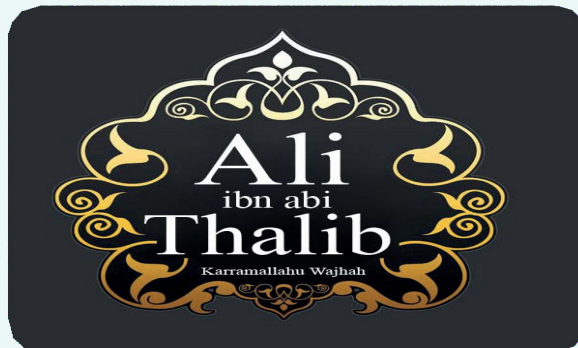
The second caliph was Umar ibn al-Khattab. He is generally known just as Umar. Umar ruled for 10 years from 634-644 CE. During this time, the Islamic Empire expanded greatly. He took control of the Middle East including conquering the Sassanids of Iraq. He then took control of many surrounding areas including Egypt, Syria, and North Africa. Umar's reign came to an end when he was murdered by a Persian slave.

3. Uthman ibn Affan (may Allah be pleased with him)



The third caliph was Uthman ibn Affan. He was Caliph for 12 years from 644-656 CE. Like the other Four Caliphs, Uthman was a close companion of the Prophet Muhammad. Uthman is most known for having an official version of the Quran established from one originally put together by Abu Bakr. This version was then copied and used as the standard version moving forward. Uthman was killed by rebels in his home in 656 CE.

4. Ali ibn Abi Talib (may Allah be pleased with him)



The fourth caliph was Ali ibn Abi Talib. Ali was Muhammad's cousin and son-in-law. He was married to Muhammad's youngest daughter Fatimah. He is considered by many to be the first male convert to Islam. Ali ruled from 656-661 CE. Ali was known as a wise leader who wrote many speeches and proverbs. He was assassinated while praying in the Great Mosque of Kufa.

Interesting Facts about the Four Caliphs of the Islamic Empire

- The "ibn" in the names above mean "son of" in Arabic. So Uthman ibn Affan means "Uthman son of Affan."
- Umar was known as Al-Farooq which means "the one who distinguishes between right and wrong."
- Uthman was Muhammad's son-in-law. He actually married two of Muhammad's daughters. He married the second daughter after the first passed away.
- Fatimah, Ali's wife and Muhammad's daughter, is an important and loved figure in the religion of Islam.
- Under Muhammad, Abu Bakr served as the leader of the first Islamic pilgrimage (Hajj) to Mecca.
- Umar was a physically strong and powerful man, known as a great athlete and wrestler.
- The Umayyad Caliphate took control after the death of Ali.



Application activity 4.4

1. Who are the first four Right Caliphs?
2. How long did any of the Caliphs lead after the death of Muhammad (peace be upon him)?
3. Explain the relations of each caliph with Muhammad (peace be upon him)?

4.5 The rights and virtues of Relatives, wives and companions of Mohammad



Learning Activity 4.5

1. What are the qualities of Muhammad's relatives, wives and companions?

Belief in the good character and virtue of the Companions is one of the Muslim beliefs. That is because Allah has praised them in His Book and they were also praised by the Prophet (peace and blessings of Allah be upon him) as is narrated in the books of Prophet Traditions.

Allah gave them special virtues and noble characteristics, by means of which they attained that great honour and high status with Him. As Allah chose for His message the most pure-hearted of His slaves (i.e., the Prophets), so too He chose as the heirs of the Prophets those who would be grateful for this blessing and who were fit for this honour (of conveying the message), as He says (interpretation of the meaning):

“Allah knows best with whom to place His Message.” (Quran 6:124)

Just as there are many verses and Prophet traditions which speak of their virtue and high status, so too there are texts which state the reasons why they deserved this high status, such as the verse in which Allah says (interpretation of the meaning):

“Muhammad is the Messenger of Allah. And those who are with him are severe against disbelievers, and merciful among themselves. You see them bowing and falling down prostrate (in prayer), seeking Bounty from Allah and (His) Good Pleasure. The mark of them (i.e. of their Faith) is on their faces (foreheads) from the traces of prostration

(during prayers). This is their description in the Tawraat (Torah). But their description in the Injeel (Gospel) is like a (sown) seed which sends forth its shoot, then makes it strong, and becomes thick and it stands straight on its stem, delighting the sowers, that He may enrage the disbelievers

With them. Allah has promised those among them who believe (i.e . all those who follow Islamic Monotheism, the religion of Prophet Muhammad till the Day of Resurrection) and do righteous good deeds, forgiveness and a mighty reward (i.e.Paradise)". (Quran 48:29)

Among the greatest reasons for the high status of the Companions is that to which Allah bore witness of their purity of heart and sincere faith. That, by Allah, is a mighty testimony from the Lord of mankind, which no human being can attain after the cessation of the Revelation.

Listen to the words of Allah (interpretation of the meaning):

"Indeed, Allah was pleased with the believers when they gave the Bay'ah (pledge) to you (O Muhammad) under the tree, He knew what was in their hearts, and He sent down AsSakenah (calmness and tranquility) upon them, and He rewarded them with a near victory." (Quran 48:18)

Ibn Katheer (may Allah have mercy on him) said in Tafseer al-Qur'aan al-'Azeem (4/243):

"He knew what was in their hearts" i.e., of sincerity and loyalty, and the willingness to hear and obey.

Rights and virtues of wives of Muhammad

*Khadija
Aisha
Hafsa
Zaynab
Hindu
Mariyah al Quptiya
Juwayriyya*

The objectives of Muhammad's marriages have been described as:

1. Helping out the widows of his companions.
2. Creating family bonds between him and his companions (Muhammad married the daughters of Abu Bakr and Omar, whereas Uthman and Ali married his daughters. He therefore had family bonds with all the first four Caliphs).
3. Spreading the message by uniting different clans through marriage.
4. only had one wife, then it would have been a tremendous responsibility on her to convey Muhammad's private acts of worship and family life, and people would try to discredit her to destroy the credibility of these practices. However, with multiple wives, there were a lot more sources to the knowledge, making it more difficult to discredit it. Therefore, his marriages gave more women the opportunity to learn and teach the matters of his private life.

Of his 11 wives, only two bore him children - Khadija and Maria al-Qibtiyya

Muhammad's wives, or the wives of Muhammad, were the women married to the prophet Muhammad. Muslims often use the term

“Mothers of the Believers” prominently before or after referring to them as a sign of respect, a term derived from the Quran.

“Mother of the Believers” is a term by which each of Muhammad's wives came to be prefixed over time. It is derived from the Quran (33:6): “The Prophet is closer to the believers than their selves, and his wives are (as) their mothers” is applied to all of the wives.

These are the wives of the prophet (peace and blessings of Allah be upon him) with whom he consummated marriage. Two of them died during the lifetime of the prophet (peace and blessings of Allah be upon him) namely Khadeejah and Zaynab bint Khuzaymah (may Allah be pleased with them both).

The messenger of Allah (peace and blessings of Allah be upon him) left behind nine wives when he died.

Children of the Prophet Muhammad



The Prophet Muhammad (peace be upon him) had a total of six children with Khadijah; two sons, Qasim and Abdullah, and four daughters, Zaynab, Ruqayyah, Ummu Khulthum and Fatimah. As the Arab custom designated one's name in line with the name of his firstborn male, the Prophet Muhammad (pbuh) began carrying the appellation *Abu'l-Qasim*, after his eldest son.

Allah's messenger reminded Muslims, in many other reports, of the importance of his Ahl ul Bayt and Muslims embraced the Prophet's

relatives with a similar love and respect they had for him. The Prophet's relatives were prohibited from accepting zakat and a share of booty was allocated for them on a command of the Quran.



Application activity 4.5

1. With Quran verse, give two reasons why Muhammad companions deserved high status.



End Unit Assessment 4

1. What are the names of the Prophet's parents?
2. How old was Prophet Muhammad when he received Prophet hood, and where was He?
3. What was the reaction of Meccans when the prophet spoke shamefully to their idols and what did they propose him to stop his preaching?
4. With two examples, explain how Meccans opposed to the prophet aggressively.
5. Explain two reasons why Muhammad (peace be upon him) married many wives.
6. Who do you know among his children?

UNIT 5

CONFLICT RESOLUTION

Key unit competence

The learner will be able to prevent conflict, manage it; be tolerant; strive for the reconciliation of one another, then, for reconciliation with Allah.



Learning Activity 5.1



1. What is meant by conflict?

Islam is the monotheistic religion, in Arabic, the word "Islam simply means submission or surrender, and also derives from a word meaning peace. In a religious context it means complete submission to the will of God. Therefore, all conflicts are the contrary and not good that has to be destroyed by all Muslims.

5.1. The Concept of Conflict in Islam

In regard to understanding on the concept of conflict and resolution in Islam, at the first of all, I would like to explain a meaning of conflict on Islamic view. In Islam, the conflict may generally stand for an Arabic word Shaytwan or Iblis (Lucifer), because he is roughly translated as enemy, adversary or evil. The Shaytwan (Iblis) is the important symbol of conflict. Because, even though he was created by God from smokeless fire, however later then he refused to obey God's command.

According to the Qur'an, he disobeyed an order from Allah to bow to Adam and as a result was forced out of heaven and given interval until the Day of Judgment from further punishment.

1. Therefore, the Shaytwan said that: Because You (God) have put me in error, I will surely sit in wait for them on Your straight path."

For this, it is displayed that Shaytwan had then forth claimed and wished to divert many of Adam's own descendants from the straight path during his period of respite.

2. And the God accepted his claims, but guarantee recompensed to him and his followers in the form of Hellfire. Furthermore, in order to test mankind and Jinn.
3. Alike, Allah allowed Shaytwan to travel the earth to attempt to convert other away from his path.
4. However, he was sent to earth along with Adam and Eve, after eventually luring them into eating the fruit from the forbidden tree.
5. This indicates that, on Islamic view, Shaytwan and his followers are the whisperers, who whisper thoughts or words into people's hearts, as well as urging them to commit sin and driving people to madness.

Not only he causes people to be cowardly or afraid and causes people to forget, but also he is the enemy of the people, is a liar and murderer, and tries to lead people away from God. Besides he physically afflicts people too. When the God has understood thoroughly about this case, warns thus the mankind that:

"O children of Adam, let not Satan tempt you as he removed your parents from Paradise, stripping them of their clothing to show them their private parts. Indeed, he sees you, him and his tribe, from where you do not see them. Indeed, We have made the devils allies to those who do not believe." Quran 7:27

6. Therefore, Shaytwan actually is both the important symbol of conflict and the important cause of conflict. The people, who are the servants of God, should try to make themselves away far from Shaytwan.



Application activity 5.1

1. Explain why Satan is an important symbol of conflict.
2. Discuss why Allah accepted the claims of Satan.

5.2. The types of conflict that exist



Learning Activity 5.2



1. Observe the illustration above. And give your reflection.

There are many types of conflicts some related to their causes and others related to their actors but let's talk about types of conflict related to their actors.

5.2.1. Intra-personal conflicts (conflict with one self)



Each individual experiences inner tensions. These can become a source of creative energy, but they can also cause anxiety, regret, disillusion, bitterness. Intra-personal conflict is an internal confrontation in a person about choices, decisions about projects, goals, moral issues....

These conflicts have an influence on the person's relationships with others and his life in society.

5.2.2. Interpersonal conflicts (conflict between two or more people)



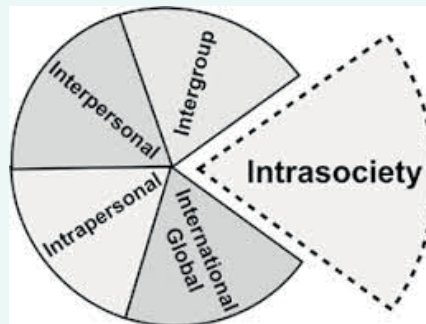
Interpersonal conflict involves many individuals who perceive themselves as opposed to each other about their respective preferences for goals and / or attitudes, values, and behaviors.

There are 8 categories of interpersonal conflicts: interests, power,

identities; territorial, relationship, cognitive, affective, and cultural.

These conflicts pitted individuals against some purpose. This type of conflict arises from the natural aggression that an individual has to defend his territory, his resources, and his social structure.

5.2.3. Intra-group conflicts (denomination, ethnicity, et.c)



The tension within a group that can come from allocated tasks, relational processes. It is close to the personal conflict. Intra-group conflicts concern individuals belonging to the same socio-professional or political group (same membership). These conflicts are starting to become more and more numerous, especially in rural areas where community management of natural resources is beginning to show its limits.

Intra-group conflict involves more than a sum of intra-personal and interpersonal conflicts. It refers to the clashes that occur between all or some of the members of a group, and it often affects the functioning of the group and the results achieved by it. The nature of the assigned task as well as the relational and emotional processes that take place within the group determine the causes of the intra-group conflict or the way in which it resolves.

5.2.4. Intergroup conflicts (conflict between two or more groups)



Conflicts are opposing two sets of people. In this kind of conflict, individualities give way to the group that puts forward its common identity. This category of conflict is also acute in the country. It is for example the conflicts between farmers and breeders for the management of spaces. Another example of this kind of conflict is the one that puts the administration and the citizens in the search for social and economic justice.

5.2.5. Intra-national conflict (within a nation such as civil war, genocide)

Intra-national conflict is the confrontation between one part of the population and another. The civil wars that exist in many countries emanate from this type of conflict between fellow citizens sharing the same space.

They cause many victims and their consequences are difficult to repair as long as they break the friendly and social ties. Such conflicts are loaded with more emotions, and everyone sees the other as his enemy or traitor who must be wiped out with all his potential allies.

5.2.6. International conflict (conflict between 2 or more countries)

The international conflict pits two or more countries against one another for territorial reasons or the supremacy of the powers.

Intra-national conflict can turn into an international conflict and vice versa if the object is not resolved in time and / or the protagonist groups get support from their opposing exteriors.

Border conflicts are between two or more countries or cultural groups with common borders. Borders can be seen as lines or as areas of contact, fronts or links between states but also between social groups.

These conflicts originate in territorial boundaries, nationality issues or access to resources. They are aimed at the attempt of territorial expansion and others mainly because of the course of this limit. These conflict situations lead to a policy of militarization of the zone.



Application activity 5.2

1. Discuss any two types of conflict.
2. Explain how boundaries can cause international conflict.
3. How do you resolve conflicts among your classmates?

5.3 Methods of Conflict resolution from the Islamic perspective

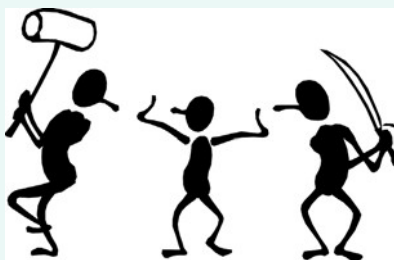


Learning Activity 5.3

Al Adl wal Ihsan

1. Are there Conflict resolution methods in Islamic Perspective?

1. Dispute Settlement through Conciliation (Sulh, also Islah)



In this method, individual parties agree to settle a dispute among them without the involvement of a third party. The linguistic meaning of 'sulh' is to end a dispute through conciliation and agreement reached via a variety of tools, including negotiation, mediation, reconciliation, and amicable settlement through compromise.

The Qur'an authority for Sulh is provided in the following passage: In most of their secret talks, there is no good, but if one enjoins an act of charity or justice, or conciliation between people [then secrecy is permissible], and those who do this seeking God's pleasure. Then we will give him a great reward. (Quran 4:114)

2. Arbitration (Tahkim)



Tahkim is voluntary arbitration in which disputing parties appoint an arbitrator to resolve their dispute. The linguistic and juridical meanings of tahkim are almost concurrent - to designate someone as an arbitrator/judge when deciding on a given matter.

Textual authority for arbitration is provided by both the Qur'an and Prophet traditions. In the Qur'an, God Most High says with reference to matrimonial discords: "And if you fear a breach between them [the spouses] appoint an arbitrator from his folk and an arbitrator from her folk. If both desire reconciliation" (Quran 4:35).

The Prophet has also approved of arbitration; on at least three occasions the Prophet was informed of arbitration attempts by his Companions, Sa'd bin Mu'adh, al-A'war bin Bashamah, and Aba Shurayh Hani' bin Yazid, and was reportedly pleased when he heard that the parties concerned in each case had accepted the outcome of the process.

3. Amnesty ('Afwa)



Amnesty and forgiveness are the means in Islamic theology and law – as also in most other world traditions – of relieving someone from punishment, blame, civil liability or religious penalty. It is also a recognised means of overcoming conflict and paving the way for peace.

The Qur'an often praises those who take a forgiving attitude, speaking of 'afwa as a manifestation of Ihsan (beauty, beneficence - Quran 2:178).

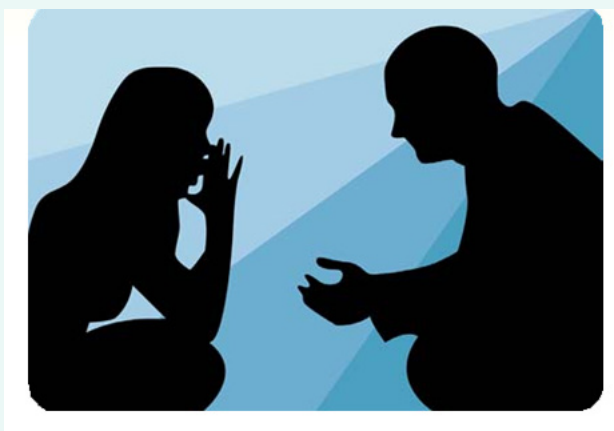
God also speaks of His love for those who forgive without vindictiveness, especially when they are overwhelmed with the urge for revenge (Quran 3:134).

The recompense of an injury is an injury the like it, but whoever forgives and makes reconciliation, his reward is with God; and God loves not those who do wrong. (Quran 42:40)

But (remember) one who endures with fortitude and forgives, that indeed is the most distinctive of all deeds. (Q 42:43)

Hold to forgiveness, enjoin kindness, and turn away from the ignorant. (Quran 7:199).

4. Counselling (Nasihah)



Counselling (nasihah) is a Qur'anic principle that consists of giving sincere advice to another person or persons (including disputing parties) in an effort to resolve differences.

Indeed, nasihah characterises Islam itself, as the proclamation found in a renowned hadith attests: "religion is good advice – adinu al-nasihatu."

As a method of dispute resolution, nasihah consists of giving constructive professional advice that guides conduct and recommends a solution to resolved disputes.

5. Truce (al-Hudnah)



Literally, Hudnah (also known as muwada'ah – mutual abandonment) means stillness after turbulence or excitement.

The legality of a truce is established by the Qur'an (al-Tawbah, 9:4; al-Anfal, 8:61; al-Ma'idah, 5:1).

The truce of Hdaybiyyah, which the Prophet signed with the pagans of Mecca in the year 5 A.H, also proves the validity of Hudnah.



Application activity 5.3

1. What does the verse 9:4 of surat Tawbah say about conflict resolution?
2. Explain any two ayats teaching people about forgiving others.

5.4 Impacts of conflict resolution to the society



Learning Activity 5.4



1. You destroy your enemies when you make peace with them. Explain that proverb

Islam means peace in all its forms and asks for justice in resolving all conflicts. So that the aggrieved party is satisfied with the result and being at peace works for peace with all concerned.

According to the Qur'an, Islam is what all prophets and messengers of God, from Adam to Muhammad and others in between (peace and God's Blessings on them all), preached and practiced.

Therefore, Islam advocates living in peace with God - the Creator and Lord of all that exists. As well as, seeking peace within our own selves, and living in peace with other human beings and in peace with our surroundings and environment in its entirety.

All conflicts, whether they are interpersonal, or within the family and community, or national and international disturb this relationship of peace.

Peace and harmony is an ideal path. Peace and harmony mean dealing with disputes and resolving conflicts fairly and properly with neutralization and Middle Way principles to further the welfare of each individual as well as the wellbeing of mankind as a whole.

Peace and harmony is a basic prerequisite. Peace and harmony can bring a peaceful and stable order to society, and they are a necessary condition for the survival and development of mankind. A world deprived of peace and harmony certainly will fall apart and return to the jungle era in which the strong prey on the weak.

Peace and harmony is an essential benefit. Peace and harmony are enjoyed and possessed equally by mankind, which is a base for the full understanding of the creativity potential of individuals, the sustainable development of the economy and culture of nations, and a true security for the long lasting prosperity of mankind society.

Peace and harmony is long lasting value. Ever since the emergence of mankind, numerous cultures have been produced, among which most missing as soon as they appeared and were forgotten in history for being partial to certain aspect or limited to certain period. Among those thoughts which have been handed down to the present and continuing to have important influence, peace and harmony occupy the most dominating position.

Peace and harmony is high wisdom. It is the height of wisdom that determines the size of vision, the depth of exploration, the extent of progress and the limit of transcendence. None of the current major religions and major cultural traditions of the world does not love peace or pursue harmony. History shows that all the thoughts that are against peace and harmony are against the will of the people and shall perish by themselves.

The importance of peace and security in Islam is obviously stated in the Quran (2:126), where the prophet Ibrahim started asking God to grant peace and security to the city of Makka before asking him to grant wealth and fortune. This is because peace and security is a prerequisite pillar for the economy and wealth.



Application activity 5.4

1. Explain any three importance of peace and harmony.



End Unit Assessment 5

1. What does the Qur'an say about peace?
2. Explain why Muslims should be the ones to teach peace.
3. Discuss any two causes of intrapersonal conflict.
4. Compare conciliation and arbitration as methods of conflict resolution.

Reference

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