

**SOCIAL AND RELIGIOUS STUDIES
FOR RWANDA SCHOOLS**

PRIMARY 6

TEACHER'S GUIDE

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FOREWORD

Dear teacher,

Rwanda Basic Education Board is honored to present Primary six Teacher's Guide which serves as a guide to competence-based teaching and learning to ensure consistency and coherence in the learning of the Social and Religious Studies subject in upper primary school. The Rwanda educational philosophy is to ensure that learners achieve full potential at every level of education which will prepare them to be well integrated in society and exploit employment opportunities.

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

This contrasts with traditional learning theories which view learning mainly as a process of acquiring knowledge from the more knowledgeable who is mostly the teacher. In competence-based curriculum, learning is considered as a process of active

building and developing of knowledge and understanding, skills and values and attitude by the learner where concepts are mainly introduced by an activity, situation or scenario that helps the learner to construct knowledge, develop skills and acquire positive attitudes and values.

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

- Plan your lessons and prepare appropriate teaching materials.
- Organize group discussions for learners considering the importance of social constructivism suggesting that learning occurs more effectively when the learner works collaboratively with more knowledgeable and experienced people.
- Engage learners through active learning methods such as inquiry methods, group discussions, research, investigative activities and group and individual work activities.
- Provide supervised opportunities for learners to develop different competences by giving tasks which enhance critical thinking, problem solving, research, creativity and innovation, communication and cooperation.
- Support and facilitate the learning process by valuing learners' contributions in the class activities.
- Guide learners towards the harmonization of their findings.
- Encourage individual, peer and group evaluation of the work done in the classroom and use appropriate competence-based assessment approaches and methods.

To facilitate you in your teaching activities, the content of this teacher`s guide is self- explanatory so that you can easily use it. It is divided in 3 parts:

The part 1: Explains the structure of this book and gives you the methodological guidance;

The part 2: Gives the sample lesson plans as reference for your lesson planning process;

The part 3: Provides details the teaching guidance for each concept given in the student book.

Even though this teacher`s guide contains the answers for all activities given in the learner`s book, you are requested to work through each question and activity before judging learner`s findings.

I wish to sincerely appreciate all people who contributed towards the development of this teacher`s guide, particularly REB staff who organized the whole process from its inception. Special gratitude goes to Ministry of National Unity and Civic Engagement (MINUBUMWE), Never Again, AEGIS TRUST who provided their expertise; secondary schools and the University of Rwanda which provided teachers and lecturers who diligently worked to the successful completion of editing this teacher`s guide. Any comment or contribution is welcome for the improvement of this textbook for the next edition.



Dr. MBARUSHIMANA Nelson

Director General, REB



ACKNOWLEDGMENTS

I wish to express my appreciation to all the people who played a major role in editing of this Primary six Social and Religious Studies teacher's guide. It would not have been successful without active participation of different education stakeholders.

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 secondary schools and the university of Rwanda that allowed their teachers and lecturers who diligently worked with REB in-house textbooks production project to the successful completion of this teacher`s guide. 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 editions.



Joan MURUNGI,

**Head of Curriculum, Teaching and Learning Resources
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PART ONE, SOCIAL STUDIES

PART A

INTRODUCTION

This Teacher's Guide is intended to help the teachers in interpreting correctly the new Competence Based Curriculum for Primary 6 Social Studies. It will assist the teachers in planning effectively to ensure sufficient coverage of the units within the time provided. It will also help in facilitating the teaching of Social Studies by providing the teacher with prerequisite content from previous classes.

This Teacher's Guide has two parts; part A and B. Part A of the Guide contains a brief description of the Primary 6 Social Studies detailing the objectives of teaching Social Studies and its importance to society, basic and generic competences to be developed, the general learning outcomes, cross-cutting issues to be incorporated, teaching and learning methods and assessment approaches. Other aspects in this section include guidance to the teacher on how to handle multi-ability learning, accommodating learners with special needs, assessment approaches and instructional materials. The content map and sample lesson plan have been developed according to recommended standard to help the teacher in planning and actual classroom delivery.

Part B of the Guide deals with syllabus interpretation. In preparing this section, each unit in the syllabus has been treated to include approximate time allocation (number of periods), key unit competences, prerequisite of the unit, cross-cutting issues, generic competences and guidance on problem statement. This section also addresses skills and attitudes to be developed, assessment methods and suggested answers to various activities.

The teachers will, therefore, find this guide very useful as they engage the learners in various teaching and learning

experiences. In an effort to assist the teacher in handling the new Social Studies Competence Based Curriculum, this guide offers the hands-on approach by providing the right strategies and pedagogy.

- . Development in the Rwandan citizen of an autonomy of thought, patriotic spirit, a sense of civic pride, love of work and global awareness.

Develop responsible behaviors in addressing social challenges such as HIV and AIDS, protection of the environment, family planning, population growth, gender equity and human and children's rights.

- . Eliminate all causes and obstacles, which can lead to disparity in education, be it by gender, disability and geographical or social.
- . Demonstrate respect for the cultural identity, heritage and values of themselves and others.

Prepare themselves as productive, responsible citizens and confident lifelong learners
Importance of Social Studies to the Society

Social Studies is a combined course bringing together subjects such as History, Civics and Geography. It deals with a wide range of national and international issues key among them; national unity, peace education, environmental conservation, gender issues, HIV and AIDS, financial education, reproductive health and family planning. It is, therefore, a discipline that is of great value to the society in general. It has the following importance to the learners:

- Provide learners with knowledge, skills and attitudes that will empower them to participate in harmony in the society.
- Enable the learners to develop positive virtues and co-

operate with others.

- Develop the learners' curiosity about the understanding of people and their social and physical environment.
- Develop the learners for future careers such as law, management and administration.

Developing competences in Social Studies

Competences refer to ability to use an appropriate combination of knowledge, skills, attitudes, values and behavior to accomplish a particular task successfully. Like other disciplines, Social Studies has competences, which are specific and must be acquired in the course of learning.

These competences are categorized as either basic or generic.

Basic competences

Basic competences are acquired in the classroom and assist the learners to understand and practice daily activities in the classroom and outside. They are those skills the learner develops and applies in learning processes. They include:

- Literacy
- Numeracy
- ICT and digital competences
- Citizenship and national identity
- Entrepreneurship and business development
- Science and technology

Generic competences

Generic competences are those skills that enable the learners to become lifelong learners. They help the learner to deepen their understanding of subjects and apply their understanding in a range of situations. They include:

- Critical thinking
- Research and problem solving

- Creativity and innovation
- Communication
- Co-operation

General Learning Outcomes

The Social Studies Primary Six has 13 units.

Each unit has learning outcomes as listed below:

1. Ability to draw Rwanda administrative map, East Africa and Africa maps and interpret them.
2. Demonstrate patriotism and good citizenship.
3. Ability to adopt proper hygiene during puberty and prevent chronic diseases.
4. Ability to recognize the importance of public places and assets in the development of the country.
5. Analyze the importance of family and national budget. Explain factors that promote development.
6. Ability to locate different places using longitude and latitude on a map; ability to analyze influence of physical features and human activities to climate change and its effects.
7. Ability to justify the linkage between economic activities and sustainable development.
8. Ability to explain the importance of natural *resources and ways of preserving them*.
9. Ability to differentiate major ethnic groups, interpret causes and effects of migration in East Africa.
10. Ability to analyze communication services and transport networks in Rwanda and in the region.
11. Ability to demonstrate historical elements of post-independent Rwanda.

12. Ability to analyze the factors that led to the 1994 Genocide Against the Tutsi and its consequences.

Pedagogical Approaches in Teaching Social Studies

Ability to analyze effects of foreigners in East Africa.

There are a number of methods, which can be used to teach Social Studies. It is important to bear in mind that learners learn better, faster and remember more of what they learn when they are actively involved in the lesson. This can be best achieved if a teacher uses techniques in a lesson that involves the learners actively. In preparing this guide, a number of learner-centered methods have been used. They include:

(a) Discussion

Discussion is one of the most effective teaching methods, where the teacher plays the role of a facilitator. Discussion can only take place when the learners have knowledge about the topic under discussion as they will be called upon to give their opinion. During discussions, the learner's contributions are important regardless of their correctness. It therefore, encourages learners to participate and also ask questions.

Discussions can be whole class discussions, group discussions or buzz pairs.

(b) Field visits

This is a method involving learners visiting an area around the school or far away so that learners can understand better what the teacher explained in class. Such visits enable the learners to collect information for them and get firsthand knowledge about the issues at hand. When properly organized, field visits provide information to the learners which they can remember for a long time. Before taking the learners for a field visit, the teacher is

called upon to make a prior visit to the area (reconnaissance visit), so as to identify the suitability of the site and areas of interest. If it is a visit to a nearby genocide memorial site, the teacher must clear with the authorities in charge of the site and prepare on the questions the learners are likely to ask. The teacher should then agree with the authorities on the actual time and day of the visit.

(c) Question and answer

This is the most commonly used teaching method. The questions asked by the teacher in the course of the lesson help the teacher to gauge the level of understanding of the learners. It also allows the learners to take part in the lesson by asking or answering questions. The questions asked by the teacher should, therefore, vary from low order questions that require learners to recall knowledge gained to high order questions that require them to analyze information before responding. The teacher should distribute the questions to all members of the class without having to rely on those who are eager to answer them. The teacher should give immediate feedback and reinforce the learner's response as a way of encouraging them to participate actively in the lesson.

(d) Resource persons

The teacher will at times be called upon to invite experts on certain issues to come to class and give a talk to the learners. In the community around the school, there might be several experts who can be invited to share their knowledge with learners. For instance, a nurse or doctor may come and talk to the learners about chronic diseases. After identifying the resource person, the teacher should discuss with the person to agree on the areas of discussion and when they will talk to the learners. The teacher should then prepare the learners by telling them who the

resource person is, when the person will talk to them and how they are expected to conduct themselves during the discussion.

(e) Debating

Debates in class are used to enable the learners defend a particular line of thought thereby learning from one another. The learners prepare adequately as they collect the points for the debate. The teacher should identify appropriate topics for debate, which have sufficient points for and against to allow the learners enough time to give their points. A debate should only be organized after the learners have gained some knowledge on a given issue, so that they may have opportunities to apply or recall the knowledge they have so far acquired. Most of the units in Social Studies contain topics that have areas for debate, which the teacher can formulate and engage the learners in such as “We should clear some forests to create room for human settlement”.

(f) Demonstration

This method is used for both small and large groups. It is more effective when accompanied by verbalization. It involves showing reason or proof explaining or making clear by use of example and experiments. The teacher will from time to time be called upon to demonstrate concepts for learners to observe.

(g) Observation

Learners are involved in examining and inspection of the environment. It is a discovery approach that enables the learners to find out things for themselves. Learners interpret the information they get from the environment.

(h) Role-plays

This is the performance of a particular role either consciously or

unconsciously. The learner imitates situations by performing the actual actions.

Multi-ability Learning

The learners in our classroom are not the same. They have different abilities, some are bright, others are weak in between are average learners. They must be addressed during the teaching process. In most cases, the curriculum and the teaching and learning activities target the average learners, leaving out the other categories of learners. It is the duty of the teacher to devise various strategies to address the learning needs of the weak and bright learners.

For the weak learners, efforts should be made to give them remedial work, more time to complete tasks, simplifying activities and slowing down the teaching pace. For the bright learners, try to give them more challenging tasks and encourage them to work ahead of others. In each unit of this guide.

Accommodating Learners with Special Needs

Some learners in our classrooms experience certain special learning difficulties. This makes it difficult for them to cope with normal teaching and learning. As a result, such learners may fail to realize their full potential. The teacher must, therefore, look at each learner's needs during the instructional process. Assessment procedures must also be designed with the needs of these learners in mind. Generally, the following should be observed:

1. The learners with special needs should be given remedial lessons in areas where they experience problems. In most cases teaching should be one on one.
2. They should be given more time to complete their tasks.
3. The learning resources used should be accommodative to

them, for example, visual aids used must be appropriate.

4. The learning activities adopted should be the ones in which they can participate in.
5. When there is need, assign and encourage other learners to assist them.
6. We should all be friendly and kind to these learners, we should look at them as being worthy and competent like the other.
7. Encourage them to take part in all school activities including games, music and drama.

There is a section on addition remedial extension and consolidation activities.

Assessment Approaches

Formative evaluation

Formative evaluation involves formal and informal methods used by schools to check whether learning is taking place. When a teacher is planning a lesson, he/she should establish criteria for performance and behavior changes at the beginning of a unit. Then at the end of every unit, the teacher should ensure that all the learners have mastered the stated key unit competences based on the criteria stated, before going to the next unit.

The following forms of formative evaluation can be used:

- Observation
- Written observation
- Oral evaluation

Summative evaluation

Summative evaluation refers to assessment done at the end of term, a year or a cycle. It gives a picture of a learner's competence or progress at any specific moment. The main purpose of summative assessment is to evaluate whether learning objectives have been achieved. This assessment is used for deciding on progression, for selection into the next level of education and for certification.

Evaluation Records/Grading Competences

It is important to keep records of performance. Both formative and summative evaluation tests must keep the records of performance of learners. Learners must be recorded as having met, exceeded or failed to meet expectations. It is abbreviated as

RAG:

1. Red (R) – failed to meet expectation.
2. Amber (A) – have met expectation.
3. Green (G) – exceeded expectation.

Learners	Basic Competences			Generic Competences		
	Reading	Writing	Numeracy	Communication	Role playing	Discovery
1	G	G	G	G	A	A
2	R	R	R	A	R	R
3	A	A	G	A	A	A

Instructional Materials

These are the items the teacher gathers for use in the lesson to support teaching and learning. Each lesson requires different resources. You are expected to identify what you will use and have the same ready for the lesson. The materials may either

be print or non-print, should be cheap and locally available to the learners. P6 Social Studies syllabus suggests the following learning and teaching resources:

Relevant textbooks about:

- History of Rwanda
- History of Africa
- World ancient and modern civilizations
- Modern world History and World Wars
- Atlas
- Geographical and Historical maps
- Films and videos (audio-visual sources)
- Historical sites
- Archaeological sites
- Memorial sites
- Photographs
- Braille
- Museums
- Tales, tactile maps, stories and testimonies

CONTENT MAP

	Unit 1	Unit 2	Unit 3
	Our country	Civics and governance	Hygiene
Number of Periods	7	17	8
Key Unit competence	Draw and interpret Rwanda administrative map, East Africa and African maps and interpret them.	Demonstrate patriotism and good citizenship	Adopt proper hygiene during puberty and prevent chronic diseases

Number of lessons	7	17	8
Equipment and learning and teaching materials required	<ul style="list-style-type: none"> • Textbooks. • Internet. • Maps. • Globe. • Compass. 	<ul style="list-style-type: none"> • Textbooks. • Internet. • Films. • Videos. • M e d i a (newspapers and radio). 	<ul style="list-style-type: none"> • Textbooks. • Internet. • Videos. • Pictures. • Illustrations. • Real objects.
Activities/ Techniques	<ul style="list-style-type: none"> • Reading books. • Using the Internet. • Discussing in groups. • Researching. • Drawing maps. • .Writing summary. 	<ul style="list-style-type: none"> • Reading. • Discussing in groups. • Researching. • Writing essays. • Watching videos and films. 	<ul style="list-style-type: none"> • Reading books. • Using the Internet. • Discussing in groups. • Researching. • Making class presentations.
Generic competences practiced	<ul style="list-style-type: none"> • Critical thinking. • Communication skills. • Creativity and innovation. • Co-operation 	<ul style="list-style-type: none"> • Critical think- ing. • Communication skills. • Creativity and innovation. • Co-operation 	<ul style="list-style-type: none"> • Critical think- ing. • Communica- tion skills. • Creativity and innovation. • Co-operation

Cross cutting issues to be addressed	<ul style="list-style-type: none"> • Peace and values education. • Environment and sustainability 	<ul style="list-style-type: none"> • Genocide studies. • Peace and values education. • Comprehensive sexuality education 	<ul style="list-style-type: none"> • Environment and sustainability Comprehensive sexuality education • Gender
Assessment strategies of the key unit competence	<ul style="list-style-type: none"> • Competence-based activities at the beginning, during or at the end of the lesson. 	<ul style="list-style-type: none"> • Formative assessment at the beginning of the unit. • Summative assessment at the end of the unit on learning objectives 	<ul style="list-style-type: none"> • Formative assessment at the beginning of the unit. • Summative evaluation at the end of the unit on learning objectives

	Unit 4	Unit 5	Unit 6
	Public places and assets in our country	Budget	Direction and location
Number of Periods	7	8	13
Key Unit competence	Recognize the importance of public places and assets in the development of the country.	<ul style="list-style-type: none"> • Analyze the importance of family and national budget. • Explain factors that promote development. 	<ul style="list-style-type: none"> • 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.

Number of lessons	7	8	13
Equipment and learning and teaching materials required	<ul style="list-style-type: none"> • Books. • Internet sources. • Films. • Video • Photographs. • Illustrations of public places and assets. 	<ul style="list-style-type: none"> • Internet. • Textbooks. • Photographs. • Tactile materials. • Video. • Illustrations of factors that promote development. 	<ul style="list-style-type: none"> • Pupils' Book. • Internet. • Pictures. • .Tactile materials. • Photographs. • Films. • Videos. • Globes.
Activities/ Techniques	<ul style="list-style-type: none"> • Reading books. • Using the Internet. • Discussing in groups. • Demonstrating. • Preserving measures. 	<ul style="list-style-type: none"> • Forming groups and discussing types of budget. • Preparing family budget. • Carrying out a field visit. • Making summary of findings. 	<ul style="list-style-type: none"> • Researching. • Discussing in groups. • Writing notes. • Making class presentation. • Drawing and interpreting maps.
Generic competences practiced	<ul style="list-style-type: none"> • Critical thinking. • Communication skills. • Creativity and innovation. • Co-operation. 	<ul style="list-style-type: none"> • Critical thinking. • Communication skills. • Creativity and innovation. • .Co-operation 	<ul style="list-style-type: none"> • Critical thinking. • Communication skills. • Creativity and innovation. • .Co-operation

Cross cutting issues to be addressed	<ul style="list-style-type: none"> • Environment and sustainability 	<ul style="list-style-type: none"> • Financial education • Peace and values education • Standardization culture 	<ul style="list-style-type: none"> • Peace and values education • Environment and sustainability
Assessments strategies of the key unit competence	<ul style="list-style-type: none"> • Competence based activities at the beginning, during or at the end of the lesson. 	<ul style="list-style-type: none"> • Competence-based activities at the beginning, during or at the end of the lesson. 	Formative assessment at the beginning of the unit and summative assessment at the end of the unit on learning objectives.

	Unit 7 Economic activities	Unit 8 Natural resources	Unit 9 The people of East Africa
Number of Periods	5	6	4
Key Unit competence	Justify the linkage between economic activities and sustainable development	Explain the importance natural resources and ways of preserving them.	<ul style="list-style-type: none"> • Differentiate major ethnic groups in East Africa. • Interpret causes and effects of migration in East Africa.
Number of lessons	5	6	4

Equipment and learning and teaching materials required	<ul style="list-style-type: none"> • Pupils' Book. • Photographs. • Illustrations of economic activities. • Photographs. • Video. • Tactile materials. • Library. 	<ul style="list-style-type: none"> • Textbooks. • Internet. • Videos. • Real objects. 	<ul style="list-style-type: none"> • Textbooks. • Wall maps. • Internet. • Pictures and photographs.
Activities/ Techniques	<ul style="list-style-type: none"> • Internet research. • Group discussion about the importance of economic activities to sustainable development. • Oral class presentations of research topic. 	<ul style="list-style-type: none"> • Reading. • Discussing in groups. • Researching. • Watching videos. 	<ul style="list-style-type: none"> • Reading relevant materials about major ethnic groups in East Africa. • Discussing in groups. • Watching videos. • Making class presentations.

Generic competences practiced	<ul style="list-style-type: none"> • Research and problem solving. • Lifelong learning. • Critical thinking. • Communication skills. • Creativity and innovation. • Co-operation. 	<ul style="list-style-type: none"> • Research and problem solving. • Lifelong learning. • Critical thinking. • Communication skills. • Creativity and innovation. • Co-operation. 	<ul style="list-style-type: none"> • Research and problem solving. • Lifelong learning. • Critical thinking. • Communication skills. • Creativity and innovation. • Co-operation.
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Cross-cutting issues to be addressed	<ul style="list-style-type: none"> Financial education Environment and sustainability 	<ul style="list-style-type: none"> Environmental sustainability 	<ul style="list-style-type: none"> Peace and value education Standardization culture
Assessment Strategies of the key unit competence	<ul style="list-style-type: none"> Competence based activities at the beginning, during or at the end of lesson. 	<ul style="list-style-type: none"> Formative assessment at the beginning of the unit. Summative assessment at the end of the unit on learning objectives. 	<ul style="list-style-type: none"> Formative assessment at the beginning of the unit. Summative objective assessment at the end of the unit.

	Unit 10	Unit 11	Unit 12	Unit 13
	Transport and communication	Effects of foreigners in East Africa	Post independent Rwanda	Genocide Against the Tutsi
Number of periods	8	8	7	11
Key Unit competence	Analyze communication services and transport networks in the in East Africa region	Analyze effects of foreigners in East Africa	Demonstrate historical elements of post independent Rwanda	Analyze the factors that led to the 1994 Genocide Against the Tutsi and its consequences
Number of lessons	8	8	7	11
Equipment and learning and teaching materials required	<ul style="list-style-type: none"> Books. Internet. Media. Pictures. 	<ul style="list-style-type: none"> Books. Internet. Photographs. Stories. 	<ul style="list-style-type: none"> Whole class orientation then group work. 	<ul style="list-style-type: none"> Books. Internet. Media. Pictures.

Activities/ Techniques	<ul style="list-style-type: none"> • Reading books. • Using the Internet. • Discussing in groups. • Researching. • Writing poems. 	<ul style="list-style-type: none"> • Reading books. • Using the Internet. • Discussing in groups. 	<ul style="list-style-type: none"> • Reading. • Discussing in groups. • Researching. • Writing essays. • Watching videos and films. 	<ul style="list-style-type: none"> • Reading books. • Using the Internet. • Discussing in groups. • Researching.
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Generic competences practiced	<ul style="list-style-type: none"> • Research and problem solving. • Lifelong learning. • Critical thinking. • Communication skills. • Creativity and innovation. • Co-operation. 	<ul style="list-style-type: none"> • Research and problem solving. • Lifelong learning. • Critical thinking. • Communication skills. • Creativity and innovation. • Co-operation. 	<ul style="list-style-type: none"> • Research and problem solving. • Lifelong learning. • Critical thinking. • Communication skills. • Creativity and innovation. • Co-operation. 	<ul style="list-style-type: none"> • Research and problem solving. • Lifelong learning. • Critical thinking. • Communication skills. • Creativity and innovation. • Co-operation.
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Crosscutting issues to be addressed	Peace and values education	Peace and values education Standardization of culture	Genocide studies Peace and values education	Genocide studies Peace and values education
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Assessment strategies of the key unit competence	Formative assessment at the beginning of the unit and summative evaluation at the end of the unit on learning objectives.	Formative assessment at the beginning of the unit and summative evaluation at the end of the unit on learning objectives.	Formative assessment at the beginning of the unit and Summative assessment at the end of the unit on learning objectives.	Formative assessment at the beginning of the unit and summative evaluation at the end of the unit on learning objectives.
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Sample Competence-based Lesson Plan

School Name..... Teacher's Name:

Term	Date	Subject	Class	Unit No.	Lesson No.	Duration	Class size
Term I	26/ 9/2022	Social Studies	P6	1	7	40	40
Type of Special Educational Needs to be catered for in this lesson and number of learners in each category				Visual impairment: two learners			
Unit title	Our country						
Key Unit Competence	Draw and interpret Rwanda administrative map, East Africa and African maps and interpret them.						
Title of the lesson	Administrative map of Rwanda.						
Instructional Objective	Using a wall map of Rwanda/Atlas, the learner should be able to draw and interpret Rwanda administrative map, without any mistake.						
Plan for this Class (location in/ outside)	Inside the classroom.						

Learning Materials (for ALL learners)	Maps, Atlas, paper, pencils, charts, Internet, crayons, water paints	
References	<ul style="list-style-type: none"> Rwandan National Social Studies syllabus, Primary 6.Social Studies Pupil’s Book, Primary 6. Library textbooks. 	
	Description of teaching and learning activity	Generic competences and crosscutting issues to be addressed +

Timing for each step	Through observation of the administrative map of Rwanda, learners will draw the administrative map of Rwanda and compare the provinces according to their location and sizes.	a short explanation
	<table border="1"> <tr> <td>Teacher activities</td> <td>Learner activities</td> </tr> </table>	
Teacher activities	Learner activities	

Introduction 5 min	<p>Display administrative map of Rwanda and guide learners to observe and interpret it by asking probing questions.</p> <p>Possible questions:</p> <ol style="list-style-type: none"> Name one or two provinces. Give one of the districts in any province. 	<p>Learners to observe map and respond to the question.</p> <ol style="list-style-type: none"> Possible answers: Eastern, Southern.... Kamonyi..... 	<p>Generic competences</p> <p>Communication: Learners will communicate and learn to communicate efficiently.</p>
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<p>Development of the lesson 30 min</p>		<p>• Learners observe, draw and interpret the Rwanda administrative maps as follows:</p> <ol style="list-style-type: none"> 1. Draw the map of Rwanda and demarcate the administrative units, which are provinces and districts. 2. Locate the five provinces and name them. 3. Identify the districts in each province. 2. Compare the sizes of provinces and districts. 	<p>Generic competences:</p> <p>Observation Through observation of the maps, learners will acquire observation skills and reporting skills.</p> <p>Communication: The working groups of classmates provide an open environment to group members which facilitate communication. Communication will be done either orally or written.</p> <p>Co-operation: The working group of classmates is organized well and allows all members to participate with each other efficiently. Critical thinking. Learners will think about different provinces and districts.</p>
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			<p>Cross-cutting issues:</p> <p>Gender:</p> <p>The gender balance in forming groups will encourage learners to observe mutual respect.</p>
			<p>Peace and Values Education</p> <p>Learners will see Rwanda as one united country although it is made up of different provinces and districts. All are united in peaceful and harmonious relations, which is critical for our country.</p>

<p>Conclusion:</p> <ul style="list-style-type: none"> - Summary - Assessment <p>5 min</p>	<ul style="list-style-type: none"> • The teacher assesses the lesson by requesting the learners to describe and interpret the Rwandan administrative map. • The teacher asks learners to list the districts in each province. 	<p>The learners respond to the assessment task.</p> <p>Possible answers:</p> <p>The Rwanda administrative map:</p> <ul style="list-style-type: none"> • Consists of five provinces. • The provinces are divided into 30 districts. • Some provinces are big and others are small. <ul style="list-style-type: none"> - The learner lists the districts in each province. 	<p>Generic competences:</p> <ul style="list-style-type: none"> - Communication: <p>By answering questions, learners will develop communication competence.</p>
<p>Teacher Self-evaluation</p>	<p>All learners are able to draw and interpret the Rwandan administrative map.</p>		

UNIT 1

Our country

1.1. Key Unit Competence

Draw and interpret Rwanda administrative map, the maps of East Africa and Africa.

1.2. Prerequisites of the Unit

This unit is a continuation of what the learners did in P4, our district and P5, our province. The learners have learnt about their district and province. They located their district on the map of Rwanda. They also described the location of their province in Rwanda and neighbors of their province. This knowledge will be useful in helping them to draw and interpret Rwandan administrative map. They will now discover that their country is made up of districts and provinces.

1.3. Cross-cutting Issues

Peace and values education: Mainstream peace and values education as learners draw and interpret the Rwandan administrative map by emphasizing to the learners their peace and core values are important to the well being of other nation.

1.4. Generic Competences

- Critical thinking.
- Creativity and innovation.
- Communication skills.
- Co-operation.

1. 5. Key Words

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

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

Landlocked: Entirely enclosed by land.

Location: The particular place or position of something.

Neighbor: A place or thing next to, or very near to another.

1.6. Guidance on the Problem Statement Pupil's Book.

Guide learners to discover the shape and size of Rwanda. In the course of the lesson, let learners locate Rwanda on the map of East Africa and Africa. Guide learners to draw accurately the map of Rwanda and indicate all her neighbors. At the end of the lesson, ask learners to evaluate themselves by drawing the map of Rwanda accurately.

1.7. List of Lessons

Number of Lessons	Lesson Title	Periods
Lesson 1	Administration map of Rwanda.	2
Lesson 2	Location of Rwanda in relation to the map of East Africa and her neighboring countries.	2
Lesson 3	Location of Rwanda on the map of Africa.	1
Lesson 4	End of unit assessment	1

1.8. Lesson Development

I Learning Objectives

Knowledge and understanding: To locate Rwanda on the map of East Africa.

Skills: To draw and interpret Rwanda administrative map.

Attitudes and values: Demonstrate a sense of co-operation.

II Introduction

Introduce the lesson by reviewing the work covered in P5 about the district and the province. Ask learners to do Activity 2 in Pupil's Book and Activity 1 in Pupil's Book.

Answers to Activity 1 in Pupil's Book

1. **P- Western, Q- Northern, R- Kigali, S- Eastern, T- Southern**
2. **Learners categorize districts according to their provinces.**

Answers to Activity 2 in Pupil's Book.

Guide the learners to name the province where their school is located.

1. Assess learners' responses.
2. Let the learners give correct
3. Answers about their neighboring provinces.

III Materials/Teaching Aids

Pupil's Book, administrative map of Rwanda, Internet sources, tactile materials.

Learning outcomes

By the end of the lesson, the learner draws and interprets individually Rwanda administrative map and locates all provinces with their different districts.

Teaching and learning methods

- Demonstration
- Observation
- Question and answer
- Discussion.

Preparation

- Display the administrative map of Rwanda on the wall.
- Ask learners to access Internet sources or library and research about administrative map of Rwanda before the lesson.
- Ask learners to carry drawing materials during the lesson.
- Prepare tactile materials for learners with disabilities.

IV Learning Activities

Our experience

- Guide learners to observe the administrative map of Rwanda on the wall.
- Ask learners to identify provinces and their respective districts on the map.

Our response

Generic competences practiced

Creativity and innovation – Learner to be able to individually draw and interpret Rwanda administrative map and locates all provinces with their different districts using different attractive colors.

Cross-cutting issues

Peace and values education – Emphasize that Rwanda is a landlocked country and needs to co-operate and have friendly relations with her neighboring countries to promote peace in the region.

V Synthesis

- Ask learners to write down short notes about the administrative map of Rwanda.
- Guide learners to do the activity 2 and 3 in Pupil’s Book.

Answers to Activity 2 in Pupil’s Book.

- 30
- Nyagatare.

Answers to Activity 3 in Pupil’s Book.

Accept any well drawn map of Rwanda showing district and provinces.

VI Formative Assessment

- Assist and encourage slow learners to draw and interpret administrative map of Rwanda. Let them trace the map of Rwanda from an Atlas.

Guide them to do the remedial and extended activities in the pupil’s book.

- Give gifted learners more tasks to enhance their competences.
- Provide tactile materials to learners with special needs. For example, tactile and braille maps.

Lesson 2: Location of Rwanda on the map of East Africa and her neighboring countries

Pupils book

I Learning objectives

Knowledge and understanding

The learner to:

- Locate Rwanda on the map of East Africa and her neighboring countries.

Skills

- Draw and interpret East Africa map.

Attitudes and values

- Show awareness of Rwanda's boundaries with neighboring countries.
- Demonstrate a sense of co-operation.

II Introduction

Introduce the lesson by reviewing the previous lesson on the administrative map of Rwanda. Ask them to do Activity 1 in Pupil's Book.

Answers to Activity 1 in Pupil's Book.

1. Rwanda, Burundi, Tanzania, Uganda, Kenya, South Sudan.
2. Burundi, Tanzania, Uganda.
3. A - Kigali, B - Bujumbura, C - Kampala, D - Nairobi, E - Dodoma

Learning outcomes

The learner:

- Draws and interprets individually the map of East Africa then locates Rwanda and neighboring countries in relation to the map of East Africa.

- Displays the drawn map in the class for others to observe.

Teaching methods

- Discussion
- Demonstration
- Question and answer

III Materials/Teaching Aids

- . Pupil's Book, Internet sources and the library, wall map of East Africa, tactile materials.

Preparation

- Display the wall map of East Africa.
- Ask learners to access Internet sources or the library before the lesson to research on the topic.
- Guide learners to be equipped with drawing materials.
- Assemble tactile materials for learners with disabilities.

IV Learning Activities

Our experience

- Guide the learners to identify and locate Rwanda on the displayed wall map of East Africa.
- Ask the learners to name the other countries of East Africa.
- Guide learners to name the countries neighboring Rwanda.

Our response

- Guide the learners to refer to the map in Pupil's Book.
- Draw the map of East Africa and locate Rwanda and neighboring countries.
- Ask learners to do the Activity 2 in Pupil's Book.

Generic competences practiced

Creativity and innovation – The learner to be able to draw and interpret individually maps of East Africa then locate Rwanda

and neighboring countries using attractive shading colors.

Cross-cutting issues

Peace and values education: Emphasize that Rwanda is landlocked. Therefore, Rwandans need to co-operate and show friendship with neighboring countries in order to promote peace in the region.

Emphasize that Rwandan's are brothers with their neighbors, so they should promote peace and security in East Africa.

Answers to Activity 2 in Pupil's Book.

1. Accept any well drawn map of East Africa showing the different countries.

V Formative Assessment

- Assist and encourage slow learners to draw and interpret the map of East Africa.
- Give gifted learners more tasks to strengthen their competences.
- Monitor learners with drawing and interpreting difficulties to establish how much remedial they need.
- Provide tactile materials to learners with special needs.

Lesson 3: Location of Rwanda on the map of Africa

Lesson 3: Location of Rwanda on the map of Africa

Pupil's Book.

I Learning Objectives

Knowledge and understanding

The learner to:

- Be able to draw and interpret individually the map of Africa then locate Rwanda and neighboring countries.

- Be able to display the drawn map and interpret it to the class.

Skills

Draw and interpret the map of Africa.

Attitudes and values

- Show awareness of Rwanda's boundaries with neighboring countries and its location on the map of Africa.
- Demonstrate a sense of co-operation.

II Introduction

Introduce the lesson by reviewing the previous lesson. Ask learners to do Activity 1 in the Pupil's Book.

Answers to activity 1 in Pupils book.

1. Rwanda, Burundi, Tanzania, Uganda, Kenya, South Sudan
2. Burundi, Tanzania, Uganda.
3. West

Learning outcomes

The learner:

- Draws and interprets individually the map of Africa then locates Rwanda and neighboring countries.
- Displays the drawn map to the class in the class for others to observe.

Teaching methods.

- Discussion
- Demonstration
- Question and answer

III Materials/Teaching Aids

Pupil's Book, Internet sources, wall map of Africa and tactile materials.

Preparation

- Display the wall map of Africa on the wall.
- Ask learners to carry drawing materials for use during the lesson.
- Ask learners to access Internet sources before the lesson to research on the countries of Africa.
- Prepare tactile materials for learners with special needs.
- Ask learners to carry drawing materials for use during the lesson.
- Ask learners to access Internet sources before the lesson to research on the countries of Africa.
- Prepare tactile materials for learners with special needs.

IV Learning Activities

Our experience

- Guide learners to identify and locate Rwanda on the map of East Africa.
- Guide learners to name neighboring countries of Rwanda from the displayed map.

Our response

- Guide learners to draw and interpret individually the map of Africa and locate Rwanda and her neighbors.

Generic competences practiced

By the end of the lesson, the learner to be able to draw and interpret individually the map of Africa then locate Rwanda and neighboring countries.

Cross-cutting issues

- **Peace and values education:** Emphasize that Rwanda is landlocked and Rwandans need to develop friendship and co-operate with other countries to promote peace in the region and Africa.
- **Standardization Culture:** Guide learners to develop a positive attitude to the culture of our neighbors.

V Synthesis

- . Ask learners to display the drawn map and locate Rwanda and her neighboring countries.

Remedial activities

- . What is the name of the district where your school is found?

Answers to Activity 2 in Pupil's Book.

1. Supervise the learners as they draw the map. Encourage and assist those with difficulty.
2. Accept the countries named with their correct location on the map of Africa.

Project work

Supervise project work and guide learners to model the maps using local materials.

VI Formative Assessment

- Give gifted learners more tasks to enhance their competences.
- Assist and encourage slow learners to draw and interpret individually the map of Africa then locate Rwanda and her neighboring countries.
- Provide tactile materials for learners with special needs.

End of Unit

Unit summary

- This unit dealt with the administrative map of Rwanda.
- It looked at the location of Rwanda on the map of East Africa and her neighboring countries.
- It also looked at the location of Rwanda on the map of Africa.
- The unit aims at enabling the learners to show awareness of Rwanda's with neighboring countries.
- Learners are expected to acquire the skills of drawing and interpreting maps and demonstrate a sense of co-operation.

Remedial activities

1. What is the name of the district where your school is found?
2. What is the name of the province where your school is found from the administrative map of Rwanda?

Additional content for the teacher

- The countries of East African community are Rwanda, Burundi, Uganda, Kenya, Tanzania, South Sudan and DR Congo.
- Rwanda is the smallest country in East Africa in terms of landmass. It has an area of 26338 km²
- The shape of Africa is not balanced. It is wide in the north and narrow in the south.

Answers to end unit assessment pupil's book

1. (i) Guide learners to draw accurate maps showing the districts and provinces of Rwanda.

(ii)

Kigali	Southern	Eastern	Western	Northern
Gasabo	Muhanga Kamonyi	Rubavu Nyabihu	Nyagatare Gatsibo	Musanze Burera
Nyarugenge Kicukiro	Ruhango Nyamagabe Huye Nyaruguru Gisagara Nyanza	Rutsiro Ngororero Karongi Nyamasheke Rusizi	Kayonza Kirehe Rwamagana Ngoma Bugesera	Gakenke Rulindo Gicumbi

- (iii) . Kigali city is located in the central part of the country.
- . Eastern province is located in the East.
 - . Western province is located in the west of the country.
 - . Southern province is located in the South
 - . Northern province is located in the North

2. Guide learners to draw accurate maps showing the countries of East Africa and guide them to interpret them by identifying the countries and describing the location.
3. Guide the learners to draw accurate maps of Africa showing the countries and interpret them by describing the location of the countries and describing the shape.
- 4 Match the countries in column A with their direction from Rwanda in column B.

A	B
Tanzania	East
Uganda	North West
DRC	South
Burundi	

Remedial Activities

1. What is the name of the district where your school is found?
2. What is the name of the province where your school is found from the administrative map of Rwanda?
3. Look at the administrative map of Rwanda then count and give the number of provinces in Rwanda.
4. A part from Rwanda, name one other country in East Africa.
5. Study the map of Africa and then identify the country neighboring Rwanda to the West.

Extended Activities.

1. Categories the countries of Africa by the regions where they are found.

Answers to Remedial Activities.

1. Accept the name of the district where the school is found.
2. Accept the name of the district where the school is found.
3. Five
4. Kenya, Uganda, Tanzania, Burundi
5. Democratic Republic of Congo

UNIT 2

Civics and governance

2.1. Key Unit Competence

Demonstrate patriotism and good citizenship.

2.2. Prerequisites of the Unit

The unit is a continuation of civics and governance which the learners did in P5. The learners learnt about acceptable behaviour, national symbols and leadership. They also looked at factors that contribute to good governance. This information will help them understand ways of promoting national unity and how to avoid risky behaviour, citizenship and other key concepts in this unit.

I Learning Objectives

Knowledge and understanding

The learner should be able to define key words (unity, co-operation and Ndi Umunyarwanda concept).

Skills

The learner should be able to explain unity, Ndi Umunyarwanda and co-operation.

Attitudes and values

Acknowledge the importance of unity and co-operation.

2. 3. Key words

Constitution:	Set of laws used to govern a country.
Co-operation:	Working together to achieve the same objectives.
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 behavior that differ from one's own.
Neighbors:	A place or thing next to or very near to another.
Patriotism :	Strong support and love for your country.

Reconciliation: Restoring friendly relations.

Unity: The state of being united/togetherness with someone.

2.4. Guidance on the Problem Statement Pupil's Book.

Let learners understand the role of government to the people. At the same time, learners should discover the responsibilities of Rwandan citizens to the nation. As they go through the topic, they should discover and appreciate the values expected of Rwandan citizens and their duties to the nation.

II Introductory Activity

Introduce the lesson by asking learners to do Activity 1 in Pupil's Book.

Activity 1 in Pupil's Book.

1. In your community, name things which people do together?
2. How do people in your community help each other?
3. Pictures in Pupil's Book.

Answers to Activity 1 in Pupils' Book.

1. Praying
Playing
Trading
Conducting ceremonies like weddings.
Farming.
Fishing.
2. Sharing work, assisting the needy.
3. Learners give different views.

III Materials/Teaching Aids

- Exercise books.
- Photographs and pictures related to unity and co-operation.

Learning outcomes

The learner:

- Defines the meaning of unity and co-operation.
- Explains the concept of "Ndi Umunyarwanda."
- Appreciates the importance of unity.

Teaching and learning methods

- Demonstration
- Question and answer
- Observation
- Discussion

2.5. List of Lessons

Number of Lessons	Lesson Title	Periods
Lesson 1 and 2	<ul style="list-style-type: none"> • Meaning of key words (Unity co-operation, Ndi Umunyarwanda) • Situations that depict unity and co-operation, issues that hinder unity and co-operation 	2
Lesson 3	Ways of promoting unity and co-operation	1
Lesson 4	Importance of national unity	1
Lesson 5 and 6	Regional co-operation	2
Lesson 7 and 8	International co-operation (Specialized UN agencies)	2
Lesson 9	Government and non-governmental organizations that help people meet their needs and wants.	1
Lesson 10 and 11	Heroism	2
Lesson 12 and 13	Risky behavior (drug abuse, unprotected sex, criminal behavior, early sexual debut)	2
Lesson 14	Rwandan citizenship	1
Lesson 15	<ul style="list-style-type: none"> • Leadership, main organs of government and their duties of citizens • Elections and democracy in Rwanda 	1
Lesson 16	End unit assessment	1

Preparation

Answers to Activity 2 in Pupil's Book .

(1) How people who live in the village look at each other:

They look at each other as brothers and sisters.

They consider themselves as friends.

(2) How they support one another:

Coming together to perform difficult tasks.

Supporting one another when there is a need.

Supporting those in need, for example, survivors of the genocide.

They come together to assist in solving the problem.

Answers to Activity 4 in Pupil's Book.

(1) Meaning of a nation

People united by a common history, culture or language and living in a particular

(2) Meaning of national unity

The feeling of being united as a country.

A new form of identifying oneself in Rwanda without mentioning ethnicity.

Answers to Activity 4 in Pupil's Book.

(1) What is expected of Rwandan citizen in relation to "Ndi Umunyarwanda" concept:

To identify oneself always as a Rwandan.

To show love to each other.

To treat others fairly and equally.

(2) Learners give different responses in regard to their

responsibilities to promote national unity.

- Display photographs and pictures related to unity and co-operation.
- Learners with special needs such as impairment to take front seats and be helped accordingly.
- The charts to be developed using large fonts for learners with visual challenges.

IV Learning Activities

Our experience

- Guide learners to observe photographs and pictures about co-operation.
- Guide learners to discuss from their own experience the things, which people do together.
- Guide learner to identify themselves as “Ndi Umunyarwanda.”

Our response

- Ask learners to define the key terminologies in their own words.
- Discuss in pairs the meaning of unity, co-operation, “Ndi Umunyarwanda.”

V Synthesis

- Guide learners to write short notes on results of the discussion.

VI Formative Assessment

- Slow learners to be given less and simple exercises that they can complete.
- Fast learners to be given more demanding exercises that can match their ability.
- Learners with special needs such as impairment to take front seats and be helped accordingly.

I Learning Objectives

Knowledge and understanding

- The learner should be able to:

Give examples of situations that depict unity and co-operation among people.

- Identify issues that hinder unity and co-operation.

Skills

The learner should be able to:

- Analyze situations that depict unity and co-operation.
- Role-play situations that depict unity and co-operation among people.
- Attitudes and values
- Acknowledge the importance of unity

II Introductory Activity

Introduce the lesson by asking learners to do Activity 5 in Pupil's Book.

Activity 5 in Pupil's Book.

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

Answers to Activity 5 in Pupil's Book.

1. Guide learners to give the different ways in which people react to different disasters, for example:

- They come together to contribute money to assist.
- They come up and provide labour where it is required.
- They come together to fight the enemy, for example, if thieves attacked their Umudugudu.
- Exercise books.

Photographs showing situations that depict unity and co-operation.

2. Some things that show there is unity and co-operation in our home and school.

- In school, we discuss in groups so that everyone learns well.
- Both in school and home, we assist each other with work, for example, cleaning the classroom, compound, cooking and cleaning utensils.
- Sharing the little we have, for example, books, food, shelter.
- Helping each other when there is need, for example, when one is sick.
- Showing love for one another.

III Materials/Teaching Aids

Film or video on unity and co-operation.

Preparation

- Prepare a short film or video related to unity and co-operation.
- Mount photographs and pictures showing situations that depict unity and cooperation.
- Learners with special needs such as impairment to take

front seats and be helped accordingly.

- The charts to be developed using large fonts for learners with visual challenges.

Learning outcomes

The learner to:

- Be able to analyze situations that depict unity and co-operation.
- Be able to role-play situations that depict unity.
- Explains the issues that hinder unity.

Teaching and learning methods

- Demonstration
- Question and answer
- Observation
- Discussion
- . Emphasize to the learners the importance of peace and values education: Unity and co-operation is important in fostering peace.

IV Learning Activities

Our experience

Learners watch videos/films showing situations that depict unity and co-operation.

- Learners observe photographs showing situations that depict unity and cooperation.
- The teacher guides learners to role-play the situations that depict unity and cooperation.

Our response

- Learners discuss situations that depict unity and co-operation.

- Learners discuss issues that hinder unity and co-operation.

Generic competences practiced

Communication skills

The learner:

- Defines key words.
- Discusses the situations that depict unity.
- Role-plays the different situations that depict unity.
- Analyses issues that hinder unity and co-operation.

V Synthesis

- Ask pupils to do activities 6 – 8 in Pupil's Book.

The things that show there is unity and co-operation among people

- People coming together to towards meeting their needs.
- When people assist those who are needy like widows and orphans.
- When people come together when there is an emergency.
- When people report those who do bad things to the government officers and police.
- When people come together to keep their environment clean.
- Assisting each other to do different work like cleaning.
- Working in groups to discuss and learn new things.
- Assisting those who are sick or unwell.

Answers to Activity 7 in Pupil's Book

Answers to Activity 7 in Pupil's Book

1. The teacher greets us and creates a warm atmosphere for learning.
2. No, when other people are talking, we listen to them and give them time to finish what they are saying.
3. When textbooks are not enough for everyone, we share the ones that are there equally.
4. People will not be happy with one another. Some will feel that they are not part of the district.

It is very bad to take other people's things without their permission

Activity

Issues that hinder unity:

- People fail to agree because their **religions are different**.
- **When resources are shared unequally**, some people feel unwanted.
- **Political differences**, people disagree because they belong to different political parties.
- **Intolerance**, this is where we don't agree with other people's opinion.
- **Ethnicity**, where people look at others as belonging to other tribes.
- **Corruption**, when people have to pay for a service, which should be free.

VI Formative Assessment

- Slow learners to be given less and simple exercises that they can complete.
- Fast learners to be given more demanding exercises that can match their ability.

Lesson 3: Ways of promoting Unity and cooperation

Pupil's Book.

I Learning Objectives

Knowledge and understanding

- The learner should be able to identify ways of promoting unity and co-operation.

Skills

- The learner should be able to analyze ways of promoting national unity.
- Attitudes and values
- Co-operate with others.

II Introduction

- Introduce the lesson by asking learners to do Activity 9 in Pupil's Book.

Activity 9 in Pupil's Book.

- What are the ways in which we can promote unity and co-operation?

Answers to Activity 9 in Pupils' Book.

1. Having love for others.

Sharing the little we have.

Being honest and trustworthy.

Talking to one another to solve problems.

Talking to one another to solve problems.

Allowing people to express their views freely.

Listening to other people's views even if we don't agree with them.

Encouraging people from different parts of the country to work together in the same offices.

Encouraging sociocultural activities such as trade, games and intermarriages.

III Materials/Learning Aids

- Films or video.
- Pupil's Book.
- . Photographs and pictures related to different ways of promoting national unity.

Preparation

- Prepare a short video clip on ways of promoting national unity.
- Collect photographs related to different ways of promoting national unity.
- Prepare a chart showing the different ways of promoting national unity.
- Learners with special needs such as impairment to take front seats and be helped accordingly.

Learning outcomes

The learner:

- Explains ways of promoting national unity.
- Demonstrates ways of promoting national unity.

Teaching and learning methods

- Demonstration

- Question and answer
- Observation
- Discussion

VI Learning Activities

Our experience

Guide learners to observe and interpret films, videos, photographs and pictures related to different ways of promoting national unity.

Our response

- Learners discuss in pairs the different ways of promoting national unity.
- Learners write short notes on the results of the discussion.
- Perform activities in Pupil's Book.

Generic competences practiced

Communication skills

– The learner:

- Role-playing different ways of promoting national unity.
- Writing short notes on the different ways of promoting national unity.
- Discussing in groups the different ways of promoting national unity.
- Making class presentations on different ways of promoting national unity.
- Observing and interpreting pictures and photographs related to ways of promoting national unity.

Cross-cutting issues

- **Peace and values education:** Emphasize the importance of adopting and following the different ways of promoting national unity.

- **Genocide Studies: Emphasize** the importance of unity by encouraging reconciliation to avoid genocide in future.

V Synthesis

- Ask pupils to do Activity 10 in Pupil's Book.

Answers to Activity 10 in Pupil's Book.

Ways of promoting unity and co-operation:

- **Obeying the law:** When people obey the law, there will be few conflicts in society.
- **Transparency:** This means having openness in the things we do.
- **Respecting others:** When we show respect to other people, it leads to love for each other.
- **Having a constitution:** Having a constitution promotes national unity.
- **Having a common education system:** All children in Rwanda go to school and are taught the same curriculum. This promotes national unity.

VI Formative Assessment

- Slow learners to be given less and simple exercises that they can complete.
- Fast learners to be given more demanding exercises that can match their ability.

I Learning objectives

Knowledge and understanding

The learner should be able to:

- Identify the reasons why national unity is important.
- Identify reasons why we need peace in our country.

Skills

The learner should be able to explain the importance of national unity.

Attitudes and values

Appreciate the importance of national unity.

II Introduction

Introduce the lesson by asking learners to do Activity 11 in the Pupil's Book

Answers to Activity 11 in Pupil's Book.

1. Benefits of family members staying together
 - A united family can work together to meet their needs.
 - A united family can protect all its members from bad things.
 - When family members are united, they support each other.
2. When we all work together in school:
 - It becomes easier to clean our school.
 - Everyone can share the few books, which we have.
 - Pupils assist each other in classwork.
3. Why the people of our country should be united:
 - To promote peace and stability in the country.
 - To develop our country and make it self-reliant.
 - To earn respect from other countries.
 - To help those who are needy in our country.

Importance of national unity:

- It brings peace which enables our people to work hard to develop our country.
- When there is peace, the police have an easy time maintaining law and order.

- It enables people to work hard on their farms and produce enough food for our country.

III Materials/Learning Aids

- Film and videos on the importance of national unity.
- Pupil's Book.
- Chart showing summary of importance of national unity.
- Photographs and pictures related to the importance of national unity.

Learning outcomes

The learner:

- Explains the importance of national unity.
- Acknowledges the importance of national unity

Preparation

- Prepare a short video clip showing the importance of national unity.
- Prepare a chart showing a summary of the importance of national unity.
- Display photographs and pictures related to importance of national unity.
- Provide tactile materials for learners with special needs.

IV Learning activities

Our experience

- The teacher guides learners to watch a short film or video clip on importance of national unity.
- The teacher guides learners to observe photographs related to the importance of national unity.

Our response

- The teacher guides learners to discuss in groups the

importance of national unity.

- The teacher guides learners to make class presentations on the importance of national unity.
- Ask learners to do Activity 12 in Pupil's Book.

Generic competences practiced

Communication skills, co-operation, critical thinking

– The learner:

- Discusses in groups the importance of national unity.
- Writes short notes on the importance of national unity.
- Makes class presentations on the importance of national unity.
- Observes and interprets pictures and photographs related to the importance of national unity.

Cross-cutting issues

Emphasize to the learners the importance of **peace and values education**: There is need to promote unity of all people living in Rwanda for us to achieve lasting peace and faster growth and development.

Answers to Activity 12 in Pupil's Book.

1. Guide learners to use the Internet to research on the reasons why peace is important, for example:

- It allows people to work and improve their income.
- It allows people to enjoy their rights.
- It enables the country to attract more tourists.

2. • Ethnicity hinders national unity.

- Religious differences amongst people hinder national unity.
- Tolerance amongst people helps to promote national unity.
- Dialogue is one way of solving disputes to promote unity

and co-operation.

- Games and sports help in promoting unity and co-operation.
- Peace and harmony help in promoting development in our country.
- Development in a country can only be achieved when people appreciate importance of unity.

V Formative Assessment

- Slow learners to be given less and simple exercises that they can complete.
- Fast learners to be given more demanding exercises that can match their ability.
- Provide tactile materials to learners with special needs.

I Learning Objectives

Knowledge and understanding

The learner should be able to identify the regional organizations in Africa.

Skills

The learner should be able to explain the importance of regional co-operation.

Attitudes and values

Appreciate the importance of regional co-operation.

II Introduction

Introduce the lesson by asking learners to do Activity 1 in Pupil's Book.

Answers to Activity 1 in Pupil's Book.

1. A region is an area especially part of a country or continent having certain characteristics but not with a fixed boundary.

The regions of Africa are:

Eastern Africa

Western Africa

Southern Africa

Central Africa

Northern Africa

V Formative Assessment

- Slow learners to be given less and simple exercises that they can complete.
- Fast learners to be given more demanding exercises that can match their ability.
- Provide tactile materials to learners with special needs.

I Learning Objectives

Knowledge and understanding

The learner should be able to identify the regional organizations in Africa.

Skills

The learner should be able to explain the importance of regional co-operation.

Attitudes and values

Appreciate the importance of regional co-operation.

II Introduction

Introduce the lesson by asking learners to do Activity 1 in Pupil's Book.

Answers to Activity 1 in Pupil's Book.

1. A region is an area especially part of a country or continent

having certain characteristics but not with a fixed boundary.

2. The regions of Africa are:

Eastern Africa

Western Africa

Southern Africa

Central Africa

Northern Africa

III Materials/Teaching Aids

- Atlas, Pupil's Book, maps showing regional organizations and their member countries.
- Photographs and pictures related to regional co-operation.

Preparation

- Prepare maps showing the different regional organizations and their member states.
- Learners with special needs such as impairment to take front seats and be helped accordingly.

Learning outcomes

The learner:

- Defines regional co-operation and identifies regional organizations and member states.
- Draws accurate maps showing the spread of regional organizations and their member states.
- Explains the importance of regional co-operation.

Teaching and learning methods

- Demonstration
- Question and answer
- Observation

- Discussion
- Research

IV Learning Activities

Our experience

- Guide learners to observe and interpret maps, photographs and pictures related to regional co-operation.
- Guide learners to identify regional organizations and their member states.

Our response

- Identifying regional organizations and their member states.
- Guide learners to discuss the reasons why the regional organizations were formed.
- Guide learners to discuss the importance of regional co-operation.

Generic competences practiced

Communication skills, co-operation, critical thinking – Guide learners in:

- Defining regional co-operation and identifying different regional organizations.
- Writing essays on the different regional organizations.
- Drawing maps showing member countries of the different regional organizations.
- Observing and interpreting maps.
- Discussing in groups the importance of regional co-operation.
- Making class presentations on the importance of regional co-operation.

Cross-cutting issues.

Appreciating the importance of **peace and values education:**

Emphasize the need for peace in the region.

V Synthesis

- Discussing in groups reasons for the formation of the different regional organizations and making short notes.
- Ask learners to do Activity 2 in Pupil's Book.

Answers to Activity 2 in Pupil's Book.

Member States of COMESA

Angola	Malawi
Burundi	Mauritius
DRC	Namibia
Djibouti	Rwanda
Eritrea	Sudan
Ethiopia	Swaziland
Egypt	Uganda
Kenya	Zambia
Madagascar	Zimbabwe

Answers to Activity 3 in Pupil's Book.

Objectives of COMESA:

To create a common market for the goods produced in member countries.

To remove restrictions of the movement of people and goods within member states

- To co-operate in development so as to improve the standards of living of the people.

How *COMESA* benefits its member states

- Member states benefit from a wider market for their goods.

- Member states benefit from free movement of people.

There is improvement in trade through reduction of tariffs

Answers to Activity

1. COMESA was formed in 1994.
2. The headquarters of COMESA are in Lusaka, Zambia.
3. Tanzania is the country from East Africa, which is not a member of COMESA.
4. Guide learners to write a letter in correct English outlining the benefits of COMESA.

1. Communauté Economique des pays des Grand Lacs (French, Economic Community of the Great Lakes Countries).

- Burundi, Rwanda and the Democratic Republic of Congo to Activity 5 in Pupil's Book

5. COMESA was formed in 1994.
6. The headquarters of COMESA are in Lusaka, Zambia.
7. Tanzania is the country from East Africa, which is not a member of COMESA.
8. Guide learners to write a letter in correct English outlining the benefits of COMESA.

Answers to Activity 6 in Pupil's Book

1. Communauté Economique des pays des Grand Lacs (French, Economic Community of the Great Lakes Countries).
2. Burundi, Rwanda and the Democratic Republic of Congo

Answers to Activity 7 in pupil's Book.

- To promote trade among members.

- To promote peace and stability within the region.
- To promote free movement of people and goods in the region.

Activity 8 in Pupil's Book

Answers to Activity 8 in pupil's Book.

- Expansion of trade within the region.
- Free movement of people within the region.
- Increased security, peace and stability.

Answers to Activity 9 pupil's Book.

J–Chad, K–Cameroon, L–Central African Republic, M–Equatorial Guinea,

N–Gabon, O–Republic of Congo, P–Democratic Republic of Congo, Q–Rwanda, R–Burundi, S–Angola

Answers to Activity 10 pupil's Book.

Objectives of ECCAS

To establish a common market for member states.

Answers to Activity 11 pupil's Book.

To improve the standards of living among the people.

Benefits of ECCAS to member States

Expanded market of goods.

Free flow and movement of goods and people.

Promotion of peace and political stability.

Answers to Activity 12 pupil's Book.

1. The AU is an organization which brings together all independent African states.
2. The AU was formed in 2002.

Answers to Activity 13 pupil's Book.

Answers to Activity 14 pupil's Book.

Reasons for formation of the AU

Failure of the OAU to meet its objectives.

The need to involve all African people in the affairs of the continent.

To try and find local solutions to the problems facing the continent.

Benefits of the AU

The AU has contributed to peace keeping on the continent.

Through its institutions like the African Development Bank, it has given financial

Through its institutions like the African Development Bank, it has given financial assistance to member states.

Answer Answers to Activity 9 in

It has promoted the continent's agenda in international forums.

Answers to Activity 15 pupil's Book.

The commission

The Executive Council.

The Assembly of the AU – Composed of all heads of State and Government.

The organs of the AU are:

The Pan African Parliament

The court of justice

The permanent Representative Committee.

The specialized Technical Committee.

The economic social council.

Answers to Activity 16 in pupil's Book.

1. NEPAD is a program of the AU aimed at promoting good governance and economic development.
2. The areas of operation of NEPAD are:
 - Women empowerment
 - Poverty eradication
 - Economic development
 - ICT development

Answers to Activity 17 pupil's Book.

Reasons for the Establishment of NEPAD

To improve governance structures.

To help empower women on the continent.

To promote economic growth and development on the continent.

Answers to Activity 18 pupil's Book.

Benefits of NEPAD

It has improved science and technology.

It has contributed to improvement of transport lines.

It has improved information technology access on the continent.

Answers to Activity 19 in Pupil's Book.

Importance of regional co-operation:

To help each other in times of need such as during natural disasters.

To solve disputes in the region.

Help maintain peace and democracy.

I Learning Objectives

Knowledge and understanding

The learner should be able to identify international bodies.

Skills

The learner should be able to explain the importance of international co-operation.

Attitudes and values

Appreciate the importance of international co-operation.

II Introduction

Introduce the lesson by asking learners to do Activity 1 in Pupil's Book.

III Materials/Teaching Aids

The Atlas, Pupil's Book, Internet sources, Globe, World wall maps.

Preparation

- Collect a globe and world wall map.
- Collect photographs and posters showing activities of international organizations.

Answers to Activity 1 in Pupil's Book.

(i) Continents of the world

1. Africa

Europe.

Asia.

North America.

South America.

Australia.

ii) Guide learners to use the maps and globe to name countries from each of the continents.

iii) Organizations that bring the people of the world together such as UNO, UNICEF and USAID.

2. Different ways in which Rwanda helps the international community:

- Rwandan nationals work for some international organizations.
- Rwandan soldiers take part in peacekeeping missions all over the world.

III Materials/Teaching Aids

The Atlas, Pupil's Book, Internet sources, Globe, World wall maps.

Preparation

- Collect a globe and world wall map.
- Collect photographs and posters showing activities of international organizations.
- Learners with special needs such as impairment to take front seats and be helped accordingly.
- The charts to be developed using large fonts for learners with visual challenges.

Learning outcomes

The learner:

- Identifies international organizations and states their functions.
- Explains the benefits of international co-operation.

Teaching and learning methods

- Demonstration
- Question and answer

- Observation
- Discussion

IV Learning Activities

Our experience

- Guide learners to observe and interpret the globe and wall map of the world.
- Guide learners to observe and interpret related photographs.
- Guide learners to identify the headquarters of the different international organizations from the map.

Our response

- Observe and interpret maps, globe and photographs.
- Identify and list down different international organizations.
- Discuss the functions of international organizations.
- Write short notes on the different international organizations.

Generic competences practiced

Co-operation, communication skills

– Guide learners in:

- Reading relevant materials and using the Internet to identify international bodies and their functions.
- Discussing in groups the benefits of international co-operation.
- Making class presentations.
- Writing essays on the importance of international co-operation.

1.The head of the UN is a Secretary General elected by the UN General Assembly.

2.To be a member of the UN, a country needs to be independent, peace-loving and accept the obligations contained in the UN

Charter.

1. **First World War** – A war which involved all major countries of the world and which led to loss of lives and destruction of property.
2. **Second World War** – A war fought between Allied countries and Axis countries.
3. League of Nations, NATO, UNO.
4. **The UNO was formed because of the following reasons:**
 - To prevent a major war from happening again.
 - To rebuild the countries which World War II had destroyed.
 - To promote co-operation in solving economic, social and humanitarian problems.
5. Leaders who came up with the Atlantic charter:
 - Franklin D. Roosevelt, the American President.
 - Winston Churchill, the Prime Minister of Britain.
6. Reasons why some countries are not members of the UN.

Vatican – Because of its tiny population and special status with over 180 countries, it is regarded as an observer.

Reasons why the UN was formed

- To promote international peace and security.
- To provide humanitarian assistance to victims of disaster.

Cross-cutting issues

Peace and values education: Emphasize the importance of international co-operation in promoting peace and security.

V Synthesis

Guide learners to do activities 5 – 14 in Pupil's Book.

Answers to Activity 5 in Pupil's Book.

Functions of various UN organs.

(i) Security Council

Admits new members

Approves resolutions of the General Assembly

Co-ordinates the activities of UN peace keeping force.

(ii) The General Assembly

Discusses the annual budget

Discusses the important world issue.

(iii) The economic and social council

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

Works to improve the standards of living of the people in the world.

(i) The secretariat

It does the administrative work of the UN.

Answers to Activity 6 to pupil's Book.

Guide learners to study and draw the chart showing UN organs.

Answers to Activity 6 of pupil's Book.

Guide the learners to correctly match the UN secretary Generals and the periods when they served.

Answers to Activity 8 in Pupil's Book.

Benefits Rwanda gets from being a member of the UN

The country is able to trade with other countries of the world.

The country gets loans, grants and donations from the international community.

The country gets technical assistance

3. Guide learners to research, make class presentation and debate for questions 3 and 4.

Answers to Activity 9 in pupil's Book.

1. **WHO**, stands for World Health Organization. It is one of the special agencies of the UN.

2. **Amongst the functions of WHO are:** . Fighting the spread of diseases.

- Carrying out research to provide cure to epidemics.
- Providing support to communities affected by the outbreak of diseases.

3. 1948

Answers to Activity 10 pupil's Book.

1. UNICEF was formed in December 1946

2. Reasons for the formation of UNICEF

- Provide emergency food and health care to children affected by war and other emergencies.
- To promote the education of needy children.
- To protect children from harmful cultural practices like early marriages and female genital mutilation.

3. The headquarters of UNICEF are in Paris, France.

4. The functions of UNICEF are:

Protect children from abuse.

- Educate children from vulnerable communities.
- Assist children in need of emergency care, for example, those affected by war.

Answers to Activity 11 in Pupil's Book.

1. UNESCO: United Nations Educational Scientific and Cultural Organization.
2. November 1945.
3. Promoting quality education for all and promoting research and exchange of ideas

Answers to Activity 12 in Pupil's Book.1

1. WFP stands for World Food Programme. It is a specialized agency of the UN.
2. The WFP was created in 1961 in Rome, Italy.

The functions of WFP are:

- Fighting malnutrition and hunger.
- Helping communities to get food and nutrition to meet their needs.
- Providing emergency supplies of food in times of disaster.

Answers to Activity 13 pupil's Book.

USAID stands for the United States Agency for International Development. It is a United States of America Agency.

- The USAID was created in 1961. The reasons were mainly to provide assistance to developing countries in economic, social and political fields.

The functions of USAID are:

- Providing technical and financial assistance to developing countries.
- Supporting democracy and good governance in developing countries.
- Providing assistance to countries to countries coming out of

crisis. For example, war.

Answers to Activity 14 in pupil's Book.

It promotes world trade.

It promotes protection of human rights.

VI Formative Assessment

- Slow learners to be given less and simple exercises that they can complete.
- Fast learners to be given more demanding exercises that can match their ability.
- Provide tactile materials to learners with disabilities.

I Learning Objectives.

Knowledge and understanding

The learner should be able to identify government and non-governmental organizations.

Skills

The learner should be able to explain the importance of government and nongovernmental organizations in the development of the country.

Attitudes and values

Appreciate the importance of government and non-governmental organizations in the development of the country.

II Introduction

Introduce the lesson by asking learners to do Activity 1 in Pupil's Book.

Answers to Activity 1 in Pupil's Book.

1. Government Organizations are organizations set up by the

government to help people meet their needs, while Non-Governmental Organizations are independent organizations which are run by citizens and other private individuals.

2. Accept any relevant Government and Non-Governmental organizations.

III Materials/Teaching Aids

Posters, Internet, Pupil's Book.

Preparation

- Prepare a chart showing government and non-governmental organizations.
- Collect photographs and pictures related to government and non-governmental organizations, which help people to meet their needs.
- Learners with special needs, such as impairment to take front seats and be helped accordingly.

Learning outcomes

The learner:

- Identifies government and non-governmental organizations which help people to meet their needs.
- Explains the importance of government and non-governmental organizations in the development of the country.

Teaching and learning methods

- Demonstration
- Question and answer
- Observation
- Discussion
- Field visits

IV Learning Activities

Our experience

- Guide learners to observe and interpret photographs, charts, posters and pictures related to government and non-governmental organizations.
- Guide learners to identify the government and non-governmental organizations, which help people to meet their needs.

Our response

- Guide learners to identify government and non-governmental organizations.
- Guide learners to write short notes on government and non-governmental organizations.
- Learners in groups discuss the importance of government and non-governmental organizations.

Ask learners to do Activities 2 – 6 in Pupil’s Book.

1. Guide learners to research on the full meaning of the abbreviations given and find the mission and objectives of the Government organizations listed. For example, WDA stands for Workforce Development Authority. Its mission is to promote, facilitate and guide the development and upgrading of skills and competences of the national workforce in order to enhance competitiveness and employability. Its objectives are:

- To train teachers engaged in technical, vocational and practical education.
- To carry out inspections to ensure that technical, vocational and practical education meet set standards.
- To promote employment through entrepreneurship development.

Answers to Activity 3 in Pupil’s Book.

The Government Organizations help people to meet their needs in the following ways:

- Some provide people with skills, which make them get employment.
- Some provide people with knowledge about self-employment.
- They provide employment to people.
- Some give education to the people.
 1. Accept any correct answers on NGOs in their district.
 2. Guide learners to discuss the working of NGOs.
 3. Guide the learners to carry out the project and assess them.

Activity 5 in Pupil's Book

The NGOS help people to meet their needs in the following ways:

- Some provide loans to people to start businesses.
- Some help people to access education.
- Others provide health care to people.
- Others provide shelter, food and clothing to people.

Importance of government and non-governmental organizations in development of *Rwanda*:

- They help in uplifting people's standards of living.
- They help in improving the people's health.
- They help people start activities that increase income.
- They help in providing education to the people.

Generic competences practiced

Co-operation, communication skills

– The learner:

- Reads relevant materials and using the Internet to understand

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

- Discusses in groups the importance of government and non-governmental organizations in the development of the country.
- Makes class presentations.

Cross-cutting issues

Genocide studies: Emphasize the importance of all citizens to assist the survivors of the Genocide Against the Tutsi to rebuild their lives.

Peace and values education: Emphasize the need for our people to live in peace and harmony to avoid the repeat of such a bad thing as the Genocide Against the Tutsi.

V Synthesis

Learners in groups discuss the importance of government and non-governmental organizations.

VI Formative Assessment

- Slow learners to be given less and simple exercises that they can complete.
- Fast learners to be given more demanding exercises that can match their ability.
- Learners with special needs such as impairment to take front seats and be helped accordingly.

I Learning Objectives

Knowledge and understanding

The learner should be able to explain the terms hero, heroine and heroism.

Skills

The learner should be able to:

- Analyze the characteristics and contributions of heroes in Rwanda according to their respective categories.
- Justify the importance of heroes and contributions to the life of a country.

Attitudes and values

Acknowledge the contribution of Rwandan heroes.

Develop a sense of bravery and patriotism.

II Introduction

Introduce the lesson by asking learners to do Activity 1 in Pupil's Book.

Answers to Activity 1 in Pupil's Book.

1. Yes there are great people in our district.

They are known for a number of things, which include:

Fighting for our rights.

Fighting to defend the country.

Fighting divisionism.

Helping people who are in need.

Fighting for the rights of women and children.

2. Yes, a number of them, including:

Agatha Uwilingiyimana

Fred Rwigema

King Charles III Mutara Rudahigwa

3. Characteristics of great people

They are brave.

They are noble.

They are courageous.

They are mindful of others.

They love their country

III Materials/Teaching Aids

Photos of heroes, Pupil's Book, stories and poems about heroes.

Preparation

- Collect photographs of heroes.
- Defines the meaning of hero, heroine and heroism.

Learning outcomes

The learner:

- States the characteristics and categories of Rwandan heroes.
- Explains the contributions of Rwandan heroes according to category.

Teaching and learning methods

- Demonstration
- Question and answer
- Observation
- Discussion
- Field visits
- Story telling

VI Learning Activities

Our experience

Defines the meaning of hero, heroine and heroism.

- Guide learners to observe and interpret photographs, charts, posters and pictures related to Rwandan heroes.
- Learners observe and interpret photographs, charts and posters related to Rwandan heroes
- Guide learners to do the activity in Pupil’s Book.
- Guide learners to narrate a short story, myth or legend about Rwandan heroes.
- Guide learners to identify the Rwandan heroes

Our response

- Learners in groups discuss the characteristics of heroes.
- Learners in groups identify Rwandan heroes and their categories.
- Write short notes on Rwandan heroes.

Generic competences practiced

Co-operation, communication skills – Guide the learner in:

- Explaining the meaning of hero, heroine and heroism.
- Discussing in groups characteristics of heroes and categories of Rwandan heroes.
- Discussing in groups contributions of Rwandan heroes to the life of the country.
- Writing poems about Rwandan heroes.

Cross-cutting issues

- **Genocide studies:** Emphasize the need to love our country and exercise patriotism in ensuring that genocide never happens again.

Peace and values education: Emphasize the need to adopt values portrayed by the heroes in order to work for peace and harmony thus commitment to avoid conflict.

V Synthesis

Learners in groups discuss the contribution of Rwandan heroes.

- Ask learners to do activities 2 – 7 in Pupil’s Book.

Answers to Activity 2 in Pupil’s Book.

1. Bogi was ready to die for his country. Even when he was sick, he went out to fight and defend his country from the enemy.

2. Bogi was:

- Brave
- Courageous
- Honest
- Trustworthy

3. **From the story, we can say that the characteristics of heroes are:**

- They are brave and courageous.
- They are patriotic meaning they love their country.
- They are honest and trustworthy

Answers to Activity 3 in Pupil’s Book.

1. • Characteristics of great people

- They are brave.
- They have made great achievements
- Their lives are an example to other people.

2. Some characteristics of our soldiers

- They are brave.
- They sacrifice and are ready to die for our country.

Answers to Activity 4 in Pupil’s Book.

Good behavior that can make one be regarded as a hero or heroine in our country today:

- Being intore.
- Being brave and courageous.
- Showing love for our country.
- Being ready to assist those in need.

Learners in groups discuss the contribution of Rwandan heroes.

Ask learners to do activities 2–7 in Pupil’s Book.

Answers to Activity 2 in Pupil’s Book.

1. Sentwali was ready to die for his country. Even when he was sick, he went out to fight and defended his country from the enemy.
2. **Sentwali was:**
 - Brave
 - Courageous
 - Honest
 - Trustworthy
3. **From the story, we can say that the characteristics of heroes are:**
 - They are brave and courageous
 - They are patriotic. Meaning they love their country.
 - They are honest and trustworthy.

Answers to Activity 3 in pupil’s Book.

1. Characteristics of great people.
 - They are brave
 - They have made great achievements.
 - Their lives are an example to other people.

2. Some characteristics of our soldiers

- They are brave
- They sacrifice and are ready to die for our country.

Answers to Activity 4 in pupil's Book.

Good behaviors that can make one to be regarded as a hero or heroine in our country today.

- Being intore
- Being brave and courageous
- Showing love for our country
- Being ready to assist those in need.

Answers to Activity 5 in Pupil's Book.

1. Guide learners to find out the heroes of Rwanda through research and from parents, guardians or elders.
2. Guide learners to identify the categories of heroes namely:
 - Imanzi
 - Imena
 - Ingenzi
3. Guide learners to present their findings in class.

Answers to Activity 6 Pupil's Book.

Contributions of heroes to our country:

- They helped to free our country from bad rule.
 - They helped to unite our country.
 - They fought ethnicity.
 - They stopped the killing of people in the genocide against the Tutsi.
4. Match the name of the person in column A with the thing that person did from column B.

A	B
1. Michael Rwagasana	• Was killed while fighting for the country.
2. Agatha Uwiringiyimana	• Fought to promote women rights.
3. Sister Felicite Niyitegeka	• Refused to leave people alone who were being followed to be killed during the 1994 Genocide Against the Tutsi.
4. Fred Rwigema	• Refused to support ethnic separation.
5. King Mutara III Rudahigwa	• Supported independence and wellbeing of Rwandans.

VI Formative Assessment

- Slow learners to be given less and simple exercises that they can complete.
- Fast learners to be given more demanding exercises that can match their ability.
- Provide tactile materials for learners with disabilities.

Lesson 12 and 13: Risky behavior (Drug abuse, unprotected sex, criminal behavior, early sexual debut) Pupil's Book.

I Learning objectives

Knowledge and understanding

The learner should be able to identify different forms of risky behavior.

Skills The learner should be able to:

- Analyze causes and effects of different forms of risky behavior.
- Analyze causes and effects of early sexual debut.
- Delay early sexual debut.

Attitudes and values

- Adopt good behavior.
- Show concern about risky behavior.
- Appreciate the importance of delaying sexual debut.

II Introduction Introduce the lesson by displaying photographs, posters, charts and pictures related to the different forms of risky behavior.

III Materials/Teaching Aids Films and videos, posters, Internet sources, Pupil's Book, charts.

Preparation

- Prepare a chart showing different forms of risky behavior.
- Prepare a film or video showing the effects of risky behavior.
- Prepare photographs, posters and pictures related to different forms of risky behavior.
- Learners with special need such as impairment to take front seats and be helped accordingly.

Learning outcomes The learner:

- Adopts good behavior.
- Appreciates the importance of delaying sexual debut.

Teaching and learning methods

- Demonstration
- Question and answer
- Observation
- Discussion
- Dramatization
- Role playing

IV Learning activities

Our experience

- Guide learners to observe and interpret photographs, charts, posters and pictures related to different forms of risky behavior
- Guide learners to watch a short clip on different forms of risky behavior.

Our response

- Guide learners to identify different types of risky behaviour.
- Guide learners to discuss the causes and effects of the different types of risky behavior.

Generic competences practiced

Co-operation, communication skills

– The learner:

- Reads relevant materials and uses the Internet to understand the causes and effects of risky behavior.
- Discusses in groups risky behavior; unprotected sex, drug abuse, alcoholism, criminal behavior.
- Makes class presentations.

Cross-cutting issues

Comprehensive sexuality education:

Emphasize the importance of avoiding risky behavior and adopting good behavior as a means of fighting HIV and AIDS, and STIs.

Family planning: Sensitize learners on the importance of family planning, Rwanda being one of the most densely populated countries in the world.

V Synthesis

- Ask learners to do Activities 2 – 16 in Pupil’s Book.

Answers to Activity 1 in Pupil’s Book.

1. Some bad things, which we should not do:

- Engaging in sex before marriage
- Alcoholism
- Stealing
- Fighting

2. Some of the bad things which young people do:

- Drug abuse
- Engaging in sex before marriage

3. Things that can make us be arrested by police

Things our parents and teachers don’t allow us to do:

- Alcoholism
- Stealing
- Fighting
- Sexual immorality
- Drug abuse

Answers to Activity 2 in Pupil’s Book.

1. A drug is anything which when we take, changes the way our body works.

2. Drug abuse means using a drug for a reason for which it is not intended.

3. (i) The people are taking different types of drugs.

(ii) Some of the drugs, which people abuse are:

- Marijuana
- Cannabis
- Bhang

- Mayirungi
- Heroin
- Cocaine

(iii) What these people are doing is bad because:

- These drugs will make them have poor health.
- It will also make them misuse their money.
- The drugs may make them to be violent.

Answers to Activity 3 in Pupil's Book.

1. People abuse drugs because of the following:
 - Peer pressure from friends.
 - Influence of the mass media.
 - Copying wrong role models.
2. (i) Yes in some cases.
(ii) Accept any relevant answer.

Answers to Activity 4 in Pupil's Book.

From Peter's example, some of the effects of drug abuse are:

- It may cause diseases, for example, lung cancer.
- Drug abuse may cause mental health problems.
- It may make us to drop out of school.
- It may lead to risky behavior such as unprotected sex.

Answers to Activity 5 in Pupil's Book.

1. Unprotected sex is where one has sex without using a condom.
2. We can have safe sex by using a condom.
3. People tend to have unprotected sex because of:
 - Ignorance about safe sex.
 - Consumption of alcohol or other drugs, which makes them careless.

- Lack of condoms in some areas.

Answers to Activity 6 in Pupil's Book.

Dangers of unprotected sex:

- Spread of diseases.
- Unwanted pregnancies
- Unsafe abortions
- Spread of HIV and AIDS.

Answers to Activity 7 in Pupil's Book.

Guide learners to get to the field and do the research.

Let them make short summaries and guide them to make class presentations.

Answers to Activity 8 in Pupil's Book.

Different criminal behavior:

- Fighting – This is where people violently attack each other.
- Abusing people – This is where we use bad language on people or call them bad names.
- Stealing – It is where we take people's property without their knowledge.
- Corruption – This is where we ask people to pay money before we give them what is rightfully theirs or before we serve them.
- Taking drugs – It means abusing drugs such as bhang and heroin.
- Bullying – This is the use of physical strength to threaten and at times harm younger or weaker persons.
- Rape – This is sexual assault to a woman or a man by use of force.
- Sexual abuse – This is the unwanted sexual advance one may make, to other persons, for example, touching another

person's private parts without their consent.

Answers to Activity 9 in Pupil's Book.

Guide the learners to observe the picture and let them discover that fighting or physical assault is a form of criminal behaviour.

Answers to Activity 10 in Pupil's Book.

Guide the learners to form drama groups and role play the criminal behavior.

Use this opportunity to sensitize them on why such behavior is bad.

Answers to Activity 11 in Pupil's Book.

Accept any well-written letter on dangers of stealing from others.

Answers to Activity 12 in Pupil's Book.

1. Early sexual debut – Means having the first sexual intercourse at or before the accepted age.

2. Why it is bad for young people to engage in sex:

- Engaging in sex may make them get many diseases.
- Their bodies are not yet mature.
- They may get unwanted pregnancies, which are a risk to their lives.
- • It may distract them from their studies.

3. What time should young people engage in sex:

At 21 years only if they are married.

Answers to Activity 13 in Pupil's Book.

Causes of early sexual debut:

- Curiosity – This is when young people as they grow are eager to discover more and experiment with their bodies.
- Adolescence – This is the emotional and physical changes

which take place in young people as they reach puberty.

- Bad parenting – Where young people are not brought up well and corrected by their parents.
- Wrong sex education – This is where young people do not get the correct information on their sexuality.
- Idleness – Where young people have nothing to keep them busy or engage them.

Answers to Activity 14 in Pupil's Book.

1. Guide learners to discuss the dangers of early sexual debut. Examples are:

- Teenage pregnancies.
- Sexually transmitted infections and HIV and AIDS.
- Death of young children during child birth as their bodies are not physically mature to give birth.
- School dropout due to pregnancy.

2. Guide learners to make class presentations.

3. The girl appears to be pregnant and she is sad and worried.

Answers to Activity 15 in Pupil's Book.

1. Guide learners to discuss the different ways of delaying sexual debut, for example, games, debates and youth groups.

2. Guide learners to observe the pictures and interpret them.

Answers to Activity 16 in Pupil's Book.

Guide learners in discussions and making class presentations.

VI Formative Assessment

- Slow learners to be given less and simple exercises that they can complete.
- Fast learners to be given more demanding exercises that can match their ability.

- Learners with special needs such as impairment to take front seats and be helped accordingly.

Lesson 14: Rwandan citizenship

Pupil's Book.

I Learning Objectives

Knowledge and understanding The learner should be able to:

- Identify qualities of a good Rwandan citizen.

Identify Rwandan values:

- Patriotism,
- Ubupfura,
- Kwihesha Agaciro,
- Ndi Umunyarwanda,
- Kwigira.

Skills The learner should be able to:

- Explain qualities and values of a good Rwandan citizen.
- Explain the importance of I torero ry'Igihugu.

Attitudes and values

The learner should be able to:

- Demonstrate Rwandan values.
- Appreciate his or her identity.
- Adopt the qualities of a good citizen – show respect to leaders.

II Introduction

Introduce the lesson by displaying photographs, posters, charts and pictures showing national symbols of Rwanda.

III Materials/Teaching Aids Charts, Rwandan symbols (flag, portrait of the president, coat of arms), posters, Internet sources,

Pupil's Book.

Preparation

- Prepare a chart showing Rwandan values and qualities of a good Rwandan citizen.
- Prepare posters showing some of the Rwandan values.
- Learners with special needs such as impairment to take front seats and be helped accordingly.

Learning outcomes

The learner:

- Demonstrates Rwandan values.
- Appreciates his or her identity.
- Adopts qualities of a good citizen.

Teaching and learning methods

- Demonstration
- Question and answer
- Observation
- Discussion

IV Learning activities

Our experience

Guide learners to observe and interpret photographs, charts, posters and pictures related to Rwandan values and qualities of a good Rwandan citizen.

Our response

- Guide learners to identify the different Rwandan values and qualities of a good Rwandan citizen.
- Guide learners to discuss in groups Rwandan values and qualities of a good Rwandan citizen. Generic competences practiced

Creativity and innovation, co-operation

– The learner:

- Reads relevant materials to find out the Rwandan values and qualities of a good Rwandan citizen.
- Discusses in groups the qualities and values of a good Rwandan citizen.
- Makes class presentations.

Cross-cutting issues

Peace and values education: Emphasize the importance of young people acquiring Rwandan values so as to contribute to society and work for peace and harmony, and avoid conflict.

V Synthesis

- Guide learners to state the meaning of Itorero ry'Igihugu and its importance.
- Ask learners to do activities 1 – 10 in Pupil's Book.

Answers to Activity 1 in Pupil's Book.

1. Citizenship is the act of belonging to a particular nation.

(ii) Guide learners to discuss in pairs the meaning of citizenship.

(iii) The symbols of our nation are important to all citizens in the following ways.

They symbolize our national unity.

- They give our nation an identity among other nations.
- They make us united as a country as we all recognize and respect them.

(i) We should respect the symbols of our nation because:

- It is a sign of good citizenship.
- It helps to show our love for our country.
- It promotes unity in the country.

- National flag.
- National emblem.

Answers to Activity 2 in Pupil's Book.

1. Values are standards of behaviour which people hold as being important.
2. Guide learners to identify and discuss in pairs Rwanda values such as:
 - Ubutwari
 - Ubupfura
 - Kwihesha agaciro
 - Kwigira
 - Ndi Umunyarwanda
 - Ubwitange
 - Gukunda Igihugu
 - Ubunyarwanda

Answers to Activity 3 in Pupil's Book.

Different ways of showing patriotism include:

- Showing respect to our symbols of national unity, for example, standing at attention when our national flag is being raised.
- Attending national celebration days.
- Speaking good things about our country.
- Reporting bad people to authorities.

Answers to Activity 4 in Pupil's Book.

Different ways of showing self-respect:

- Not engaging in sexual immorality.
- Not taking drugs and excessive alcohol.
- Using polite language, which is not abusive.

- Respecting other people.

Answers to Activity 5 in Pupil's Book.

Values of a good Rwandan citizen:

Guide learners to discuss them

- Ubupfura
- Ubwitange
- Ubutwari
- Ubunyarwanda

Answers to Activity 6 in Pupil's Book.

1. We can tell if one is a good citizen by looking at the qualities of good citizenship which we have discussed. If a person has those qualities, then we will say the person is a good citizen.
2. Guide learners to write a report on the qualities of a good citizen and make a class presentation.
 - (a) Respect the environment.
 - (b) Take part in the democratic process.

Answers to Activity 7 in Pupils' Book.

- 1.(i) Itorero ry'Igihugu is a civic education program through which people from different groups are taught about our values and good governance.
 - (ii) People were given messages about:
 - Our language.
 - Our cultural heritage.
 - How to work well togetherGood governance.
 - iii) Guide learners through group discussion and class presentation.

Answers to Activity 8 in Pupil's Book.

1. Values taught through the Itorero ry' Igihugu:

- National unity – All people in the country appreciating that they are one people.
- Social solidarity – Looking at everyone as a brother or sister and being ready to assist one another.
- Patriotism – Having a strong love for one's country.
- Integrity – Being honest and doing things in the right way free from corruption.
- Bravery – Being courageous and ready to make decisions that are right for your country.
- Tolerance – Ability to listen to other people even if we do not agree with their opinion.
- Taboos – The things which the community does not allow us to do.

1. Guide learners through discussion on how Itorero ry' Igihugu is used to bring harmony and development.

Answers to Activity 9 in Pupil's Book.

Guide learners to discuss in pairs why Itorero ry' Igihugu is important.

Answers to Activity 10 in Pupil's Book.

Guide learners to use the library or internet for research to find the correct information.

VI Assessment

- Slow learners to be given less and simple exercises that they can complete.
- Fast learners to be given more demanding exercises that can match their ability.
- Learners with special needs such as impairment to take

front seats and be helped accordingly

Lesson 15: Leadership/main organs of the government and their duties. Duties of the government/ duties of citizens.

Pupil's Book.

I Learning Objectives

Knowledge and understanding The learner should be able to:

- Identify organs of the government.
- Identify duties of government and duties of citizens.

Skills The learner should be able to:

- Differentiate organs of the government and their duties.
- Demonstrate complementarities among organs of government.

Attitudes and values

The learner should be able to:

- Appreciate the duties of the organs of government.
- Appreciate the duties of citizens.

II Introduction

Introduce the lesson by displaying photographs, posters, charts and pictures about organs of government and their duties.

III Materials/Teaching Aids.

Charts, Rwandan symbols (flag, portrait of the president, coat of arms), posters,

Preparation

- Prepare a chart showing the three organs of government and their duties.
- Collect photographs, posters and pictures related to different organs of the government and their duties and duties of citizens.

- Learners with special needs such as impairment to take front seats and be helped accordingly. Learning Outcomes
The learner:
- Identifies organs of government.
- Draws a chart showing organs of government and their duties.
- Practice the duties of citizens.

Teaching and learning methods

- Demonstration
- Question and answer
- Observation
- Discussion

IV Learning Activities

Our experience

Guide learners to observe and interpret photographs, charts, posters and pictures related to organs of government and their duties, duties of government and duties of citizens.

Our response

- Guide learners to identify the different organs of government.
- Guide learners to discuss in groups the duties of the organs of government, duties of government and duties of citizens.

Generic competences practiced

Creativity and innovation, co-operation

– The learner:

- Reads relevant materials to find out the organs of government and their duties.
- Discusses in groups the complementarity among organs of government.

- Makes class presentations.

Cross-cutting issues Peace and values education:

Emphasize the importance government in maintaining law and order as a prerequisite for peace and stability.

V Synthesis

Guide learners to do activities 1 – 11 in Pupil’s Book.

Answers to Activity 1 in Pupil’s Book.

Guide learners to identify and appreciate the roles of team leaders in school.

Answers to Activity 2 in Pupil’s Book.

1. Guide learners to demonstrate how team leaders are selected in school.
2. Guide learners to carry out a field visit to a cell leader in the village and gather information.

Answers to Activity 3 in Pupil’s Book.

Organize for the learners to visit the nearest government office and find out the answers to the questions listed.

Thereafter, guide them to make class presentations.

(i) Organs of Government

- Executive
- Legislative
- Judiciary

(ii) Members of the different organs of Government

- Executive: President, Cabinet ministers.
- Judiciary: Judges, Magistrates.
- Legislative: Speaker, deputies, senators.

iii. Functions of the organs of Government:

The Executive

- Implementing policies.
- Maintaining law and order.

The Legislative

- Making laws.
- Amending laws.

The Judiciary

- Interpreting laws.
- Collecting fines.
- Administering justice.

Answers to Activity 4 in Pupil's Book.

- Functions of the organs of government.
- Accept any relevant functions (see Activities 5, 6 and 7).

Answers to Activity 5 in Pupil's Book.

Guide learners to visit the library or the internet to find out the functions of the Executive. Examples are:

- Maintaining law and order.
- Implementing policies.
- Day-to-day running of the government.
- Defending the country from external attacks

Answers to Activity 6 in Pupil's Book.

Functions of the Legislative:

- Discussing and approving the national budget.
- Making and amending laws.
- Discussing important national issues.
- Protecting the rights of citizens.

Answers to Activity 7 in Pupil's Book.

Functions of the Judiciary:

- Administering justice.
- Interpreting the law.
- Collecting fines.
- Settling disputes.

Answers to Activity 8 in Pupil's Book.

1. Duties of government include:

- Providing security to the people.
- Building infrastructure such as roads.
- Providing social services like education and health care.
- Providing security.
- Providing health care.
- Promoting agriculture.
- Providing education
- Road construction.

VI Formative Assessment

- Slow learners to be given less and simple exercises that they can complete.
- Fast learners to be given more demanding exercises that can match their ability.
- Learners with special needs such as impairment to take front seats and be helped accordingly.

Lesson 15: Elections and democracy in Rwanda

Pupil's Book.

Answers to Activity 9 in Pupil's Book.

Accept any correct answer on other roles of the government

Answers to Activity 10 in Pupil's Book.

- Taking part in development projects.
- Obeying the country's laws.
- Promoting good behavior.
- Participating in electing leaders.

I Learning Objectives

Knowledge and understanding

The learner should be able to identify leaders who are elected in Rwanda.

Skills

The learner should be able to analyze the importance of elections.

Attitudes and values The learner should be able to appreciate the importance of elections and democracy.

II Introduction

Introduce the lesson by displaying posters and photographs.

III Materials/Teaching Aids

Posters and photographs related to elections and democracy, Pupil's Book, Internet sources.

Preparation

- Collect photographs, posters and pictures related to elections and democracy.
- Learners with special needs such as impairment to take front seats and be helped accordingly.
- The charts to be developed using large fonts for learners with visual challenges.

Learning outcomes

The learner to show appreciation for elections and democracy.

Teaching and learning methods

- Demonstration
- Question and answer
- Observation
- Discussion

IV Learning Activities

Our experience

Guide learners to observe and interpret photographs, charts, posters and pictures related to elections and democracy.

Answers to Activity 11 in Pupil's Book.

Ways in which citizens can help the government include:

- Obeying the law.
- Paying taxes.
- Taking part in development projects.
- Reporting wrong doers.
- Taking part in the country's democratization process.
- Attending public meetings. Our response
- Learners observe and interpret photographs, charts, posters and pictures related to elections and democracy.
- Guide learners to identify when and how elections are held in Rwanda and the different leaders who are elected.
Competences practiced The learner to:
- Read relevant materials and find out the importance of elections and democracy in Rwanda.
- Discuss in groups the importance of elections and democracy.
- Make class presentations.

Cross-cutting issues

Peace and values education: Emphasize the importance of elections and democracy in promoting unity and co-operation, which is important in enhancing peace and stability.

V Synthesis

- Guide learners to discuss in groups the importance of elections and democracy.
- Guide learners to do activities 11 – 13 in Pupil’s Book.

Answers to Activity 12 in Pupil’s Book.

1. Elections are processes through which people choose their leaders.
2. Democracy is a system of government in which power lies in the hands of the people.
3. Democracy works by people electing representatives who make decisions on their behalf.
4. Elections are held in Rwanda after every five years.
5. President
 - Deputies
 - Senators.

Answers to Activity 13 in Pupil’s Book.

1. Why elections and democracy are important:
 - Leaders respect those who elect them.
 - People have a chance to elect their leaders.
 - People have a chance to remove bad leaders from office.
 - It leads to good governance.
2. The signs of democracy in Rwanda include:
 - Regular free and fair elections.
 - A free press.

- Enjoyment of human rights by citizens. Answers to Activity 14 in Pupils' Book.

3. How elections are carried out in Rwanda:

- Elections are carried out after every five years.
- The body that carries out elections is called the Rwanda Electoral Commission.
- People allowed to vote must be above the age of 18 years and must be registered as voters.
- Candidates are voted along party lines.

4. Discuss with learners why elections and democracy are important in Rwanda.

VI Formative Assessment

- Slow learners to be given less and simple exercises that they can complete.
- Fast learners to be given more demanding exercises that can match their ability.
- Provide tactile materials to learners with disabilities.

2.6. End of Unit

Unit Summary This unit looks at unity and co-operation by focusing on situations that depict unity and co-operation and issues that hinder unity and co-operation. It also looks at ways of promoting unity. Starting from family to national level, it goes further and looks at regional and international co-operation and their importance. The topic also looks at Government and Non-Governmental Organizations and their importance in our country's development. The unit further dwells on heroism and looks at categories of Rwandan heroes and their contributions to the country. It further looks at different types of risky behavior and their effects before winding up with Rwandan citizenship

by looking at Rwandan values, qualities of a good citizen, main organs of the government and their functions, and the duties of the government and citizens.

Additional content for the teacher

Unity and co-operation are important for a country like ours, which has experienced a very challenging civil strife that culminated in the 1994 Genocide Against the Tutsi. After the Genocide Against the Tutsi, the government came up with a number of measures to promote healing and reconciliation. One of the measures was to ban all forms of ethnic identification in favor of a national form of identification, Ndi Umunyarwanda. There are 54 fully recognized members of the Africa Union (AU) in Africa. The newest member is Morocco had previously pulled out because of the AU recognition of Western Sahara, the Sahrawi Arabs Democratic Republic as an Independent State. Although the membership of the UN is open to all sovereign states that are peace loving and abide with the obligations of the UN charter, Taiwan, Kosovo and the Vatican are not members. Taiwan is considered as part of the People's Republic of China while Kosovo is considered as part of Serbia. The Vatican is a special State due to its special relations with over 180 other countries. As a result, it is considered as an observer State with no voting rights.

Answers to the end of unit 2 assessment Pupil's Book.

1. Meaning of unity

A sense of love for one another and belonging together.

2. The meaning and importance of Ndi Umunyarwanda

- This is the main form of identity in our country.
- It aims at promoting unity as everyone considers himself or herself as a Rwandan.
- All of us must embrace it as it will help end ethnicity, which

is bad for our country given the past history of the genocide against the Tutsi.

3. Guide learners to group the countries of Africa according to their regional organization.

(i) John portrayed the quality of patriotism, which is the strong love for one's country.

(ii) **We can portray patriotism by:**

- Reporting people who do bad things to our country.
- Always talking good things about our country.
- Attending national days.
- Showing respect to symbols of the nation.
- Cheering and supporting our national teams.

4. **There are three categories of Rwandan heroes namely:**

- Imanzi
- Imena
- Ingenzi

5. **Reasons why we should respect our national heroes:**

- Some of the heroes died while fighting to free our country.
- The heroes worked hard to ensure our country remains united.
- They set examples of values, which we should follow.

7. **Explain your understanding and views about drug abuse: Drug abuse is a bad behavior.** This is because it can lead to poor health. It can also make one to engage in criminal behavior or early sexual debut, which can lead to HIV and AIDS.

8. A poem about the effects of drug abuse: Guide learners to write poems on drug abuse, for example: Drugs, drugs, you are a killer, You make people poorer, You make people

unhappier. Drugs, drugs, you are a killer. You make their health suffer, You make their education suffer, You are a real danger, Drugs, drugs, you are a killer.

9. Causes of early sexual debut

- When adolescents experience changes in their bodies, they may want to experiment.
- Lack of proper sexual education.
- Peer pressure.

Advice you can give members of your class on dangers of early sexual debut

- Early sexual debut can lead to teenage pregnancy.
- Young people have not matured and pregnancy can cause death because their body organs are not ready.
- Early sex debut can lead to HIV and AIDS alongside other Sexually Transmitted Infections (STIs).

10. Match the Rwandan values in column A with their meaning in column B.

A	B
Patriotism	Loving your country
Integrity	Respect yourself by doing good things.
Self-respect	Working hard to be self-reliant.
Ndi Umunyarwanda	Identifying oneself as a Rwandan.
Self-reliance	Working to be self-reliant.

11. Ways in which Itorero ry' Igihugu contributes in making people good citizens. This is a program where people from different groups are taught about Rwandan values.

12. C 13. B 14. A 15. B 16. D 17. A.

Remedial activities

1. Give examples of situations that show unity and co-operation among people.
2. How can we promote unity and co-operation?
3. Name two Non-Governmental Organizations which help people to meet their needs.
4. Why is unity important to our country?
5. Write down the meaning of regional co-operation.
6. Name three regional co-operation organizations in Africa.
7. What are the benefits of regional co-operation?
8. Mention categories of Rwandan heroes.
9. State the contributions of Rwandan heroes.
10. Mention different types of risky behaviour.

Answers to remedial activities

1. Situations that show unity and co-operation among people.

- People coming together to work on common things that improve their wellbeing.
- People coming together to assist the needy in society.
- People helping in times of emergencies.

2. How we can promote unity and co-operation:

- Listening to each other's opinions.
- Treating everyone equally.

3.Non-Governmental Organizations’ which help people to meet their needs:

- • Save the Child
- • Rwandan Red Cross Society

4.Importance of unity to our country.

- • When there is unity and co-operation, people produce more wealth.
- • It makes our country earn respect among nations.

5. Meaning of regional co-operation: This is where countries in a given region work together to achieve common goals.

6. Regional co-operation organizations in Africa EAC, COMESA, ECCAS, CEPGL, SADC, ECOWAS.

7. Benefits of regional co-operation:

- It promotes free movement of people.
- It leads to expansion of trade.
- It enhances peace and stability.

8.Categories of Rwandan heroes.

- Imanzi
- Imena
- Igenzi

9.Contributions of Rwandan heroes:

- They fought to free the country from bad rule.
- They promoted unity of our country.
- They teach us good values.

10.Types of risky behavior:

- Drug abuse

- Unprotected sex
- Criminal behavior

Extended Activities.

1. Explain the importance of patriotism and good citizenship to our country Rwanda.
2. Identify the challenges facing regional organizations in Africa.
3. Describe the complementarities among organs of government.
4. Discuss why Rwandan cultural values are important.
5. Write a report on how we can delay early sexual debut.

Answers to extended activities

1. The importance of patriotism and good citizenship to our country Rwanda.

- Patriotism and good citizenship can help our country to reconcile and heal especially after the bad past where our people killed others.
- Patriotism and good citizenship can help promote unity and peace in our country and help us to avoid bad things from happening like the Genocide Against the Tutsi.
- It will enable our people to work hard so as to develop our country.

2. Challenges facing regional organizations in Africa:

- Sometimes the leaders of the different countries fail to agree on some issues.
- They have inadequate money to fund their activities.
- They produce similar goods, which makes it hard for them to trade with each other.

3. Complementarities among organs of government:

- The work of one organ supports the work of another.

- Parliament makes laws while the Executive uses those laws to maintain law and order.
- The Executive by maintaining law and order promotes peace which enables the Judiciary and Legislature to carry out their functions.

UNIT 3

Hygiene

3.1. Key unit competence

Adopt proper hygiene during puberty.

3.2. Prerequisites of the Unit

The unit is closely linked to hygiene and sanitation which the learners did in P5. The learners learnt about hygiene of the private parts, effects of poor hygiene to private parts and signs and symptoms of different diseases. This knowledge will help them internalize the concepts of adopting proper hygiene during puberty and the chronic diseases to be covered in this unit.

3.3. Cross-cutting Issues to be Addressed

- **Reproductive health:** Mainstream reproductive health education as learners discuss proper hygiene during puberty.
- **Gender:** Incorporate gender issues as learners talk about girls' needs during menstruation.

1. Generic Competences

- Critical thinking.
- Creativity and innovation.
- Communication skills.
- Co-operation

2. 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.

Neighbors: A place or thing next to or very near to another.

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.

Unity: The state of being together or with someone.

Uterus: The female reproductive organ.

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

6. Guidance on the Problem Statement Pupils' Book page 96 Guide learners to discover about bodily changes at puberty. Let learners discover that the bodily changes experienced by both girls and boys are normal and that they should not be worried. Ask learners about their perspectives of their bodily changes at the end of the topic. Guide them not to be ashamed of their bodily changes but embrace them and practice proper hygiene. Let them find out how to take care of themselves during this period.

Number of lessons	Lesson title	Periods
Lesson 1	Hygiene during puberty and hygienic practices during puberty.	2

Lesson 2	Menstrual hygiene – Girls’ needs during menstruation.	2
Lesson 3	Effects of poor hygiene during puberty.	2
Lesson 4	Chronic diseases (signs and symptoms and ways of preventing chronic diseases).	1
Lesson 5	End unit Assessment	1

8. Lesson Development

I Learning Objectives

Knowledge and understanding

The learner should be able to tell what is puberty and identify the hygienic practices during puberty. **Skills**

To carry out personal hygiene during puberty.

Attitudes and values

Adopt hygienic practices.

II Introduction

- Introduce the lesson by asking learners simple questions they can relate with.
- Ask learners to do Activity 2 in Pupil’s Book.

Activity 1 in Pupil’s Book.

1. In groups discuss the changes which take place to our bodies as we grow.
2. How do these changes affect our hygiene?

Answers to Activity 3 in Pupils' Book.

1. Menstruation is the monthly discharge of blood and tissue from the uterus through the vagina.
2. (i) Menstruation occurs when the female egg is not fertilized and it therefore dissolves.
(ii) The hygiene practices during menstruation include:
 - Using sanitary towels to absorb the discharge.
 - Washing the private parts well.
 - Regularly changing the sanitary pads.

III Materials/Teaching Aids

Pupils' Book, sanitary pads, cotton wool, tactile materials.

Preparation

- Display the illustrations and the sanitary materials to the class. Pupils form groups for the purpose of discussion.
- Avail tactile materials to learners with disabilities.

Learning outcomes

At the end of the lesson, the learner should be able to identify the items that girls need during menstruation to carry out menstrual hygiene.

Teaching methods

- Demonstration
- Question and answer
- Observation
- Discussion

IV Learning Activities

Our experience

Guide learners to observe pictures from Pupil's Book on hygienic

practices and girls' needs.

Our response

- Guide learners in stating the meaning of menstruation and name the items that girls need during menstruation.
- Guide learners in demonstrating menstrual hygiene practices

Generic competences practiced

Life skills, critical thinking The learner to be able to carry out menstrual hygiene.

Cross-cutting issues

- Comprehensive sexuality education.
- Emphasize the importance of understanding reproductive health: Menstruation shows that the girls are healthy and have reached maturity. Let them know that during menstruation, girls should attend school and do other activities normally.

Answers to Activity 4 in Pupil's Book.

Advice you can give a friend on hygienic practices during puberty

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

Answers to Activity 5 Pupil's Book.

1. Girls' needs during menstruation

- Sanitary pads
- Tampons
- Food rich in iron

- Enough water for cleaning
2. Guide learners to identify the girls' needs during menstruation from the photographs.

V Formative Assessment

- Monitor the learners who are poor in demonstrating menstrual hygiene and give them assistance.
- Assist gifted learners by giving them more tasks.
- Provide tactile materials to learners with special needs.

Lesson 3: Effects of poor hygiene during puberty.

Pupil's Book.

I Learning Objectives

Knowledge and understanding

The learner should be able to identify the effects of poor hygiene during puberty.

Skills

The learner to carry out hygiene during puberty.

Attitudes and values

Appreciate the importance of good hygienic practices.

II Introduction

Introduce the lesson by asking learners to do Activity 7 in Pupil's Book.

Activity 7 Pupil's Book.

What may happen if we don't follow the hygiene practices?

Answers to Activity 6 in Pupil's Book.

- It may lead to infections and other skin diseases.
- We may have foul smell.

III Materials/Teaching Aids

Pupil's Book, charts, photographs.

Preparation

- Prepare photographs about effects of poor hygiene.
- Mount charts about effects of poor hygiene on the wall.
- Avail tactile materials to learners with disabilities. Learning outcomes

At the end of the lesson, the learner should be able to identify effects of poor hygiene during puberty. Teaching and learning methods

- Demonstration
- Question and answer
- Observation
- Discussion

IV Learning activities

Our experience

Guide learners to observe pictures about effects of poor hygienic practices at puberty.

Our response

- Guide learners to discuss the effects of poor hygiene during puberty.
- Ask learners to write short notes.
- Ask learners to do Activity 8 in Pupil's Book.

Generic competences practiced

Critical thinking, creativity and innovation

The learner to be able to adopt proper hygiene during puberty.

Cross-cutting issues

- Gender reproductive health: Emphasize on the importance of gender equality and reproductive health.
- Comprehensive sexuality education.

Answers to Activity 7 in Pupil's Book.

1. Other hygienic practices:

- Washing inner wears.
- Washing self regularly.
- Wearing clean clothes.
- Changing clothes regularly.

2. Other effects of poor hygiene during puberty:

- May cause shame.
- It may make one to be isolated from friends.
- It may lead to death because of infections.

V Formative Assessment

- Monitor the learners who are slow in demonstrating menstrual hygiene and give them assistance.
- Assist gifted learners by giving them more tasks.
- Provide tactile materials to learners with special needs.

Lesson 4 and 5: Chronic diseases (signs and symptoms, ways of preventing chronic diseases)

Pupil's Book.

I Learning Objectives

Knowledge and understanding

- The learner should be able to identify chronic diseases.
- Explain the causes and effects of chronic diseases.
- State the ways of preventing chronic diseases.

Skills The learner to explain signs and symptoms of chronic diseases.

Attitudes and values

- • Desire to lead healthy lives.
- • Appreciate the importance of preventing chronic diseases.
- • Show concern to the people with chronic diseases.

II Introduction

Introduce the lesson by asking learners to do Activity 1 in Pupil's Book.

Answers to Activity 1 in Pupil's Book.

1. Guide learners to research on chronic diseases and ask them to make class presentations.

III Materials/Teaching Aids

Pupil's Book, pictures showing people with chronic diseases, videos.

Preparation

- Display the pictures that show effects of chronic diseases. You can also use videos ready.
- Display illustrations on how to prevent chronic diseases.
- Avail tactile materials to learners with disabilities.

Learning outcomes

The learner should:

- Be able to know signs and symptoms of chronic diseases.
- Know how to prevent chronic diseases.
- Differentiate between chronic diseases.

Teaching and learning methods

- Demonstration
- Question and answer

- Observation
- Discussion

IV Learning Activities

Our experience

- Guide learners to observe pictures and watch videos about chronic diseases.
- Guide learners to point out, signs and symptoms of chronic diseases.

Our response

- Guide learners to name different diseases they know.
- Guide the learners in identifying chronic diseases from the diseases they have.

V Synthesis

- Monitor the learners' discussion and assist where they have challenges.
- Guide the learners to do the Activities 2 – 7 in Pupil's Book.

Answers to Activity 2 in Pupil's Book.

Other causes of diabetes:

- Eating fatty foods.
- Lack of physical exercises.
- Being overweight/obesity

Answers to Activity 3 in Pupil's Book.

Other effects of diabetes:

- Death.
- Blindness.
- Excessive loss of weight.
- Kidney diseases.
- Lowers immunity

Answers to Activity 4 in Pupil's Book.

Guide learners to observe the pictures and explain how diabetes can be prevented.

Answers to Activity 5 in Pupil's Book.

Guide learners to research and make short notes on the listed pages for cancer.

Answers to Activity 6 in Pupil's Book.

1. Guide learners to visit a nearby health facility and research on causes of cancer.

2. Other causes of cancer:

- Poor food choices.
- Being overweight.
- Smoking.
- Exposure to harmful rays
- Alcoholism
- Dangerous Chemicals
- Lack of physical activity.

Answers to Activity 7 in Pupil's Book.

1. Signs and symptoms of the following chronic diseases.

(i) Heart diseases

- Discomfort, pain in the chest, arm or below the breast bone.
- Indigestion, choking feeling.
- Sweating, nausea, vomiting and feeling dizzy.

(ii) Arthritis Fatigue, joint pain, joint swelling, joint redness, joint warmth, joint stiffness.

Effects of chronic diseases

- Too much pain.

- Depression.
- Inability to work.
- Government uses a lot of money in treatment of chronic diseases.
- Strain on the family resources due to treatment cost.

2.How the diseases can be prevented:

- Eating healthy.
- Doing exercises.
- Visiting hospitals regularly for check-ups.
- Educating people on chronic diseases and the need to prevent them.

VI Formative Assessment

- Assist gifted learners by assigning them more work.
- Assist the slow learners in the areas they have challenges.
- Provide tactile materials to learners with special needs.

3.9. End of Unit

Unit Summary

This unit looks at hygiene during puberty and emphasizes on proper hygiene practices. It deals with hygiene during menstruation and cautions the learner on the effects of poor hygiene during puberty. The unit also identifies chronic diseases, their signs and symptoms, causes, effects and prevention. The learner is expected to adopt proper hygiene during puberty and appreciate the importance of good hygiene practices.

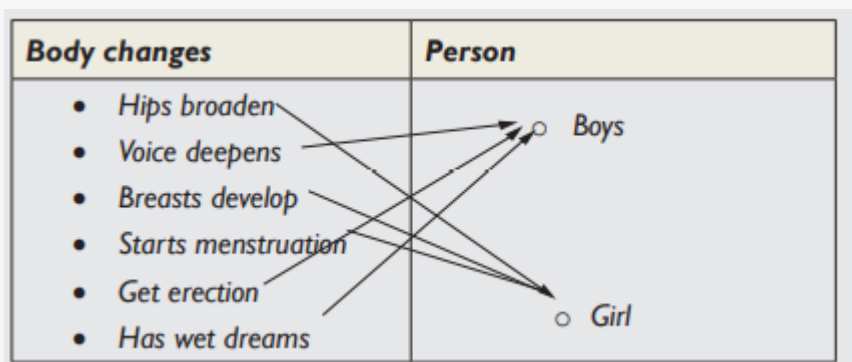
Additional content for the teacher

Puberty is the process of physical changes through which a child's body matures into an adult capable of sexual reproduction. It is initiated by hormonal signals from the brain to the gonads; the

ovaries in a girl and testes in a boy. In response to the signals, the gonads produce hormones that stimulate libido and the growth function. On average, puberty in girls begin around ages 10–11 while in boys it begins around ages 11–12. The major landmark of puberty for females is the onset of menstruation which occurs on average between ages 12 and 13 and for males, it is the first ejaculation which occurs on average at age 13. Menstruation is the monthly flow of blood and cellular debris from the uterus that begins at puberty in women and ceases at menopause. Each month, one of the ovaries releases an egg in a process known as ovulation. At the same time, hormonal changes prepare the uterus for pregnancy. If the egg is not fertilized, the lining of the uterus sheds through the vagina causing a menstrual period. Chronic diseases are also referred to as lifestyle diseases. A lifestyle disease is a disease associated with the way a person lives. This includes things like diet, physical inactivity, smoking and alcohol intake.

Answers to end of unit 3 assessment Pupil’s Book.

1. Matching the body changes with who experiences them during puberty.



2. Hygienic practices carried out during puberty:

- Wash our bodies everyday especially the hairy parts.
- Wash bedding weekly with hot water to kill germs.

- Wash face with warm water.
- Observe menstrual hygiene.
- Use of sanitary towels during menstruation.

3. Underlined items that girls need during menstruation:

- Pads
- Water
- Towel
- Cotton wool

4. Diabetes

5. Causes of diabetes:

- Eating fatty foods.
- Lack of exercise.
- Getting it from relatives.

6. C

7. Effects of chronic diseases:

- Body becomes weak.
- Little productivity.
- May lead to death.
- Government wastes money on treatment.

8. Benefits of carrying out hygienic practices:

- We are free from infections.
- We relate well with others.
- We are free from pubic lice.
- We do not produce a bad smell.

9. Advice to a friend diagnosed with an early stage breast cancer:

- Eat healthy foods like fruits and vegetables.
- Do exercises

- Visit the hospital for advice.

10. Preventive measure of diabetes:

- Doing exercises

Remedial activities

1. Your friend Pierre has told you that he is sick because his voice has deepened and is having wet dreams. How are you going to help him?
2. You have noticed that Uwimana is carrying a sanitary pad while going to the toilet. What do you think she is undergoing?
3. Two of your classmates are producing a bad smell and nobody wants to be near them. As the class prefect, how will you help them?
4. Your grandmother has some headache for a day. You know that this is a chronic disease. Explain to her what a chronic disease is.
5. Write down three chronic diseases.

Answers to remedial activities

1. My help to Pierre is to let him know that he is not sick but just reached puberty. This is because deepening of the voice and having wet dreams are some of the body changes that occur in boys during puberty.
2. Uwimana is undergoing menstruation. It is a sign that she has reached puberty.
3. I will tell them that since they have reached puberty and they are sweating a lot, they wash regularly and carry out other hygiene practices during puberty.
4. A chronic disease is one that lasts for a long time like three months or more.

5. Chronic diseases:

- Asthma
- Cancer
- Cardiac failure
- Diabetes
- Arthritis
- Epilepsy
- Hypertension

Answers to extended activities

1. Dangers of chronic diseases to a developing country

- The country loses qualified people who it has taken long to train.
- Treatment and management of these diseases is at times very expensive hence a lot of money is needed.
- Lack of enough facilities means people have to take treatment outside the country making the country lose foreign exchange.

2. Chronic diseases have no cure:

- No, the diseases have a cure but we need to detect them early.
- This means we must always go for screening to test if we have these diseases.
- Once detected, we can manage them through medication, diet and regular physical exercise.

Extended activities

1. Analyze the dangers of chronic diseases to a developing country.
2. Chronic diseases have no cure. Discuss in pairs.

Answers to extended activities

1. Dangers of chronic diseases to a developing country

- The country loses qualified people who it has taken long to train.
- Treatment and management of these diseases is at times very expensive hence a lot of money is needed.
- Lack of enough facilities means people have to take treatment outside the country making the country lose foreign exchange.

2. Chronic diseases have no cure:

- No, the diseases have a cure but we need to detect them early.
- This means we must always go for screening to test if we have these diseases.
- Once detected, we can manage them through medication, diet and regular physical exercise.

UNIT 5

Public places and assets in our country

4.1. Key Unit Competence

Recognize the importance of public places and assets in the development of the country.

4.2. Prerequisites of the Unit

In P4, the learners learnt about important places and public assets in their districts. This knowledge will assist them to easily internalize the concepts of public places and assets in the country.

4.3. Cross-cutting Issues to be Addressed

Environment and sustainability:

Emphasize the importance of preserving the environment as learners talk about preserving public places and assets for sustainable development of Rwanda.

4.5. Generic Competences

- Critical thinking.
- Creativity and innovation.
- Communication skills.
- Co-operation.

4.6. 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.

Neighbors: A place or thing next to or very near to another.

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

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

Unity: The state of being together or with someone.

4.6. Guidance on the Problem Statement Pupil's Book.

Let learners discover some of the public places and assets in their locality. Ask them to identify some of the places near their locality. Let them find out why these places are important to them and how they can be preserved.

4.7. List of Lessons.

Number of lessons	Lesson Title	Periods
1	Public places and assets in Rwanda	1
2	Problems faced by public places and assets	2

	Preserving public places and assets.	3
3	End unit assessment	1

4.8. Lesson development

Lesson 1: Public places and assets in Rwanda

Pupil's Book.

I Learning Objectives

Knowledge and understanding

The learner to be able to explain the importance of public places and assets.

Skills

Analyze the importance of preserving public places and assets.

Attitudes and values

Appreciate the importance of public places and assets.

II Introduction

- Introduce the lesson by reviewing the work covered in P4 and P5.
- Ask learners simple questions about public places and assets.
- Ask learners to do Activity 2 in Pupil's Book.

Answers to Activity 1 in Pupil's Book.

1. Accept the public places and assets named in the province where the school is found. For example, museum, game parks and public gardens.
2. Guide the learners to discuss the value of the public places to people, for example, recreation, employment and unity.

3. Public places shown:

- (a) Museum
- (b) Genocide memorial sites
- (c) Game parks
- (d) Public gardens

II Materials/Learning Aids

Pupil's Book, photos, illustrations of public places and assets, tactile materials.

Preparation

- Display illustrations of public places and assets.
- Mount photographs of people using public places and assets.
- Prepare tactile materials for learners with special needs.
- Assign learners with special needs sitting positions close to the teacher.

Learning outcomes

The learner explains the importance of public places and assets.

Teaching and learning methods

- Demonstration
- Question and answer
- Observation
- Discussion

IV Learning Activities

Our experience

- Guide learners to name public places and assets in their province.
- Guide learners to identify pictures of public places and assets in Pupil's Book.

Our response

- Guide learners to explain the importance of public places and assets.

Generic competences practiced

Communication skills, co-operation

Learner to be able to recognize the importance of public places and assets.

Cross-cutting issues

Environment and sustainability:

Emphasize on the importance of preserving the environment with public places and assets for sustainable development of Rwanda.

V Synthesis

- Guide learners to do Activities 3 – 6 in Pupil’s Book.

Answers to Activity 3 in Pupil’s Book.

1	Public place	Where it is found
	Museum	Kigali
	Genocide site	Gisozi
	Game park	Akagera
	Public garden	Nyarutarama / Muhazi / Kimihurura/Rwesero
	Assets	Where it is found

Hospital	King Faizal Nyabarongo/
Bridge	Cyome/Mukungwa/
Market	Rwarutabo Nyarugenge/
Water source	Ruhango/Gisenyi/Butare
Police	Kamiranzovu/Mashyuza/
station	Yanze/Mukingi Nyamirambo/
ICT centers	Kacyiru/Nyarugenge/Muhanga
	Ngororero/Club Rafiki/Kacyiru/
	Ruhango

2. Guide learners to carry out research on public places.

Answers to Activity 3 in Pupil's Book.

1. Accept any correct answer from the province where the school is located.

2. (i) Hospital (ii) School (iii) Road (iv) Water source
(v) Market (vi) Police station (vii) Public offices (viii) ICT centres.

Answers to Activity 4 in Pupil's Book.

Province	Public assets/Public places
Kigali	Nyarugenge Market, Amahoro Stadium
Northern	Virunga Game Park/Musanze Market
Eastern	Akagera Game Park/Ntarama Genocide
Southern	National University/Butare Museum
Western	Kivu lake beach/Kabaya Hospital

Answers to Activity 5 in Pupil's Book.

Importance of public places and assets:

(a) Game parks attract tourists who bring foreign money.

- (b) Boreholes provide water to our people.
- (c) Schools prepare children for careers to serve our country in future.
- (d) Hospitals provide medical services to our people.
- (e) Schools prepare children for career to serve our country in future.
- (f) Police stations provide us with security.
- (g) Genocide memorial sites remind us to live in peace and harmony.
- (h) Stadiums help us to develop our talents and in recreation.
- (i) Markets help our people to sell their goods.

VI Formative Assessment

- Give high order tasks to gifted learners to enhance their competences.
- Monitor learners with difficulties to establish how much remedial they need.
- Provide tactile materials to learners with disabilities.

Lesson 2: Problems faced by public places and assets/ preserving public places and assets.

Pupil's Book

I Learning Objectives

Knowledge and understanding

The learner:

- To be able to state problems faced by public places and assets.
- To be able to demonstrate how public places and assets can be preserved.

Skills

Analyze the importance of preserving public places and assets.

Attitudes and values

Show concern on preserving public places and assets.

II Introduction

Introduce the lesson by reviewing the previous one.

Ask learners to do Activity 1 in Pupil's Book.

III Materials/Teaching Aids

Pupil's Book, chart, Internet sources, tactile materials.

Preparation

- • Mount charts on the wall about problems faced by public places and assets.
- • Ask learners to access internet sources to carry out research before the lesson.
- • Prepare tactile materials for learners with disabilities and assign them proper sitting positions. Learning outcomes

The learner:

- • States problems faced by public places and assets in Rwanda.
- • Demonstrates how to preserve public places and assets.

Teaching and learning methods

- Demonstration
- Question and answer
- Observation
- Discussion

IV Learning activities

Our experience

- Guide learners to observe and interpret charts, problems faced by public places and assets and ways of preserving them.
- Guide learners to demonstrate different ways of preserving public places and assets.

Our response

- Guide learners in discussing problems faced by public places and assets.
- Guide learners to discuss ways of preserving public places and assets.

Competences practiced

- The learner to be able to state the problems faced by public places and assets in Rwanda.
- The learner to be able to demonstrate how public places and assets can be preserved.

Cross-cutting issues

Environmental conservation:

Emphasize the importance of conserving our environment for the sustainable development of our country.

V Synthesis

- Ask learners to make summary notes from the presentation.
- Ask learners to do the activities in Pupil's Book.

Answers to Activity 1 in Pupil's Book.

1. Accept any relevant problems mentioned by the learner.
2. From the pictures and observation, the problems faced by

public places and assets are:

- Dumping of litter carelessly which makes the public places dirty.
- Poor maintenance of facilities.
- Poaching which leads to killing of animals in parks.
- Fire started by charcoal burners and careless people, which destroys forests.

Answers to Activity 2 in Pupil's Book.

Problems facing public places and assets:

- **Encroachment on public land:** Clearing of forests to create room for settlement and farming leads to the destruction of forests that are home to wild animals.
- **Poor services:** When public places and assets are not taken care of, their services get bad day by day.
- **Shortage of funds:** Makes it difficult to establish and maintain public places and assets.
- **Mismanagement:** When people given the responsibility of looking after public places and assets do not do their work, these resources get destroyed.

Answers to Activity 1 in Pupil's Book.

1. Accept any relevant answer.
2. Guide learners to share experiences on things that can be done to preserve public places and assets.
3. From the pictures, the things we can do to preserve public places are:
 - (a) cleaning
 - (b) planting trees
 - (c) avoid littering
 - (d) employing wardens

(e) painting the buildings

Answers to Activity 2 in Pupil's Book.

This is a field-based activity. You will need to prepare the learners for the activity by:

- Identifying the public place or asset to be cleaned.
- Making a pre-visit to the area that is to be cleaned.
- Seeking permission from the school authorities.
- Seeking permission from the authorities in charge of the asset.
- Assembling equipment needed for the activity.
- Preparing a working schedule to guide the activity.

VI Formative Assessment

- Give gifted learners more tasks to enhance their competences.
- Monitor the slow learners' progress to establish how much remedial they may need.
- Provide tactile materials for learners with special needs.

4.9. End unit.

Unit Summary

This unit is about public places and assets in our country.

It looks at their importance in the development of the country.

The unit takes us through problems faced by public places and assets and ways of preserving them. Learners are supposed to appreciate the importance of public places and assets and show concern on preserving public places and assets.

Additional content for the teacher

Public places and assets are important places in our country.

They provide us with services of different nature, for example, hospitals, schools, banks, worship places, post offices and police stations. Some public places are visited and seen by different people thus earning us income. Examples are museums, genocide memorial sites and game parks. In addition, some of these places are sources of information and they preserve our culture and history.

Answers to end of unit 4 assessment Pupil's Book.

1. Public places: They are places where we may go for recreation or learning exercise. Examples are museums, genocide memorial sites, game parks and public gardens while

Public assets: They are things or places, which have value to us because they provide us with services. Examples are government schools, hospitals, buildings, roads, bridges, land, police stations, military barracks, water sources and market places, forests.

2. Guide learners to explain the importance of public places and assets in our country.

3. Problems faced by public places and assets:

- Dumping or littering.
- Corruption.
- Poaching.
- Invasion by people due to increased population.
- Negligence leading to destruction.

1. Ways of preserving public places and assets in our country:

- Cleaning them.
- Educating people on the importance of preserving them.
- Passing and enforcing laws against misuse.

- Employing wardens or guards.
- Fencing them to keep away those who interfere.
- Reporting those who destroy them to the police. Remedial activities

1. What is the name of a public place where people go to relax when they are not at work or school?
2. How do we call a public asset where a road crosses a river?
3. How do we call people who visit game parks to see wild animals?
4. A hospital is important because it gives _____ to sick people.
5. When the school compound is dirty we _____ it.

Answers to remedial activities

1. Public garden
2. Bridge
3. Tourists
4. Treatment/medication.

Extended activity

Judge the value of public places and assets to the economic development of our country.

Answer to extended activity

Guide learners in pairs to debate the importance of public places and assets to the economic development of our country. For example, game parks are a tourist attraction which earns us foreign exchange. However, the land set aside for game parks could be used for agriculture or settlement to spur economic growth.

UNIT 5

Budget

5.1. Key Unit Competences

- Analyze the importance of a family and the national budget.
- Explain factors that promote development.

5.2. Prerequisites of the Unit

In P5, the learners learnt about the economy. They made a simple family budget and learnt about resource management. They also looked at the importance of financial institutions and local markets. This knowledge will help them analyze the importance of a family and the national budget. It will also assist them to explain factors that promote development.

5.3. Cross-cutting Issues to be Addressed

Financial education: Mainstream financial education as learners analyze the importance of a family and the national budget.

5.4. Generic Competences

- Critical thinking.
- Creativity and innovation.
- Communication skills.
- Co-operation

5.5. Key Words

Accountability: Showing how money has been used.

Allocate: To set aside money for a certain purpose.

Asset: A useful or valuable thing. **Capital:** Money needed for business or development.

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.

Neighbour: A place or thing next to or very near to another.

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

Revenue: Money which government earns from various sources.

Transparency: Doing things in an open way.

Unity: The state of being together or with someone.

1.Guidance on the problem statement Pupil’s Book.

Guide learners to discover the meaning and importance of budgeting. As they go through the topic, let them make a family budget and appreciate it. They should appreciate why they are supposed to make a budget and make a list of priorities. They should also understand the importance of saving when making a budget.

2. List of lessons

Number of lessons	Lesson Title	Periods
Lesson 1	Family budget and its importance.	1

Lesson 2	National budget and its importance	2
Lesson 3	Making simple family budget	2
Lesson 4	Development	2
Lesson 5	End unit assessment	1

1. Lesson Development

Lesson 1: Family budget and its importance

Pupil's Book.

Attitudes and values

- Appreciate family income.
- Develop the culture of planning and saving.

II Introduction

Introduce the lesson by asking learners to do Activity 1 in Pupil's Book.

Activity 1 in Pupil's Book.

1. What is a budget?
2. What is a family budget?
3. Do you ever plan on how to use your money?

Answers to Activity 1 in Pupil's Book.

1. It is a plan of how to use the money we get in order of our priorities.
2. It is a plan of how a family will use the money it gets.

III Materials/Teaching Aids

Pupils' Book, tactile materials, charts showing family budgets.

Preparation

- Ask learners to access Internet sources to research on family budget before the lesson.
- Prepare charts on family budgets.
- Prepare tactile materials for learners with disabilities.
- Arrange learners in groups for the purpose of preparing a family budget.
- Assign learners with special needs sitting positions close to the teacher.

Learning outcomes

The learner prepares a simple family budget and explains its importance.

Teaching methods

- Discussion
- Question and answer
- Demonstration IV Learning Activities

Our experience

- • Guide learners to state what they do with the money that they get.
- • Guide them on preparing a list of items in order of priority.

Our response

- • Guide learners to define income, expenditure, revenue and budget.
- • Guide learners to prepare a simple family budget in groups.
- • Ask learners to do activities in Pupils' Book.

Generic competences practiced

Life skills: Guide the learner to be able to prepare a simple family budget and explain its importance.

Cross-cutting issues

Financial education: Emphasize on financial education in order to develop the culture of prudent management of money because it is scarce and yet the avenues of expenditure are many.

V Synthesis

- Ask learners to do Activities 2 – 7 in Pupil’s Book.

Answers to Activity 2 in Pupils’ Book.

(i) Income

- Salary
- Profit from sales
- Rent from buildings

(ii) Expenditure

- Medical bills
- Food
- Electricity and water
- School fees

(ii) Revenue

- Taxes
- License fees
- Loans
- Sources of income; salary, shop.

Answers to Activity 3 in Pupils’ Book.

160,000 Rwf

Answers to Activity 4 in Pupil's Book.

Examples of income, expenditure and revenue:

Income	Expenditure	Revenue
Farming	Rent	Tax
Employment		Buy food
Import duty, PAYE		

Primary Six's budget to purchase items for the class

Income		Expenditure	
Contribution from teachers		Classroom clock	10,000
20,000		Drawing materials	30,000
Contribution from pupils	60,000	Balls	30,000
		Nets	10,000
TOTAL	80,000	TOTAL	80,000

Answers to Activity 5 in Pupil's Book.

1. Families raise income from the following:

- Employment
- Growing crops
- Keeping animals
- Fishing
- Trading
- Rent from property.

2. Families spend money on the following:

- Clothing
- Food
- Shelter
- Medication
- Entertainment

Answers to Activity 6 in Pupil's Book.

1. Sources of income

- Expenditure
- Salary
- Farm
- Poultry
- Shop
- Transport business
- Food
- Medical care
- School fees
- Holiday
- Clothing

2. Accept any well prepared budget.

Answers to Activity 7 in Pupil's Book.

Importance of family budget

- It helps the family to use the money they get in a good way.
- It makes the family to work hard in order to get the money it requires to meet its budget.
- It helps the family to put a limit on the amount of money to be spend on each item required by the family.
- It enables the family to obtain the items needed at an affordable cost.
- It helps the family to spend money on things that are important.
- It helps the family to make some savings to cater for emergencies

VI Formative Assessment

- Give gifted learners more tasks to enhance their competences.
- Monitor slow learners' progress to establish how much remedial time they need.
- Provide tactile materials for learners with special needs.

Lesson 2 and 3: National budget and its importance

Pupil's Book.

I Learning objectives

Knowledge and understanding

The learner to:

- Be able to identify sources of national revenue.
- Be able to explain the types of national expenditure.
- Be able to explain the importance of national budget.

Skills

- Explain the importance of national budget.
- Analyze different types of budget.

Attitudes and values

- Develop the culture of planning and saving.
- Participate willingly in the development of his/her country.

II Introduction

Answers to Activity 1 in pupil's Book.

1. The things which the Government does for the people are:

- The government provides education and health services for its people.
- The government builds roads for its people.
- The government provides security for the people.

2. (i) Sources of government revenue:

- Taxes paid by the people.
- Donations.
- Loans from friendly countries.

(ii) The things on which the government spends money:

- Providing security to the people
- Providing education to the people.
- Providing health care to the people.
- Building roads and airports.

III Materials/Teaching Aids

Pupil's Book, chart showing national budget, video clips, tactile materials for learners with disabilities, Internet sources.

Preparation

- Ask learners to access Internet sources, to research on national budget before the lesson.
- Prepare a video clip of Finance Minister reading national budget in parliament.
- Display charts on national budget on the wall.
- Prepare tactile materials for learners with disabilities.
- Prepare sitting positions for learners with disabilities close to the teacher. Learning

Outcomes

The learner to be able to:

- Identify sources of national revenue.
- Explain the types of national expenditure.
- Explain the importance of national budget.

Teaching Methods

- Discussion
- Question and answer
- Demonstration

IV Learning activities

Our experience

- Play a video clip of Finance Minister presenting national budget to parliament.
- Display the charts of national budget for learners to observe.

Our response

- Guide learners to identify sources of national revenue.
- Guide learners to describe types of national expenditure.
- Guide learners to give the meaning of national revenue and expenditure.
- Lead learners to identify the types of national expenditure.

Generic competences practiced

Creativity and innovation

The learners are able to analyze the importance of national budget.

Cross-cutting issues

Financial Education: Emphasize on financial education in order to develop the culture of prudent management of national revenue.

The learner should willingly participate in the development of his/her country by paying taxes required by the government and monitoring proper expenditure of national revenue.

V Synthesis

- Guide learners to explain the importance of national budget.
- Ask learners to do Activities 2 – 6 in Pupil’s Book.

Answers to Activity 2 in Pupil’s Book.

1. How the government spends its money :

- Paying salaries for its workers.
- Buying books and laptops for schools.
- Building roads, schools and hospitals.

Answers to Activity 3 in Pupil's Book.

1. Types of budgets

- **Balanced budget** – This is a budget in which revenue is equal to expenditure.
- **Surplus budget** – This is a type of budget, in which revenue is more than expenditure.
- **Deficit budget** – This is a budget in which expenditure is more than revenue.

2. A family budget is prepared by members of the family on the basis of income and expenditure while **a national budget** is prepared by the ministry of finance on the basis of expected national revenue and proposed expenditure then presented to parliament for approval.

Answers to Activity 4 in Pupil's Book.

Importance of national budget

- It acts as a score sheet for the achievements of the government in developing the country.
- It guides the government towards achieving vision 2020.
- It ensures that there is equal distribution of services in the country.
- Accept any other relevant importance.

Answers to Activity 5 Pupil's Book.

Other importance of a national budget

Accept any correct answer from the learner different from what they have in the Pupil's Book.

VI Formative Assessment

- Give gifted learners more tasks to enhance their competences.
- Monitor slow learners' progress to establish how much remedial time they need.
- Provide tactile materials for learners with special needs.

Lesson 3: Development

Pupil, s Book.

I Learning Objectives

Knowledge and understanding

The learner to:

- Identify factors that promote development.
- Identify factors that hinder development.

Skills

Identify factors that hinder development.

Attitudes and values

- Participate willingly in the development of his/her country.
- Show concern about factors that hinder development.

I Introduction

Introduce the lesson by reviewing the previous one.

Ask learners to do Activity 1 in Pupil's Book.

Answers to Activity 1 Pupil's Book.

1. Development means improving on the lives of people and making their surroundings better.
2. Accept relevant development projects in the locality.
3. From the pictures, the developments shown are: (a) Growth of towns (b) Good schools (c) Good roads (d) Good housing.

III Materials/Teaching Aids

Pupils' Book, photos, charts of factors that hinder development, tactile materials for learners with disabilities.

Preparation

- Mount charts of factors that hinder development on the wall.
- Ask learners to access Internet sources to research on factors that hinder development before the lesson.
- Mount photographs of factors that promote development on the wall.
- Arrange learners in groups in readiness for discussion.
- Prepare tactile materials for learners with disability.

Learning outcomes The learner to be able to:

- Identify factors that promote development.
- Identify factors that hinder development. Teaching methods
- Discussion
- Question and answer
- Demonstration

IV Learning Activities

Our experience

- Guide learners to identify some improvements on lives of people around.
- Display photographs of factors promoting development for

learners to observe.

- Ask learners to interpret charts on factors that hinder development.

Our response

- Guide learners to identify factors that promote development.
- Guide learners to identify factors that hinder development.
- Guide learners to do the activities in Pupil's Book.

Generic competences practiced

Critical thinking, communication Skills The learner to:

- Identify factors that promote development.
- Identify factors that hinder development.

Cross-cutting issues

- Emphasize on peace and values education: Some of the factors that hinder development such as corruption and civil wars arise when people do not observe moral values and peaceful co-existence
- Environment and sustainability to emphasize sustainable development.

V Synthesis

Guide learners to do the following activities in Pupil's Book.

Answers to Activity 2 in Pupil's Book.

1. Ways that show Rwanda is developing are:

- When the lives of people improve and their surroundings also improve.
- When towns grow.
- When new roads are built.
- When family income improves.
- When good schools are built.

- When agriculture, tourism and trade improve.
2. Accept relevant answers given by learners after the visit.

Answers to Activity 3 in Pupil's Book.

1. The activities taking place are:

- (a) Trading
- (b) Industry
- (c) Agriculture
- (d) Tourism

Answers to Activity 4 in Pupil's Book.

- **Trade:** Through trade, people earn income and employment is generated.
- Trade leads to growth of towns.
- Agriculture promotes development by supplying food, earning income and promoting the growth of industries.
- Tourism promotes development by attracting tourists and conservation of resources.

The other activities that promote development are:

- Forestry
- Mining
- Industry

2. The other activities that promote development are:

- Forestry
- Mining
- Industry

Answers to Activity 5 in Pupil's Book

- Presence of peace and stability.
- Presence of people who are well educated.

- Good transport lines such as roads and railways.

2. Accept relevant answers given by learners.

Answers to Activity 6 in Pupil's Book.

1. Guide learners to research on factors that hinder development of Rwanda. For example:

- Lack of capital.
- Effects of Genocide Against the Tutsi.
- Inadequate land for agriculture.

2. Guide learners to make a class presentation.

Answers to Activity 7 in Pupil's Book.

1. • Good schools.

- Good hospitals.
- Good roads.
- Good housing.
- A healthy population.
- Clean water.

2. (a) Good school

(b) Good hospital

(c) Good road.

(d-f) Good homes.

VI Formative Assessment

- Give gifted learners more tasks to enhance their competences.
- Monitor slow learners' progress to establish how much remedial time they need.
- Provide tactile materials for learners with special needs.

5.9. End of Unit

Unit Summary

This unit looks at family and national budgets and their importance. It aims at enabling the learner to analyze the importance of a family and the national budget. It also explains the factors that promote development, for example, trade, agriculture and tourism, alongside factors that hinder development. At the end of the unit, the learner is expected to appreciate family incomes, develop the culture of planning and saving and participate willingly to the development of his/her country while showing concern about factors that hinder development.

Additional content to the teacher

A budget is an estimate of income and expenditure for a set period of time. While families may budget on a monthly basis, governments prepare their budgets annually in what is called a financial year. The government's financial year usually starts in July and ends in June. A budget usually contains estimates of expenditures and proposals for financing them. Economic development refers to efforts that seek to improve the economic well-being and quality of life of a community by creating jobs and growing incomes. Development is promoted by the various economic activities, which we undertake such as agriculture, trade and tourism. However, there are some factors that make it hard for people to achieve development. They include inadequate capital, poor infrastructure, high population growth and civil wars.

Answers to end of unit 5 assessment Pupil's Book.

1. Meaning of the following words:

- (i) **Income** – Money, which we get after working or doing business.

- (ii) **Expenditure** – The money, which we spend on various activities.
- (iii) **Revenue** – The money, which a government gets from different sources.
- (iv) **Budget** – A plan showing income and expenditure of a family or government over a given period of time.

2. Importance of a family preparing a budget:

- The family is likely to use money on things that are important.
- The family will be able to meet its needs by prioritization.
- The family may end up making savings for future use.

3. The importance of a national budget:

- A national budget helps a country to spend money on projects that it needs most.
- A national budget promotes accountability and transparency in the use of public money.
- A national budget helps the government to use public money well and avoid wastage.

4. Factors that promote development:

- Trade, which earns income both to people and government.
- Agriculture, which creates employment, earns income and provides raw materials for growth of industries.
- Tourism, which earns the country foreign exchange.

5. Sources of national revenue:

- Taxes paid by citizens.
- Court fines.
- Loans and grants.
- Payment for services given by government.
- License fees.

6. Types of government expenditure:

- Development expenditure – This is money used on new projects like roads, schools and hospitals.
- Recurrent expenditure – This is money used on running government; like payment of salaries, purchase of fuel and stationery.

7. Indicators of development in our country:

- The building of good roads.
- The establishment of good schools and hospitals.
- Increase in employment opportunities.
- Good housing for the people.

8. Factors that hinder development:

- Low levels of education.
- Poverty among the people.
- Corruption.

Remedial activities

1. What do we call the money earned by people who work at the end of every month?
2. The plan that is prepared to show how money will be spend is called_____.
3. What name is given to the money that the government gets from different sources?
4. Name things in your school that were bought using government money.
5. We mainly get food by practicing_____

Answers to remedial activities

1. Salary
2. Budget

3. Revenue

4. Books, laptops, etc.

Agriculture Extended activities

1. Explain the indicators of development in our country.
2. What challenges do families face when budgeting?

Answers to extended activities

1. The indicators of development are:

- Improved incomes and standards of living among people.
- Improvement in life expectancy as a result of improved health system.
- Improved access to education and high literacy rates.
- Increased access to clean water and electricity.

2. Challenges facing families when budgeting:

- Inadequate funds which cannot meet all their needs.
- Lack of regular incomes.
- Occurrence of many cases of emergencies.
- Lack of knowledge.

UNIT 6

Direction and location

6.1. Key unit competences

- Locates different places using longitude and latitude on a map and determine time differences.
- Analyses influence of physical features and human activities on climate change and its effects.

6.2. Prerequisites of the Unit

In P4, the learners looked at weather, flora and fauna. In P5, they studied environment and climate in their province alongside as well as their province and its location in Rwanda. This information will be useful in helping learners to analyze the influence of physical features and human activities on climate change and its effects. It will also help them locate different places using latitude and longitude on a map and determines the time difference.

6.3. Cross-cutting Issues to be Addressed

Peace and values education: Emphasize the importance of peace and value education: Rwanda is a landlocked country hence the need to co-operate and maintain friendly relationships with other countries in East Africa and Africa.

6.4. Generic Competences

- Critical thinking.
- Communication skills.
- Creativity and innovation.
- Co-operation.

6.5.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 crust.

Latitude: An imaginary line on a map showing how far north or south a 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 crust.

Moisture: Water or liquid that has turned to vapor (evaporated).

Plain: A flat low lying area.

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 and mountains.

6.6. Guidance on the problem statement Pupil's Book.

Let learners discover the meaning of latitudes and longitudes as they observe the globe and maps. Guide them to find out how to locate places on a map using latitudes and longitudes. Let them find out how to calculate time using latitudes and longitudes. Let them find out how to calculate time using longitudes. At the end of the topic, ask learners if they can now understand importance of latitudes and longitudes as shown on the globe.

6.7. List of Lessons

Number of Lessons	Lesson Title	Periods
Lesson 1	Direction and Location using Latitudes and Longitudes	2
Lesson 2	Location of Rwanda on the East Africa and Africa map.	3
Lesson 3	Main physical features of Rwanda, East Africa and Africa.	3
Lesson 4	Climate of Rwanda, East Africa and Africa.	4
Lesson 5	End unit assessment	1

6.8. Lesson Development

Lesson 1: Direction and Location using Latitudes and Longitudes: Location of Rwanda on East Africa and Africa map.

I Learning Objectives

Knowledge and understanding

The learner to:

- Differentiate longitudes and latitudes.
- Be able to locate Rwanda on East Africa and Africa map using latitudes and longitudes. **Skills**
- The learner to use properly longitudes and latitudes to locate places on a map.
- The learner to determine time differences using longitudes.

Attitudes and values

The learner to appreciate national sovereignty and develop the

sense of observation.

II Introduction

Introduce the lesson by asking learners to do Activity 1 in Pupil's Book.

Answers to Activity 1 in Pupils' Book.

1. (a) Guide learners to give their experiences on how they can locate the point marked P on the ball.
(b) The exact position of point P cannot be given, as there is nothing to act as a point of reference.
2. Guide learners to locate P using the lines.

III Materials/Teaching Aids

Pupil's Book, globe physical map of Africa, Internet sources, tactile materials.

Preparation

- Ask learners to access Internet sources to research on the topic before the lesson.
- Display the globe, charts and physical map of Africa.
- Prepare tactile materials for learners with disabilities.
- Assign learners with disabilities sitting positions close to the chalkboard.
- Arrange learners into discussion groups.

Learning outcomes The learner:

- Differentiates longitudes and latitudes.
- Locates Rwanda on East Africa and Africa map using latitudes and longitudes.
- Determines time differences using longitudes.

Teaching methods

- Discussion
- Demonstration
- Drawing
- Question and answer

IV Learning Activities

Our experience

- Guide learners to locate Rwanda on the map of East Africa.
- Guide learners to locate Rwanda on the map of Africa.

Our response

- Guide learners to differentiate latitudes from longitudes.
- Guide learners to locate Rwanda on East Africa and Africa map using latitudes and longitudes.
- Guide learners to determine time difference by using longitudes.

Competences practiced

- Differentiating longitudes and latitudes.
- Locating places on a map using latitudes and longitudes.
- Calculating time differences using longitudes.

Cross-cutting issues

Peace and values education: Emphasize the importance of peace and value education: Rwanda is a landlocked country hence the need to co-operate and maintain friendly relationships with other countries in East Africa and Africa.

V Synthesis

- Guide learners to identify time zones in Africa.
- Guide learners to do the Activities 2 – 11 in the Pupil’s Book pages 142 – 149.

Answers to Activity 2 in Pupil's Book.

Guide the learners to identify the latitudes shown.

Answers to Activity 3 in Pupil's Book.

The countries of Africa crossed by the equator are: Gabon, Congo, DRC, Uganda, Kenya, Somalia.

Towns on the equator are: Butembo (DRC), Nanyuki, Nyahururu, Maseno (Kenya), Lukaya (Uganda).

Answers to Activity 4 in Pupil's Book.

Countries in Africa crossed by the prime meridian are:

Ghana, Burkina Faso, Mali, Algeria.

Town in Africa crossed by the prime meridian: Accra in Ghana

Answers to Activity 5 in Pupil's Book.

1. Rwanda is on the western part of the map.
2. Rwanda is found between latitudes 1°S and 3°S .
3. Rwanda is found between longitudes 28°E and 31°E .

Answers to Activity 6 in Pupil's Book.

1. Guide learners to point at Rwanda on the map of Africa.
2. Guide learners to locate Rwanda on the map of Africa using latitudes and longitudes. Use the same procedure, which we used for the map of East Africa.

Answers to Activity 7 in Pupil's Book.

The location of different countries using latitudes and longitudes

- (i) Madagascar: $18^{\circ} 54' \text{ S}$, $47^{\circ}31' \text{ E}$ (ii) Ghana: $8^{\circ}00' \text{ N}$, $2^{\circ}00' \text{ W}$
(iii) Egypt: $30^{\circ}2' \text{ N}$, $31^{\circ}14' \text{ E}$ (iv) Botswana: $24^{\circ}39' \text{ S}$, $25^{\circ}5' \text{ S}$.

(v) Somalia: 10°00' N, 49°00' E Answers to Activity 8 in Pupil's Book page 146.

1. Both day and night and changes in time are caused by the rotation of the earth on its axis. The earth rotates once through 360° in every 24 hours.
2. (i) Rotation of the earth causes differences in time on the earth of 1 hour between meridians 15° apart. A time zone is a region on the globe that observes uniform standard time.
(ii) Guide learners to make a class presentation.

Answers to Activity 9 in Pupil's Book.

Guide learners to discuss what would happen, for example, if the different provinces in Rwanda would be having different time. For example, people would have to adjust their watches from time to time as they travelled.

Answers to Activity 10 Pupil's Book.

1. Before watches and clocks were invented, people used to tell time by observing the movement of the sun across the sky. It was, therefore, difficult to tell time at night.
2. Guide learners to perform the activity of telling time using the sun's position in the sky. 3. (i) 24 hours.

(ii) a.m. means ante meridian (before noon) p.m. means post meridian (after noon).

Prime meridian.

(iv) The prime meridian passes through the town of Greenwich near London in Britain. That is why world time is called Greenwich Mean Time (GMT).

v. The earth rotates on its axis from the west to the east. Countries to the east therefore, receive the sun first before those to the west. That is why the sun appears to rise from the east and

sets in the west. This makes countries to the east of the prime meridian to be ahead in time to those in the west.

Answers to Activity 11 Pupil's Book

1. (i) **Tunis**– total difference in longitudes is 24° Therefore, 24 4 minutes = 96 minutes

96 minutes = 1 hour 36 minutes.

This means that Tunis is 1 hour 36 minutes ahead of Conakry since Tunis is in the East. Time in Tunis is 10.00 a.m. + 1 hour 36 minutes = 11.36 a.m.

(i) **Accra** – total difference in longitudes is 14°

Therefore, 14 4 minutes = 56 minutes.

This means that Accra is 56 minutes ahead of Conakry since Accra is on the prime meridian. Time in Accra is 10.00 a.m + 56 minutes = 10.56 a.m.

(ii) **Cairo** – total difference in longitudes is 46° Therefore, 46 4 minutes = 184 minutes 184 minutes = 3 hours 4 minutes.

This means that the time in Cairo is 3 hours 4 minutes ahead of Conakry since Cairo is to the East.

Time in Cairo is 10 a.m + 3 hours 4 minutes = 13.04 p.m.

2. Total difference in longitudes is 55° Therefore, 55 4 minutes = 220 minutes. 220 minutes = 3 hours 40 minutes. The time in Cape Verde will be 12.30 p.m. – 3 hours 40 minutes since Cape Verde is to the west.

Time in Cape Verde is 8.40 a.m.

VI Formative Assessment

- Give low order questions to slow learners.
- Give high order questions to gifted learners to enhance

competence.

- Monitor slow learners' progress to establish how much remedial they require.
- Provide tactile materials for learners with special needs.

Lesson 2: Main physical features of Rwanda, East Africa and Africa

Pupil's Book.

I Learning Objectives

Knowledge and understanding

The learner to identify the main physical features of Rwanda, East Africa and Africa **Skills**

- The learner to draw Rwanda physical map, East Africa and Africa maps and locate the main physical features.
- The learner to describe the process of formation of different physical features. Attitudes and values
- The learner to appreciate the importance of physical features.
- The learner to show respect for physical features.

II Introduction

Introduce the lesson by reviewing the previous one.

Ask learners to do Activities 1 and 2 in Pupil's Book

Answers to Activity 1 Pupil's Book

Guide learners to name relevant physical features found in their locality.

Answers to Activity 2 Pupil's Book

Guide learners to study the map of Rwanda and identify physical features.

III Materials/Teaching Aids

Pupils' Book, globe physical map of Africa, Internet sources, tactile materials. Preparation

- Ask learners to access Internet sources to research on the unit before the lesson.
- Display the physical map of Africa on the wall.
- Prepare wall charts showing formation of different physical features.
- Prepare tactile materials for learners with disabilities.
- Assign learners with disabilities sitting positions close to the teacher.

Learning outcomes The learner:

- Identifies physical features of Rwanda, East Africa and Africa.
- Draws Rwanda physical map, East Africa and Africa maps and locates the main physical features.
- Describes the formation of physical features.
- Explains the importance of physical features.

Teaching and learning methods

- Field study
- Discussion
- Demonstration
- Observation

IV Learning Activities

Our experience

- Display the physical map of Africa for learners to observe.
- Guide learners to identify physical features around the school and in Rwanda.
- Guide learners to describe the formation of physical features.

- Guide learners to discuss in groups the importance of physical features.

Our response

- Guide learners to identify physical features in East Africa and Africa.
- Guide learners to draw Rwanda physical map, East Africa and Africa maps and locate the main physical features.
- Guide learners to describe the process of formation of different physical features.

Generic competences practiced

Observation, critical thinking, co-operation

– The learner to:

- Observe and interpret maps to identify physical features of Rwanda, East Africa and Africa.
- Draw Rwanda physical map, East Africa and Africa maps and locate the main physical features.
- Describe the processes of the formation of physical features.
- Explain the importance of physical features.

Cross-cutting issues

- Peace and values education:

Rwanda is landlocked and therefore has to maintain friendly relationship with other countries of East Africa and Africa to promote peace on the continent. Emphasize to the learners the need for individuals to promote peace and values that enhance harmony.

- Environmental and sustainability to create awareness about the physical features

V Synthesis

- Guide learners to explain the importance of physical

features.

- Guide learners to do the activities in the Pupil's Book

Answer to Activity 3 in Pupil's Book

River	Source	Mouth
Akagera	Kamashyuza Hills	Lake Victoria
Nyabarongo	Ndiza Hills	River Akagera
Akanyaru	Nyakizu Hills	Lake Kivu
Mukungwa	Kibilira	Lake Burera

Answers to Activity 4 Pupil's Book

1. Guide learners to draw accurate map of Rwanda with lakes and rivers.

Answers to Activity 5 in Pupil's Book

1. Physical features in East Africa are mountains, hills, plains, valleys, plateaus, basins, rivers and oceans.
2. Highest mountain in East Africa is Mt Kilimanjaro.
3. Longest river in Africa is River Nile.
4. Largest lake in East Africa is Lake Victoria.

Answers to Activity 6 Pupil's Book

Guide learners to draw a map of East Africa showing physical features.

Answers to Activity 7 Pupil's Book

Guide learners to identify the different physical features of Africa shown on the map.

Answer to Activity 8 in Pupil's Book

1. Various mountains and countries where they are found

Mountain	Country
Mt Kilimanjaro	Tanzania
Mt Kenya	Kenya
Mt Rwenzori	Uganda/ DRC
Mt Atlas	Morocco
Mt Ras Dashan	Ethiopia

Highlands found in Africa

- Ethiopian highlands in Ethiopia
- Adamawa highlands in Cameroon
- West Guinea highlands in Guinea

2. Main rivers in Africa Congo, Niger, Orange, Senegal, Ruvuma, Rufiji.

3. Sources and mouths of rivers in Africa:

River	Source	Mouth
Congo	Highlands of East Africa	Atlantic Ocean
Niger	Guinea Highlands	Atlantic Ocean
Orange	Drakensberg mountains	Mediterranean Sea
Nile	Lake Victoria	

5. Main lakes in Africa:

Victoria, Tanganyika, Malawi, Kivu, Turkana

6. **Oceans:** Atlantic Ocean, Indian Ocean

Seas: Red Sea, Mediterranean Sea.

Answers to Activity 9 Pupil's Book.

1.(i) Volcanicity – This is the process through which solid,

gaseous and molten material is extruded to the earth's surface or intruded into the crust at high pressure and temperature.

(ii) Folding – This is the process through which young rocks are bend upwards or downwards as a result of compression forces acting within the earth's crust.

(iii) Faulting – This is the process through which rocks in the earth's crust develop cracks and lines as a result of tensional and compression forces.

2. Formation of physical features

- **Volcanicity** – During a volcanic eruption, magma may flow to the surface of the earth. When it solidifies, it may form mountains or plateaus.

- **Folding** – When the crustal rocks bend upwards, they form mountains. When they bend downwards, they form valleys or synclines.

- **Faulting** – During faulting, cracks or lines of weakness occur on the crust. These lines of weakness are known as faults. When blocks of land between faults are pushed upwards, they form mountains. When they sink, they form valleys.

Answer to Activity 10 in Pupil's Book.

Volcanic mountains in Africa Kilimanjaro, Kenya, Meru, Cameroon, Ahaggar, Tibet.

Answers to Activity 11 in Pupil's Book.

Block mountains in Africa Rwenzori, Pare, Usambara

Answers to Activity 12 in Pupil's Book.

1. Fold mountains in Africa are: Atlas, Cape Ranges

2. Guide learners to draw a folded landscape.

Answers to Activity 13 in Pupil's Book.

1. Rift valley lakes and where they are found.

Lake	Country
Tanganyika, Natron	Tanzania
Albert, George	Uganda
Nakuru, Magadi, Turkana	Kenya
Malawi	Malawi
Kivu	Rwanda

Answers to Activity 14 in Pupil's Book.

Five ox-bow lakes in Africa

- (i) Lake Kanyaboli on River Yala
- (ii) Lake Utange on River Rufiji
- (iii) Lake Manzala on the Nile delt
- (iv) Lake Avangas in Gabon
- (v) Lake Gambi on River Tana

Answers to Activity 15 in Pupil's Book.

Lakes formed by down warping

- Lake Chad
- Lake Victoria
- Lake Chilwa
- Lake Bangweulu

Answers to Activity 16 in Pupil's Book.

Lava dammed lakes in Africa

- Lake Itasy
- Lake Tana
- Lake Bunyonyi

- Lake Ruhondo
- Lake Burera

Answers to Activity 17 in Pupil's Book.

Crater lakes in Africa

- Lake Nyos
- Lake Shalla
- Lake Ngozi
- Lake Bisoke
- Lake Kibo

Answers to Activity 18 in Pupil's Book.

Field visit to study the importance of physical features.

1.(i) Guide learners to make a field visit to a physical feature near their school and let them study its importance. This may be any of the following.

- Mountain
- Hill
- River
- Lake
- Valley
- Plateau
- Plain

(ii). Guide learners to observe the pictures and identify the importance of the different physical features.

For example:

- Rivers and lakes are used for water transport.
- Some lakes and rivers are used for fishing.
- Rivers and lakes are a source of water for domestic use.
- Rivers and lakes are used for irrigation.

- Mountains and valleys are tourist attractions.
- Slopes of mountains have fertile soils, which support agriculture.
- Mountains receive high rainfall and this supports forestry.
- Some lakes have minerals hence they are used for mining.

Answers to Activity 19 in Pupil's Book.

1. Other ways in which mountains are important to us

- They form boundaries between countries.
- Some have minerals on their slopes.
- Their leeward sides receive less rainfall thus support livestock keeping.

2. Importance of different physical features

- (i) Plateaus – Their flat surface is good for grazing livestock.
- (ii) Plains – They are used for grazing livestock.
- (iii) Valleys – Some have minerals and are used for mining.

3. Other ways in which rivers and lakes are important to us

- They are used for production of hydroelectric power.
- They provide building materials, for example, sand.
- They provide water for industrial use.
- They form natural boundaries.

VI Formative Assessment

- Give low order questions to slow learners.
- Give high order questions to gifted learners to enhance their competences.
- Monitor slow learners' progress to establish how much remedial they require.
- Provide tactile materials for learners with special needs.

Lesson 3: Climate of Rwanda, East East Africa and Africa Pupil's Book.

I Learning Objectives

Knowledge and understanding

The learner to:

- Be able to identify the main types of climate of Rwanda, East Africa and Africa.
- Be able to describe characteristics of types of climate in Rwanda, East Africa and Africa.
- Be able to identify human activities in different climatic conditions.

Skills

The learner to explain characteristics of different types of climate of Rwanda, East Africa and Africa. Attitudes and values

- The learner to show awareness of different types of climate.
- The learner to adapt to various climatic conditions.

II Introduction

Introduce the lesson by reviewing the previous one.

Ask learners to do Activity 1 in Pupil's Book.

Answers to Activity 1 in Pupil's Book.

1. Climate is the average conditions of the atmosphere observed over a long period of time.
2. Learners to give their views based on weather patterns in their provinces.

III Materials/Teaching Aids

Pupils' Book, climatic map of Africa, Internet sources, tactile materials.

Preparation

- Ask learners to access Internet sources and research on the unit before the lesson.
- Display the climatic map of Africa on the wall.
- Prepare tactile materials for learners with disabilities.
- Assign learners with disabilities sitting positions close to the chalkboard.
- Arrange learners into discussion groups.

Learning outcomes The learner to:

- Be able to identify the main types of climate of Rwanda, East Africa and Africa.
- Be able to describe different characteristics of the types of climate in Rwanda, East Africa and Africa.
- Be able to identify human activities in different climatic conditions.

Teaching and methods

- Discussion
- Question and answer
- Demonstration
- Field visits

IV Learning activities

Our experience

Guide learners to observe the climatic maps of Rwanda, East Africa and Africa.

Our response

- Guide learners to describe the climate of their locality in terms of the amount of rainfall and when it rains.
- Guide learners to identify types of climate in Rwanda, East

Africa and Africa.

- Guide learners to describe characteristics of types of climate in Rwanda, East Africa and Africa.

Generic competences practiced

Creative thinking, co-operation – The learner to:

- Identify the main types of climate of Rwanda, East Africa and Africa.
- Describe characteristics of types of climate in Rwanda, East Africa and Africa.
- Identify human activities in different climatic conditions.

Answers to Activities 2 – 6 in Pupils' Book.

Guide learners to research using the Internet and list characteristics of the various climatic regions. Refer to the tables in their Pupil's Book.

VI Formative Assessment

- Give low order questions to slow learners.
- Give high order questions to gifted learners to enhance competence.
- Monitor slow learners' progress to establish how much remedial they require.
- Provide tactile materials for learners with special needs.

Lesson 3: Climate change

Pupil's Book.

I Learning Objectives

Knowledge and understanding

The learner to:

- Be able to explain how physical features influence climate

change.

- Be able to explain effects of climate change.
- Be able to explain ways of overcoming effects of climate change.

Skills

- The learner to describe how physical features influence climate change.
- The learner to analyze problems associated with climate change and ways of overcoming them.

Attitudes and values

- The learner to appreciate the role of physical features in influencing climate.
- The learner to show awareness of climate change.

II Introduction

Introduce the lesson by reviewing the previous one.

Ask learners to do Activity 7 in Pupils' Book.

Answers to Activity 7 in Pupil's Book.

1. Climate change is the long time change in characteristics of the elements of climate. No. Climate changes over time.
2. Causes of climate change include:
 - Volcanic eruptions, which release some greenhouse gases into the atmosphere.
 - Changes in the ellipticity of the sun's orbit.
 - Changes in sunspot activity.
 - Putting up of more industries.
 - Burning of fossil fuels.
 - Agricultural activities like rice farming and livestock rearing.

3. Guide learners to discuss how climate change occurs.

III Materials/Teaching Aids

Pupils' Book, illustrations of effects of climate change, Internet sources, tactile materials.

Preparation

- Ask learners to access Internet sources and research on the topic before the lesson.
- Display illustrations of effects of climate change.
- Prepare tactile materials for learners with disabilities.

Learning outcomes

The learner to:

- Be able to explain how physical features influence climate change.
- Be able to explain effects of climate change.
- Be able to explain ways of overcoming effects of climate change.

Teaching learning methods

- Discussion
- Question and answer
- Field visits
- Research

IV Learning Activities

Our experience

- Guide learners to describe climate changes that have been witnessed in the locality.
- Guide learners to observe pictures about climate change and their effects.

Our response

- • Guide learners to describe how physical features influence climate change.
- • Guide learners to analyse problems associated with climate change and ways of overcoming them.

Generic competences practiced

Critical thinking, research

– The learner to:

- Be able to explain how physical features influence climate change.
- Be able to explain effects of climate change.
- Be able to explain ways of overcoming effects of climate change.

Cross-cutting issues

Environment and sustainability: Emphasize on importance of environmental conservation. We should be aware of factors that cause climate change in order to preserve the environment for sustainable development.

V Synthesis

- Guide learners to discuss effects of climate change and ways of overcoming them.
- Guide learners to do the Activities 8 – 11 in Pupil’s Book.

Answers to Activity 8 in Pupil’s Book.

How water bodies can lead to climate change:

- Rivers and lakes add moisture into the atmosphere. This can lead to high rainfall.
- When rivers and lakes dry up due to pollution or silting, there will be a reduction on the amount of rainfall received.

Answers to Activity 9 in Pupil's Book.

1. Increase in temperatures.
 - Decrease in temperatures.
 - Increase in rainfall.
 - Decrease in rainfall.
 - Change in rainfall pattern.
2. Guide learners to discuss some of the effects of climate change in Rwanda for example floods, drought, famine.
3. From photographs
 - (a) Increase in pests and diseases.
 - (b) Floods (c) Drought
 - (d) Drying up of water bodies

Answers to Activity 10 in Pupil's Book.

1. How to overcome the effects of climate change
 - Improving drainage to control floods.
 - Improving water harvesting and storage techniques.
 - a) Tree planting
 - b) Terracing
 - c) Growing cover crops
 - d) Solar and wind energy

Answers to Activity 11 in Pupil's Book.

Guide learners to make the field visit and write short notes on how to overcome the effects of climate change.

VI Assessment

- Give low order questions to slow learners.
- Give high order questions to gifted learners to enhance

competence.

- Monitor slow learners' progress to establish how much remedial they require.
- Provide tactile materials for learners with special needs.

6.9. End of Unit

Unit summary

This unit deals with direction and location. It takes the learner through latitudes and longitudes and how to use them to locate places on the earth. The unit also looks at how to calculate time using longitudes and time zones. Apart from latitudes and longitudes the unit has a section on physical features of Rwanda, East Africa and Africa. It discusses their location, formation and importance. The unit concludes with a section on climatic regions of Rwanda, East Africa and Africa by looking at their characteristics and climate change. It looks at causes of climate change, effects of climate change and measures to overcome the effects of climate change.

Additional content for the teacher

The rotation of the earth causes day and night. It also causes differences in time of one hour between meridians 15° apart since the earth rotates from west to east, the areas to the east receive sunrise earlier than those in the west. This makes them to be ahead in time. A time zone is a region of the earth, which uses the same standard time for commercial, legal and social reasons. The world is divided into 24 time zones, which are about 15° wide. In each time zone, the clocks show the same time. Time zones tend to follow the boundaries of countries and their subdivisions. Physical features can be classified either as relief features or drainage features. Relief features are the landforms on the surface of the earth such as mountains; hills, plateaus, plains and valleys. Drainage features on the other hand are the

water features on the surface of the earth, rivers, lakes, seas and oceans. The formation of physical features is attributed to land forming processes. The main land forming processes are faulting, folding and volcanicity. However, some landforms are formed as a result of erosion and deposition by wind, ice and water. Climate change is the establishment of a new climate regime in a place over time. The key component of climate change is rise in global temperatures in a phenomenon known as global warming or the greenhouse effect.

Answers to end of unit 6 assessment Pupil's Book.

1. Difference between latitudes and longitudes: Latitudes are imaginary lines drawn on the globe showing how far north or south a place is from the Equator, while longitudes are imaginary lines drawn on a map or globe showing how far a place is east or west of the prime meridian.

2. (i) Map of East Africa showing the major latitudes and longitudes

Guide learners to draw accurate maps of East Africa and show the major latitudes and longitudes.

(iii) Locating Rwanda's neighbors using latitudes and longitudes.

Rwanda's neighbors are Uganda, Tanzania, Burundi and DRC.

Guide learners to locate them using latitudes and longitudes.

3. Map of Africa showing the major latitudes and longitudes.

Guide learners to draw accurate maps of Africa and show the major latitudes and longitudes.

4. The time in Kinshasa 15°E if it is midnight in Bujumbura 30°E

Kinshasa = 11.00 p.m.

5. It is 10.00 a.m. in Monrovia 12°W, what time is it in Kigali 29°E?

Kigali = 12.44 p.m.

6. Meaning of a time zone.

The regions or countries on earth experiencing same time.

7. Map of Rwanda showing main physical features

Guide learners to draw a map of Rwanda and accurately locate the main physical features.

8. How Mount Karisimbi was formed

- Mount Karisimbi is a volcanic mountain.
- It was formed when fluid rock materials called magma outpoured onto the surface of the earth.
- On reaching the surface, the magma cooled and solidified leaving behind lava.
- The lava piled up on the surface to form a mountain.

9. Map of East Africa showing major physical features

Draw a map of East Africa and locate the major physical features

10. How Rwenzori Mountain was formed

- Mt Rwenzori is a block mountain.
- It was formed when old and hard rocks were subjected to compressional forces.
- This pressure made them to develop cracks called faults.
- Continued pressure made the faults to become wide.
- The land between the faults was pushed upwards to form a block mountain.

11. Map of Africa showing main physical features

Using an atlas, guide learners to draw a map of Africa and accurately locate the major physical features.

12. How the Great Rift Valley was formed

- A block of land was pushed together or pulled apart by forces in the earth's crust.
- Two cracks called faults were formed.
- The land between the faults sunk.
- This left behind a long narrow valley between the faults called a rift valley.

13. Importance of Rwandan hills.

- The slopes of the hills have fertile soils for farming.
- The slopes of the hills encourage growing of forests, which are a source of timber.
- The hills provide good scenery, which attracts tourists.

14. Benefits of Lake Kivu to the local community

- The lake is a source of fish, which is food rich in proteins.
- The lake is a source of water for domestic use.
- The lake is used for water transport.

15. (a) Type of climate in Africa with above characteristics Equatorial climate.

(b) Three areas in Africa which experience this type of climate.

- The coast of West Africa in Ghana, Nigeria and Gabon.
- Central Africa in the Democratic Republic of Congo.
- East Africa in Central Uganda and along the coasts of Kenya and Tanzania.

16. (a) Influence of physical features on climate change.

- Mountains block winds and clouds thus creating a rain shadow.
- Water bodies may increase precipitation in an area.
- Shrinking of water bodies may result in low rainfall.

(b) Influence of human activities on climate change

- Agricultural activities like rice farming lead to production of methane gas, one of the greenhouse gases. This leads to global warming.
- Clearing of forests to create room for agriculture may lead to reduction in rainfall.
- Forests also absorb carbon dioxide hence clearing them leads to increase in amounts of carbon dioxide in the atmosphere leading to warmer temperatures.
- Industries add more greenhouse gases into the atmosphere leading to global warming.

(c) Short report on effects of climate change in my country.

Climate change has been taking place in our country over a long period of time. The main signs of this phenomenon have been the reduction in rainfall totals over time, frequent incidents of drought, and change in rainfall patterns. In some times we have witnessed cases of floods as a result of abnormally high rainfall.

All these have resulted into a number of effects. We have witnessed drought leading to famine and food shortages. We have also experienced floods leading to destruction of property. The reduction of water levels in rivers and lakes has contributed to decline in water transport, fishing and tourism. Warmer conditions experienced have also led to increase in pests such as mosquitoes and diseases such as malaria.

17.Overcoming problems of climate change

- Planting trees/afforestation.
- Avoid releasing carbon dioxide in the atmosphere.
- Avoid polluting water bodies.

Remedial activities

1. What are longitudes?
2. Name the major lines of latitudes.
3. What are physical features?
4. Mention three lakes found in Africa.
5. Mention three volcanic mountains in Africa.

Answers to remedial activities

1. Imaginary lines drawn on a map or globe showing how far east or west a place is from the prime meridian.
2. The Equator 0° , Tropic of Cancer $23\frac{1}{2}^{\circ}$ N and Tropic of Capricorn $23\frac{1}{2}^{\circ}$ S.
3. Natural things found on the surface of the earth.
4. Lake Victoria, Lake Chad, Lake Tana, Lake Tanganyika, Lake Malawi.
5. Kilimanjaro, Kenya, Elgon, Kalisimbi.

Extended activities

1. Why do you think there is no fishing done in some lakes in East Africa?
2. Name the different time zones found in Africa.

Answers to extended activities

1. Some lakes have salty water, which cannot allow fish and other water animals to live in them.
2. The time zones in Africa:
 - West Africa Time

- Eastern Africa Time
- Central Africa Time
- South Africa Standard Time

UNIT 7

Economic activities

7.1. Key Unit Competence

To be able to justify the linkage between economic activities and sustainable development.

7.2. Prerequisites of the Unit

The unit is closely linked with what the learners did in P4, where they looked at socioeconomic activities in their district. They identified agriculture, fishing, crafts, pottery, tourism, trade and employment. This information will assist them to discover and understand economic activities carried out in Rwanda, East Africa and Africa.

7.3. Cross-cutting Issues to be Addressed

Financial education:

Learners to be equipped with knowledge and skills on business innovation.

7.4. Generic Competences

- Lifelong learning.
- Research and problem solving.
- Critical thinking.
- Communication skills.
- Creativity and innovation.
- Co-operation.

7.5. Key Words

Lumber: Cutting and using trees for commercial purposes

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

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

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

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

7.6. Guidance to the Problem Statement – Pupil's Book.

Guide learners to discover economic activities carried out in Rwanda and East Africa. Let learners relate the economic activities in the photographs in the pupil's book and the economic activities carried out in Rwanda and East Africa. Guide learners to appreciate importance of economic activities in Rwanda and East Africa and how to carry out them in sustainable way.

7.7. List of Lessons

Number of lessons	Lesson Title	Periods
Lesson 1	Economic activities in Rwanda and East Africa	2
Lesson 2	Economic activities in Africa Importance of Economic activities to sustainable development	2
Lesson 3	End of unit assessment	1

Lesson 8: Lesson Development

Lesson 1: Economic activities in Rwanda and East Africa Pupil's Book.

I. Learning Objectives

Knowledge and understanding

The learner to identify economic activities in Rwanda and East Africa.

Skills

Explain the importance of economic activities to sustainable development.

Attitudes and values

Appreciate the importance of economic activities in Rwanda and East Africa.

II. Introduction

Introduce the lesson by asking learners to do Activity 1 in Pupils' Book.

Answers to Activity 1 in Pupil's Book.

Farming, fishing, trading, tourism.

Accept responses related to economic activities in their respective provinces and neighboring provinces.

III. Materials/Teaching Aids

Pupils' Book, pictures of economic activities, economic activity maps, tactile materials, Internet sources.

Preparation

- Display economic map of East Africa on the wall.
- Mount pictures of economic activities.

- Ask learners to access Internet sources and research on economic activities before the lesson.
- Avail tactile materials for learners with disabilities.

Learning outcomes

The learner:

- Identifies the main economic activities in Rwanda and East Africa.
- States the advantages and disadvantages of different forms of transport.

Teaching and Methods

- Discussion
- Question and answer
- Research
- Demonstration.

IV. Learning Activities

Our experience

- Guide the learners to identify socio-economic activities around the school.
- Guide learners to observe pictures of economic activities.
- Guide learners to study the map of economic activities in East Africa.

Our response

- Guide learners to identify economic activities in Rwanda.
- Guide learners to identify economic activities in East Africa.
- Guide learners to discuss in groups the main economic activities in Rwanda and East Africa.

Competences practiced

The learner to be able to identify economic activities in Rwanda and East Africa.

Cross-cutting issues

Financial education:

Learners to be equipped with knowledge and skills on business innovation.

V. Synthesis

Guide learners to do activities in the Pupil's Book.

Answers to Activity 2 Pupil's Book.

Let learners observe the photographs and guide them to discuss major economic activities such as:

- a. Crop growing
- b. Fishing
- c. Livestock keeping
- d. Mining
- e. Lumbering
- f. Domestic crafts
- g. Trading
- h. Industry
- i. Tourism
- j. Transportation

Answers to Activity 3 Pupil's Book.

1. (i) Guide learners to observe the photographs and come up with the following economic activities carried out in East Africa:
 - a. Cash crop farming
 - b. Sugarcane crop planting
 - c. Sisal farming
 - d. Nomadic pastoralism
 - e. Beef farming/Ranching
 - f. Fishing (g) Mining
 - g. Tourism
- (ii) Guide learners to discuss in groups the economic activities carried out in East Africa and let them make class presentations.

Answers to Activity 4 in Pupil's Book.

1. Crops grown in the countries of East Africa

Kenya– Tea, coffee, sugar cane, pyrethrum, wheat, rice, maize

Tanzania– Sisal, tea, coffee, maize, coconuts

Uganda– Coffee, tea, sugar cane, rice, bananas

Burundi– Coffee, tea, cotton, maize, bananas

Rwanda– Coffee, tea, banana, sugarcane, rice, maize

2. Where livestock farming is practiced in East Africa

Kenya – Dairy farming in Trans Nzoia, Uasin Gishu, Kericho, Sotik – Beef farming is practiced in Laikipia, Nanyuki, Narok and Kajiado

Tanzania – Dairy farming in Moshi and Arusha

– Beef farming in Kongwa region

Uganda – Dairy farming in Muyomba, Nansana, Jesa

– Beef farming in Soroti, Mbarara, Gulu, Ankole

3. Areas where fishing is carried out in East Africa.

Along Lake Victoria, along Lake Kivu, along Lake Tanganyika, along the Indian Ocean.

4. Mining areas in East Africa

Limestone – Athi River, Bamburi, Tororo, Hima

Soda ash – Lake Magadi

Diamond – Mwadui in Tanzania

5. Copper – Uganda

Diamond – Tanzania

Petroleum – South Sudan

VI. Formative Assessment

- Give low order questions to slow learners.
- Give high order questions to gifted learners to enhance their competences.
- Monitor slow learners' progress to establish how much remedial they require.
- Provide tactile materials for learners with special needs.

Lesson 2: Economic activities in Africa

Pupil's Book.

I. Learning Objectives

Knowledge and understanding

The learner to identify economic activities in Africa.

Skills

Explain the importance of economic activities to sustainable development.

Attitudes and values

Appreciate the importance of economic activities in Africa.

II. Introduction

Introduce the lesson by asking learners to do Activity 1 in Pupils' Book page 185.

Activity 1 in Pupil's Book

1. What do you think are the economic activities carried out in the rest of Africa?
2. Observe the pictures and identify the main economic activities carried out in Africa.

Answers to Activity 1 in Pupil's Book.

1. Agriculture, mining, lumbering, trade.

Accept any relevant economic activity.

2. Guide learners to observe the pictures and come up with the following economic activities:
 - a. Mining
 - b. Mining

- c. Cocoa growing
- d. Sugar cane growing
- e. Tourism
- f. Pastoralism
- g. Sisal farming
- h. Fishing
- i. Industry
- j. Lumbering

III. Materials/Teaching Aids

Pupil's Book, photographs of economic activities, economic map, tactile materials, Internet sources.

Preparation

- Display economic map of Africa on the wall.
- Mount photographs of economic activities.
- Ask learners to access Internet sources to research on economic activities in Africa before the lesson.
- Prepare tactile materials for learners with disabilities.

Learning outcomes

The learner to be able to identify the main economic activities in Africa.

Teaching and learning methods

- Observation
- Discussion
- Question and answer
- Research

IV. Learning Activities

Our experience

- Guide learners to identify economic activities from the map of Africa.
- Guide learners to study the photographs of economic activities.

Our response

- Guide learners to discuss economic activities in Africa.
- Guide learners to identify economic activities in Africa.
- Guide learners to do activities in the Pupil's Book.

Generic competences practiced

The learner to be able to identify economic activities in Africa.

Cross-cutting issues

Environment and sustainability: Emphasize on the need to use our resources in a careful manner that conserves our environment and guarantees future use.

V. Synthesis

Guide pupils to do question 3 of Activity 1 in the Pupil's Book.

Answer to Activity 1 Pupils' Book.

1. Guide learners to make a summary for class presentation about:
 - Mining
 - Industrialization
 - Lumbering
 - Fishing

- Agriculture
- Forestry
- Trade

VI. Formative Assessment

- Give high order questions to gifted learners to enhance their competences.
- Monitor slow learners' progress to establish how much remedial they require.
- Provide tactile materials for learners with special needs.

Lesson 3: Importance of economic activities to sustainable development Pupil's Book.

I. Learning Objectives Knowledge and understanding

The learner explains the importance of economic activities to sustainable development.

Skills

The learner to explain the importance of economic activities to sustainable development.

Attitudes and values

The learner to appreciate the importance of economic activities to sustainable development.

II. Introduction

Introduce the lesson by asking learners to do Activity 1 in Pupil's Book.

Answers to Activity 1 in Pupil's Book.

1. Sustainable development is economic development that is carried out without the depletion of resources.

2. We can see animals, terraces, planted trees and a man with a mature fish.
3. (i) By keeping animals in the game park, we are able to practice tourism. The animals are conserved for future use.
(ii) By constructing terraces, we protect the soil from erosion. Land as a resource is exploited without destroying it.
(iii) When we practice lumbering, we cut trees. However, when we plant new trees, the forests will not be depleted.
(iv) When fishing, we should only catch mature fish. This helps to conserve fisheries.

III. Materials/Teaching Aids

Pupil's Book, pictures of economic activities, video, Internet sources, tactile materials, economic map of Africa.

Preparation

- Display economic map of Africa on the wall.
- Mount pictures of economic activities and sustainable development.
- Avail tactile materials for learners with disabilities.

Learning outcomes

The learner to explain the importance of economic activities to sustainable development.

Teaching and learning methods

- Observation
- Discussion
- Question and answer
- Research

IV. Learning Activities

Our experience

- Guide learners to identify environmental conservation measures in their locality.
- Ask learners to study pictures of economic activities and sustainable development.

Our response

- Guide learners to explain the importance of economic activities to sustainable development in Rwanda, East Africa and Africa.
- Guide learners to discuss in groups the importance of economic activities to sustainable development in Africa.

Generic competences practiced

Research and problem solving, critical thinking

The learner to be able to explain the importance of economic activities to sustainable development.

Cross-cutting issues Environment and sustainability:

Emphasize on environmental conservation as a way of realizing sustainable development in Rwanda, East Africa and African countries.

V. Synthesis

Guide learners to do Activity 2 in the Pupil's Book.

Answers to Activity 2 in Pupil's Book.

1. Ways in which tourism help in the conservation of wildlife
 - Establishing game parks to attract tourists.
 - Fencing wildlife areas to control human-wildlife conflict.

- Setting up orphanages and sanctuaries to protect endangered wildlife.
 - Employing wardens to control poaching.
2. How agriculture helps in protection of the environment
 - Controlling soil erosion.
 - Planting trees to provide shade to crops.
 - Livestock droppings adding manure in the soil.
 3. Other importance of economic activities to sustainable development
 - Mining leads to planting of trees in new areas.
 - Forestry leads to introduction of new types of trees.
 - Industry leads to harnessing of alternative sources of energy such as wind and solar.

VI. Formative Assessment

- Give low order questions to slow learners.
- Give high order questions to gifted learners to enhance their competences.
- Monitor slow learners' progress to establish how much remedial they require.
- Provide tactile materials for learners with special needs.

7.8. End of Unit.

Unit Summary

This unit is about the economic activities carried out in Rwanda, East Africa and Africa. The unit looks at the importance of these economic activities and how they contribute to sustainable development. The learner is expected to justify the linkage between economic activities and sustainable development.

Additional content for the teacher Rwanda and Africa in general have abundant natural resources. These have facilitated the development of a number of economic activities, which have helped to improve the people's standards of living. All over the world while carrying out economic activities, human beings have led to wanton destruction of natural resources and in some areas, the natural resources have been exhausted. In Africa, for example, the percentage of forest cover has been reducing while fisheries have been becoming poorer and some fish species have become extinct. This calls for sustainable use of resources. Sustainable development means using resources in a way that they are not depleted. The economic activities that we carry out are therefore very important in achieving sustainable development.

Answers to end of unit 7 assessment Pupil's Book page 189

1. Economic activities are the different ways of using resources to create wealth.
2. The main economic activities in Rwanda are: Agriculture, fishing, mining, trading and industry.
3. Economic activities as those in other countries of East Africa: Agriculture, mining, trade, industry.
4. (i) Nigeria – Petroleum
(ii) Zambia – Copper mining
(iii) South Africa – Gold mining
5. What government should do to make Rwanda develop her industries:
 - Persuading investors to build industries in Rwanda.
 - Improving on infrastructure.

- Enhancing peace and harmony in the country.
 - Expanding on generation of electricity.
6. Importance of economic activities to sustainable development of Rwanda:
- Trade leads to improved infrastructure.
 - Agriculture leads to soil conservation.
 - Tourism leads to wildlife conservation.
 - Industry leads to conservation of the environment.

Remedial activities

1. What do we call the crops grown for sale?
2. The keeping of cows for milk production is called_____.
3. The mineral mined at Lake Kivu is_____.
4. Which mineral is mined along the coast of Nigeria?
5. Which community found in Kenya and Tanzania practices pastoralism?

Answers to remedial activities

1. Cash crops
2. dairy farming
3. methane gas
4. Petroleum
5. Maasai

Extended activities

1. Discuss how forestry can lead to sustainable development.
2. Compare the economic activities in Rwanda to those ones in Egypt.

Answers to extended activities

1. How forestry can lead to sustainable development

- Trees are a renewable resource.

This means that more trees can grow after others have been used.

- When we use forests well, they cannot be depleted and this leads to sustainable development.
- We use forests well by cutting only mature trees and planting trees when we cut them.

2. Economic activities in Rwanda compared to Egypt

- Rwanda receives high rainfall while most of Egypt is a desert. As a result, the economic activities in the two countries are different.
- Rwanda mainly relies on rainfall while in Egypt, the crops are mainly grown through irrigation.
- Egypt has more industries than Rwanda. This is mainly because it has rawer materials, for example, minerals.
- The tourism industry in Egypt is more developed than Rwanda, because Egypt is nearer to Western Europe, where most tourists come from.

UNIT 8

Natural resources

8.1. Key Unit Competence

Explain the importance of natural resources and ways of preserving them.

8.2. Prerequisites of the Unit

The knowledge from unit seven on economic activities will help in mapping out the natural resources. This is because economic activities at times take place on natural resources. For example, fishing is an economic activity carried out on rivers, lakes, seas and oceans. Revisit the economic activities carried out in Africa and guide learners to state where and how they are carried out. This will lead you to the natural resources.

8.3. Cross-cutting Issues to be Addressed

Environment and sustainability: Emphasize that natural resources are found in the environment. For the existence of natural resources, we need to take care of the environment.

8.4. Generic Competences

- Lifelong learning.
- Critical thinking.
- Creativity and innovation
- Research and problem solving.
- Communication skills.
- Co-operation.

8.5. 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 while farming in cultivated hill sides prevent soil from being washed away.

8.6. Guidance on the problem statement Pupils' Book.

Let learners discover the natural resources of Rwanda, East Africa and Africa. Let them find out ways of preserving the natural resources as they go through the lessons. At the end of the topic, ask the learners to relate the picture in the Activity 1 of Pupil's Book with what they have learnt. Let them give different perspectives as you assess their responses based on their understanding of the topic.

8.7. List of Lessons

Number of Lessons	Lesson Title	Periods
Lesson 1	Natural resources of Rwanda	1
Lesson 2	Natural resources of East Africa and Africa	2
Lesson 3	Importance of natural resources Preservation of natural resources	2
Lesson 4	End of unit assessment	1

8.8. Lesson Development

Lesson Resources: Natural resources

Natural resources of Rwanda

Pupil's Book pages, 191-194

I. Learning Objectives

Knowledge and understanding

The learner to:

- Explain what is a natural resource.
- Identify natural resources in Rwanda.

Skills

To explain the different natural resources found in Rwanda.

Attitudes and values

Appreciate the natural resources found in Rwanda.

II. Introduction

Introduce the lesson by asking the learners to do Activities 1 and 2 in Pupil's Book page 191 – 192.

Answers to Activity 1 in Pupil's Book.

1. Trees, land, rivers, hills, buildings, road.
2. Trees, animals, hills, rivers.
3. Guide learners to take short notes while carrying out the activity.
4. Guide learners to make class presentation of their findings.
5. Guide learners to observe the pictures and identify the following natural resources:

a. Lakes

- b. Minerals
- c. Forests
- d. Wild animals
- e. Domestic animals
- f. Land

Answers to Activity 2 in Pupil's Book.

Guide learners as they discuss importances of natural resources as shown in Pupil's Book.

Answers to Activity 1 in Pupil's Book.

1. The natural resources found in Rwanda are:
 - Forests
 - Wild animals
 - Land
 - Minerals
 - Domestic animals
 - People
3. Guide the learners to observe the map and identify the natural resources using the legend. These could be rivers, lakes, swamps, forests, minerals, agricultural land, and wildlife.

II. Materials/Teaching Aids

- Pupil's Book, the surrounding environment, mineral samples.

Preparation

- Display the mineral samples.
- Prepare learners for a visit to the area around the school.

- Provide tactile materials for learners with special needs to perform different activities.

Learning outcomes

- The learner explains what a natural resource is.
- The learner appreciates the natural resources found in Rwanda.

Teaching and learning methods

- Discussion
- Demonstration
- Question and answer

IV. Learning Activities

Our experience

- Guide the learners to walk around the school and identify the things they can see.
- Guide the learners to identify the mineral samples.

Our response

- Guide learners in identifying natural resources in their surroundings.
- Guide learners to identify and discuss natural resources in Rwanda.

Generic competences practiced Research,

Creative thinking and co-operation

- Teamwork.
- Communication.
- Presentation of group discussions.

Cross-cutting issues

Environment and sustainability: Emphasize on the importance of caring for the environment and using the natural resources in a sustainable way. This is a way in which we can preserve them for future use.

V. Synthesis

Guide learners to do Activity 2 in the Pupil's Book.

Answers to Activity 2 in Pupil's Book.

1. Importance of the natural resources shown in the map

Minerals

- They are used in industries.
 - Mining leads to employment.
 - When exported, minerals are a source of revenue to the government.
- #### Forests
- Trees are sources of timber used for furniture making.
 - Forests are water catchment areas.
 - Forests help in soil conservation.
 - Forests are source of herbal medicine.

Lakes

- Lakes are a source of fish.
 - They provide water for domestic and industrial use.
 - Lakes are sources of water for irrigation farming.
 - Lakes are used in water transport.
- #### Rivers
- Sources of water for domestic use.
 - Used in water transport.

2. Guide learners to identify natural resources in their location as shown on the map.

IV. Formative Assessment

- Assist the slow learners by putting more emphasis on the areas they have challenges.
- Assist the gifted learners by giving them more tasks and activities.
- Provide tactile materials for learners with special needs to perform different activities.

8.9. Lesson 2: Natural resources of East Africa and Africa Pupil's Book.

I. Learning Objectives

Knowledge and understanding

The learner identifies the natural resources in East Africa and Africa.

Skills

The learner describes the natural resources in East Africa and Africa.

Attitudes and values

Appreciate the natural resources in East Africa and Africa.

II. Introduction

Introduce the lesson by asking the learners to do Activity 1 in Pupil's Book.

Activity 1 in Pupil's Book.

1. Name all the countries in East Africa.

2. Study the map of East Africa shown and identify some of the natural resources.

Answers to Activity 1 in Pupil's Book.

1. The countries of East Africa are Rwanda, Burundi, Uganda, Tanzania and Kenya.
2. Guide the learners to study the map of East Africa and identify the natural resources.

These could be:

- Agricultural land
- Lakes
- Rivers
- Oceans
- Minerals
- Forests
- Wildlife

III. Materials/Teaching Aids

- Pupil's Book, Internet sources, wall maps.

Preparation

- Display wall map of natural resources of East Africa on the wall.
- Prepare learners to access Internet sources.
- Learners form groups for the purpose of discussion.
- Provide tactile materials for learners with special needs to perform different activities.

Learning outcomes

- The learner identifies natural resources of East Africa.
- The learner explains the natural resources of East Africa.

Teaching and learning methods

- Discussion
- Question and answer
- Demonstration

IV. Learning Activities

Our experience

- Guide learners to identify the natural resources found in East Africa from the wall map.
- Guide learners to access the Internet.

Our response

- Guide learners to do the activity in the Pupil's Book.
- Guide learners to write down short notes on the natural resources found in East Africa.

Generic competences practiced

Communication skills

- Teamwork.
- Presenting summary points.
- Creativity.
- Communication skills.

Cross-cutting issues Environment and sustainability:

Emphasize on the importance of caring for the environment and using the natural resources in a sustainable way. This is a way in which we can preserve them for future use.

V. Synthesis

Ask learners to do the activities in Pupil's Book.

Answers to Activity 2 in Pupil's Book.

1. Natural resources in East Africa Rivers, lakes, swamps, forests, minerals, agricultural land, Indian Ocean, wildlife.
2. Natural resources not found in Rwanda is an Ocean.

Answers to Activity 3 Pupil's Book.

1. Natural resources found in Africa
Minerals, forests, agricultural land, rivers, lakes, swamps, oceans, wildlife.
2. (i) Identifying the natural resources found in Africa from a map.
(ii) Guide learners to observe the map of Africa and identify the natural resources, which are shown.

VI. Formative Assessment

- Assist the slow learners paying special attention in the areas they have challenges.
- Assist gifted learners by giving them more tasks and activities.
- Provide tactile materials to learners with special needs.

8.10. Lesson 3: Importance of natural resources pupil's Book.

I. Learning Objectives

Knowledge and understanding

The learner to state the importance of natural resources.

Skills

The learner to:

- Explain the importance of natural resources.
- Analyze the importance of natural resources.

Attitudes and values

Appreciate the importance of natural resources.

II. Introduction

Introduce the lesson by asking the learners to do Activity 1 in Pupil's Book.

Answers to Activity 1 in Pupil's Book.

1. Natural resources make our lives better by; creating employment, being a source of income, providing timber and poles, being a source of food and cash crops.
2. Guide learners to observe the pictures and come up with ways in which natural resources are important, for example:
 - They help us to get food.
 - They help us to get money.
 - They help us to build our shelter.
 - They help us to get energy/fuel.
 - They help us to get employment.
 - They help our country to earn foreign exchange.

III. Materials/Teaching Aids

- Pupil's Book, Internet sources, illustrations.

Preparation

- Display illustrations about the importance of natural resources on the wall.

- Prepare learners to access Internet sources to obtain relevant information on the importance of natural resources.
- Ask learners to go round the school identifying how natural resources have been used.
- Provide tactile materials for learners with special needs to perform different activities.

Teaching and learning methods

- Discussion
- Question and answer
- Demonstration

IV. Learning Activities

Our experience

- Guide learners to explain how natural resources make their lives better.
- Guide learners to watch photos, illustrations and access the Internet on the importance of natural resources.

Our response

- Guide learners to explain the importance of natural resources.
- Monitor their discussions and guide them on making summary notes for class presentation.

Generic competences practiced

- Communication skills.
- Creativity.
- Teamwork.
- Discussing.

Cross-cutting issues Environment and sustainability:

Emphasize on the importance of natural resources. The development of our country depends on how well we take care of the environment.

V. Synthesis

Guide learners to do the Activity 2 in the Pupil's Book.

Answers to Activity 2 in Pupil's Book.

1. Ways in which resources are important
 - Rivers provide water for domestic and industrial use.
 - Lakes are used in water transport.
 - Some lakes are used as the source of minerals.
 - Mining creates employment opportunities.
 - Forests prevent soil erosion.

VI. Formative Assessment

- Assist gifted learners by giving them more tasks and activities.
- Assist the slow learners by paying special attention in the areas they have challenges.
- Provide tactile materials to learners with special needs.

I. Learning Objectives

Knowledge and understanding

The learner identifies the different ways of preserving natural resources.

Skills

The learners explain the different ways of preserving natural resources.

Attitudes and values

Show concern on the preservation of natural resources.

II. Introduction

Introduce the lesson by asking learners to do Activity 1 in Pupil's Book.

Answers to Activity 1 in Pupil's Book.

1. We should preserve natural resources because they make our lives better and they are not renewable.
2. • Rivers and lakes would dry up.
 - Rain would fail to come.
 - Our animals would die.
 - Our land would be a desert.

3. Different ways of preserving our natural resources:

Guide learners to give their own experience on what they think are ways of preserving our natural resources.

4. Guide learners to observe the photographs and come up with the following:
 - Establishing game parks.
 - Constructing terraces on hill slopes.
 - Planting trees in new areas or where they have been cut.
 - Restocking fisheries and catching only mature fish.
5. Different ways of preserving natural resources:
 - a. Keeping animals in the game reserve/establish parks.

- b. Conserving the soil through building gabions in steep areas.
- c. Planting trees.
- d. Protecting water bodies from pollutants.

III. Materials/Teaching Aids

Pupil's Book, videos, pictures, the surrounding environment.

Preparation

- Display illustrations on the wall.
- Prepare the videos about preservation of natural resources.
- Organize learners for a visit to the area neighbouring the school.
- Learners to form discussion groups.
- Provide tactile materials for learners with special needs to perform different activities.
- Learners with special needs to sit in convenient places.

Learning outcomes

The learner to explain the ways of preserving natural resources.

Teaching and learning methods • Discussion

- Demonstration
- Question and answer
- Research IV Learning Activities

Our experience

- Guide learners in identifying the ways of preserving natural resources used in the area around the school.
- Guide learners in watching videos and pictures on ways of preserving natural resources.

- Guide learners to discuss in groups the importance of preserving natural resources.

Our response

- Discussing ways of preserving natural resources.
- Making short notes about preserving natural resources.

Competences practiced

- Teamwork.
- Creativity.
- Communication skills.
- Discussing.

Cross-cutting Issues

Emphasize on environment and sustainability: Natural resources are not renewable. For us to be able to use them now and in future, we should take care of the environment. It is the responsibility of everybody to preserve natural resources through taking care of the environment.

V. Synthesis

- Discussing in groups the importance of preserving natural resources.
- Guide learners to do the activities 2 and 3 in the Pupil's Book.

Answers to Activity 2 Pupil's Book.

Why we should preserve natural resources:

- For sustainable development
- Protect plants and animals.
- To overcome problems of climate change.

Answers to Activity 3 Pupil's Book.

Guide learners to visit a natural resource near their school and perform this activity.

Thereafter, guide them to make class presentations.

VI. Assessment

- Assist the slow learners by putting emphasis in the areas they have challenges.
- Assist gifted learners by giving them more tasks and activities.
- Provide tactile materials to learners with special needs.

8.11. End of Unit

Unit summary

This unit deals with natural resources found in Rwanda, East Africa and Africa. It also looks at the importance of the natural resources and ways of preserving them. At the end of the unit, the learner is expected to identify the natural resources in the region and explain different ways of preserving them. He/she is also expected to analyze the importance of preserving natural resources.

Additional content to the teacher

Natural resources are materials or substances such as minerals, forests, water and fertile land that occur in nature and can be used for economic gain. Natural resources are important as they promote economic growth and development. Most of the countries of the world, which are highly developed, are rich in natural resources. The countries of Africa are rich in natural

resources but they remain underdeveloped because most of these resources remain untapped as a result of inadequate capital, low level of technology and even civil wars and political instability.

Answers to end of unit 8 assessment Pupil’s Book.

1. Natural resources are the things that occur naturally and we use them to make our lives better.

2.

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

3. See the map in Pupil’s Book page 196.

4. Importance of natural resources

- We settle and grow crops on land.
- Water is for domestic and industrial use.
- Wildlife attracts tourists.
- Forests provide timber.
- Sun and wind are sources of energy.

5. Ways of preserving forests

- Planting trees.
- Use of energy-saving jikos..
- Making laws that protect forests.
- Educate people on why we should preserve forests.

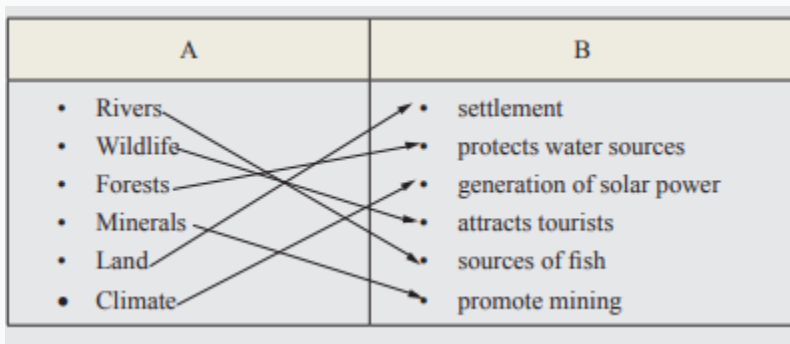
6. Ways of preserving rivers

- Not throwing dirty things in rivers.
- Harvesting water during the rainy seasons.
- Closing taps when not in use.

7. Advice on ways of preserving land

- Contour ploughing.
- Mulching.
- Construction of gabions.
- Controlled grazing.

8.



Remedial activities

1. Rearrange the following letters to form names of natural resources:

- DLALN
- REVIRS
- TOFERS
- KAELS
- LELIWDIF
- NILEMARS

2. Write down two benefits of wildlife.

3. In pairs, discuss ways of preserving wildlife and make summary notes.
4. Are minerals important to us? Write down their importance.
5. You have found people cutting down trees in a forest. Which advice would you give these people?

Answers to remedial activities

1.
 - a) DLALN – LAND
 - b) REVIRS – RIVERS
 - c) TOFERS – FOREST
 - d) KAELS – LAKES
 - e) LELIWDIF – WILDLIFE
 - f) NILEMARS – MINERALS.
2. Benefits of wildlife
 - They attract tourists.
 - They are our heritage.
 - They help in making good use of land.
3. Ways of preserving lakes
 - Fencing round the lake.
 - Catching the mature fish only.
 - Avoid polluting lakes.
4. Importance of minerals
 - Their mining creates employment.
 - They earn revenue for the government.
 - They are a source of income to people.
5. Advice on forest preservation
 - When you cut a tree, plant another.
 - Use energy-saving jikos.

- Use other sources of energy such as solar and wind.

Extended activity Explain why some resources in African countries are not being exploited.

Answer to extended activity The resources are not being exploited because of the following factors:

- Insecurity as a result of civil wars.
- Inadequate capital.
- Location of resources in remote areas.
- Low level of technology.
- Inadequate skilled personnel

UNIT 9

The people of East Africa

9.1. Key Unit Competence

- Differentiate major ethnic groups in East Africa.
- Interpret causes and effects of migration in East Africa.

9.2. Prerequisites of the Unit

The knowledge about regional co-operation and international relations from unit two will assist the learner to internalize issues about the people of East Africa and migrations.

Guide the learners to name the countries in the various regional groups and their people.

9.3. Cross-cutting Issues to be Addressed Peace and values education:

Mainstream peace and values education by emphasizing the importance of living in harmony despite the rich diversity of ethnic groups in East Africa.

9.4. Generic Competences

- Lifelong learning.
- Research and problem solving.
- Critical thinking.
- Communication skills.
- Creativity and innovation.
- Co-operation.

9.5. Key Words

Extinct: Disappear from the surface of the earth.

Natural: Occurring in its own, non-created by people.

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: Marking steps while farming in hilly areas to prevent soil from being washed away.

Unity: The state of being together or with someone.

9.6. Guidance on the Problem Statement – Pupil’s Book.

Ask the learners to observe the pictures in pupil’s book. Guide them to identify the people of East Africa and their origin. Assess learners’ guesses at the end of the topic to find out if they predicted correctly. Guide learners to discover and appreciate the importance of migration and living together as one people.

9.7. List of Lessons

Number of Lessons	Lesson Title	Periods
Lesson 1	The people of East Africa – Major ethnic groups in East Africa	2
Lesson 2	Immigration and emigration	1
Lesson 3	End unit assessment	1

9.8. Lesson Development

Lesson 1: The people of East Africa- Major ethnic groups in East Africa pupil's Book.

I. Learning Objectives

Knowledge and understanding

The learner should be able to identify major ethnic groups in East Africa.

Skills

The learner to differentiate major ethnic groups in Africa.

Attitudes and values

Show respect to all ethnic groups in East Africa.

II. Introduction

Introduce the lesson by asking the learners to do Activity 1 in Pupil's Book page 204.

Activity 2 in Pupil's Book.

1. Study the map of East Africa below and identify where the major ethnic groups came from.
2. In groups, discuss the major ethnic groups of East Africa.

Answers to Activity 2 in Pupil's Book.

1. Guide learners to observe the map and identify the original homeland of the major ethnic groups of East Africa. For

example, the Bantu came from the Congo Basin while the Cushite came from the Horn of Africa.

2. Guide learners to discuss in groups the major ethnic groups under the following headings:

- Bantu
- Hamites
- Nilotics
- Nilo-Hamites.

III. Materials/Teaching Aids

- Pupils' Book, Internet sources, photographs.

Preparation

- Display photographs of different ethnic groups.
- Prepare learners to access internet sources.
- Learners form discussion groups.
- Provide tactile materials for learners with special needs to perform different activities.

Learning outcomes

The learner:

- Differentiates major ethnic groups in East Africa.
- Respects all ethnic groups in East Africa.
- Appreciates different cultures of major ethnic groups in East Africa.

Teaching and learning methods

- Discussion
- Question and answer
- Demonstration
- Research

IV. Learning Activities

Our experience

- Guide learners to define an ethnic group.
- Guide learners to observe photographs and use Internet sources in identifying the major ethnic groups found in East Africa.

Our response

- Guide learners in discussing the major ethnic groups found in East Africa.
- Guide learners in making short notes for class presentations.

Generic competences practiced

Creativity and innovation

Learners to develop creative and innovative competences while drawing and interpreting the map of East Africa showing ethnic groups.

Communication skills

Learners to develop communication skills as they discuss the different ethnic groups of East Africa. Co-operation Learners acquire co-operation skills as they share information and discuss in groups and pairs.

Research and problem solving

Learners acquire skills in research and problem solving as they use the internet or library to identify ethnic groups of East Africa.

Cross-cutting issues Emphasise on peace and values education: East Africa has many ethnic groups who have different cultures. These ethnic groups have to co- exist in peace and harmony.

V. Synthesis

Guide the learners in doing the activities in the Pupil's Book.

Answers to Activity 2 in Pupil's Book.

Different languages spoken in East Africa

- Kinyarwanda
- Kiluhya
- Kiganda
- Kirundi
- Kimaasai

Answers to Activity 3 in Pupil's Book.

1. Other Bantu communities in East Africa Banyoro, Batoro, Abagusii, Mijikenda, Pokomo, Bakiga, Hehe, Ngoni
2. Other Nilotic groups in East Africa Nandi, Kipsigis, Pokot, Marakwets, Sabaots
3. Other Hamites in East Africa Borans, Banjun
4. Other Nilo-Hamites in East Africa Samburu, Karamojong.

VI. Formative Assessment

- Assist the gifted learners by giving them more tasks and activities.
- Assist the slow learners by paying attention on the areas they have challenges.
- Provide tactile materials for learners with special needs.

Lesson 2: Immigration and emigration – Causes and effects of migration in East Africa pupil’s Book

I. Learning Objectives

Knowledge and understanding

The learner to:

- Differentiate between immigration and emigration.
- Identify the causes and effects of migration in East Africa.

Skills

The learner to:

- Describe immigration and emigration.
- Explain the causes and effects of migration in East Africa.

Attitudes and values

Appreciate different cultures and ethnic groups for better integration.

Answers to Activity 1 in Pupil’s Book.

1. Foreigners like Chinese, Europeans and East Africans, etc.
2. Guide learners to discuss in groups the new words.

Immigration – Movement of people to work or stay in the country.

Emigration – Moving out of one country to another for settlement or work.

III. Materials/Teaching Aids

- Pupils’ Book, Internet sources, photographs.

Preparation

- Display the photographs of immigrants and emigrants.
- Prepare learners to form discussion groups.
- Provide tactile materials for learners with special needs to perform different activities.

Learning outcomes

The learner:

- Interprets causes and effects of migration in East Africa.
- Differentiates emigration and immigration.
- Respects all ethnic groups in East Africa.
- Appreciates various cultures and ethnic groups in East Africa.

Teaching and learning methods

- Discussion
- Question and answer
- Demonstration
- Research

IV. Learning Activities

Our experience

Guide learners to observe photographs.

Our response

- Guide learners in discussing the meaning of emigration and immigration.
- Guide the learners in discussing causes and effects of migration in East Africa.

Competences practiced

Co-operation

Learners acquire skills in co-operation as they discuss the causes and effects of migration and make class presentations.

Communication skills

Learners to develop communication skills as they discuss in groups the causes and effects of migration in East Africa and make class presentations.

Research and problem solving

Learners develop skills in research and problem solving as they use books, library or internet to find out the causes and effects of migration in East Africa.

Cross-cutting issues Peace and values education:

Emphasise that our country has got immigrants from other countries. There are other people who have migrated from other parts of our country to come into our areas. We need to appreciate other people and live together in peace and harmony.

V. Synthesis

Guide the learners to do the activities in the Pupil's Book.

Answers to Activity 2 in Pupil's Book

Guide learners to give their own reasons on why they think people migrate. Accept any relevant answer. Guide learners to state reasons which can make people to leave their country.

Answers to Activity 3 in Pupil's Book

Difference between immigration and emigration

Immigration is the movement of people into a country while emigration is the movement of people out of a country.

Answers to Activity 4 in Pupil's Book

1. Why people move from one place to another
 - For trade
 - Because of civil war
 - In search of employment
 - Education

Answers to Activity 5 in Pupil's Book

Other causes of migration in East Africa

- In search of better life.
- For leisure and tourism.

Answers to Activity 6 in Pupil's Book

(i) When people migrate, the following happens:

- There may be spread of diseases.
- Population increases in the areas they migrate to.
- Population decrease in their place of origin
- Reduced population.
- Shortage of labour.
- Reduced food because energetic people move away.

Answers to Activity 7 in Pupil's Book

Other effects of migration in East Africa

- Migration enhances international relations.

- Migration enhances growth of the country's economy.
- Encourages intermarriages between people.

Other effects of migration in East Africa

- Migration enhances international relations.
- Migration enhances growth of the country's economy.
- Encourages intermarriages between people.

VI. Formative Assessment

- Assist the slow learners by paying special attention in the areas they have challenges.
- Assist the gifted learners by assigning them more tasks and activities.
- Provide tactile materials for learners with special needs

9.9. End of Unit

Unit Summary

This unit is about the people of East Africa. It looks at the major ethnic groups of East Africa, which are Bantu, Nilotics, Hamites and Nilo-Hamites. The unit also looks at immigration and emigration and concludes with the causes and effects of migration in East Africa. The learner is expected to differentiate the major ethnic groups in East Africa and interpret causes and effects of migration in East Africa. Additional content for the teacher The people of East Africa are classified into language groups. A language group is a group of people who speak a similar language or language with the same key or root words. Immigration is the movement into a foreign country by people from another country while emigration is the movement out of a country by people of a given country. Unlike in the past when people moved freely, currently most countries follow strict

migration laws. One must have a passport to move from one country to another and most countries require a visa for you to be allowed in. Migrations are caused by push and pull factors. Push factors are those in the migrant’s source region. They thus push away the migrants. They include population pressure, unemployment, civil war and outbreak of diseases. Pull factors are those in the place where the migrants move to. They attract migrants to the new places. They include employment opportunities, education and improved social amenities.

Answers to end of unit 9 assessment Pupils’ Book

1. Ethnic group refers to people with a similar language and culture
- 2.

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

3. D
4. Immigration is the movement of people from other countries into our country while emigration is the movement of people from our country to other countries.
5. Causes of migration:
 - Search for land to settle.
 - Search for employment.

- Looking for better education.
 - Civil wars.
6. Effects of migration:
- Population will increase.
 - Our culture will be affected.
 - Schools will be over crowded.
7. T A N U B- BANTU
C I T O L I N- NILOTIC
T H M E S I A- HAMITES
M- H C E I T O A N L I- NILO- HAMITIC
8. B
9. D

Answers to remedial activities

1. Bantus, Nilotics, Hamites, Nilo-Hamites
2. immigrants
3. emigrants
4. Effects of migration:
 - Population increase in the area migrated to.
 - Promotion of good relations.
 - Enriching of culture.
 - Overuse of social amenities.
5. Causes of migration include:
 - Search for employment.
 - Looking for better farming land.
 - Looking for education opportunities.
 - Running away from civil wars.
 - Occurrence of drought and famine.

Remedial activities

1. Write down the major ethnic groups in East Africa.
2. People who move into a country to live and settle are called _____.
3. People who move out of their country to live in another country are called _____.
4. Write down three effects of migration.
5. Your neighbour's family is planning to migrate to a new area. What do you think is causing the family to migrate?

Answers to remedial activities

1. Bantus, Nilotics, Hamites, Nilo-Hamites
2. immigrants
3. emigrants
4. Effects of migration:
 - Population increase in the area migrated to.
 - Promotion of good relations.
 - Enriching of culture.
 - Overuse of social amenities.

Causes of migration include:

- Search for employment.
- Looking for better farming land.
- Looking for education opportunities.
- Running away from civil wars.
- Occurrence of drought and famine

Extended activities

1. In groups, discuss the main causes of emigration in Rwanda before 199

2. Explain the effects of emigration on a developing country like Rwanda.
3. In pairs, discuss how a country like Rwanda can solve the problems brought by emigration. Make a summary for a class presentation.

Answers to extended activities

1. Causes of emigration in Rwanda before 1994:
 - There was insecurity caused by civil wars, which made people to leave for safer areas outside the country.
 - There was abuse of human rights, which made people to leave the country.
 - There was discrimination, for example, against the Tutsi in education, which made some people to go and look for education opportunities outside the country.
2. Effects of emigration to a developing country:
 - The country loses qualified and skilled people such as doctors, lawyers and teachers whom it needs for development.
 - The country loses its labour force, which it needs for development of key sectors such as agriculture and industry.
 - Sometimes the emigrants leave with money, which could have been used to invest in our country.
3. How Rwanda can solve the problems of emigration:
 - Improving the working conditions of workers in the country.
 - Working hard to develop our country so that it can be attractive to all.
 - Maintaining peace and harmony in the country.
 - Promoting democracy and treating all people equally.

UNIT 10

Transport and communication

10.1.Key Unit Competence

To be able to analyze communication services and transport networks in East Africa.

10.2.Prerequisites of the Unit

In P4 the learners studied transport. They looked at types and means of transport and communication in their district and difficulties and dangers related to transport in their district and measures to overcome them. In P5, they also looked at transport and communication in their province. This information will help them easily internalize communication services and transport networks in East Africa.

10.3. Cross-cutting Issues to be Addressed Peace and values education

Emphasize the importance of transport and communication services in promoting peace and harmony.

10.4. Generic Competences

- Lifelong learning.
- Research and problem solving.
- Critical thinking
- Communication skills.
- Creativity and innovation.

- Co-operation.

10.5.Key Words

Bulky: Large and taking up a lot 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 population centers.

Trans-African: Across Africa.

10.6. Guidance on the Problem Statement Pupils' Book.

Let learners discover the types and means of transport and communication in East Africa. As they go through the lessons, guide them to find out the dangers and difficulties related to the means and types of transport. At the end of the topic, ask learners if they can identify the dangers of means of transport shown in Pupil's Book.

10.7. List of Lessons

Name of lessons	Lesson Title	Periods
Lesson 1	Forms and types of transport in East Africa	2
Lesson 2	Forms and types of communication in East Africa	2

Lesson 3	importance of transport and communication networks in East Africa. Difficulties and dangers related to transport and communication.	3
Lesson 4	End of unit assessment	1

10.8.Lesson Development

Lesson 1: Forms and types of transport in East Africa Pupil's Book.

I. Learning Objectives

Knowledge and understanding

The learner to:

- Be able to identify forms and types of transport in East Africa.
- Be able to state the advantages and disadvantages of different forms of transport.

Skills

- Describe the importance of transport.
- Analyse difficulties and dangers associated with transport and communication.

Attitudes and values

- Acknowledge the importance of transport in East Africa.

II. Introduction

Introduce the lesson by asking learners to do the two activities in Pupils' Book.

Answers to Activity 2 in Pupil's Book.

1. Transport is the movement of people and goods from one place to another.
2. Communication is the exchange of ideas, news and information from one person to another.

Answers to Activity 1 in Pupil's Book.

1. Forms of transport are the infrastructures, for example, roads, railways, etc. while means of transport is what you use on the infrastructure. For example, on the road, you may walk, use a bicycle, motor cycle or a car.
2. Guide learners to name the forms of transport and means of transport. Build on what they learnt in P4 and P5.

Different forms and means of transport in Rwanda

Forms	Means
Road	Cars, bicycles, motorcycles, lorries, buses
Water	Boats, ferries, canoes
Air	Aeroplanes, helicopters

III. Materials/Teaching Aids

Pupils' Book, pictures of forms of transport, tactile materials.

Preparation

- Display illustrations of forms of transport.
- Mount pictures of types of transport.
- Prepare tactile materials for learners with disabilities.

Learning outcomes

The learner to:

- Be able to identify forms and types of transport in East Africa.
- Be able to state the advantages and disadvantages of different forms of transport.

Teaching and learning methods

- Discussion
- Field visits
- Question and answer
- Demonstration

IV. Learning Activities

Our experience

- Guide learners to identify forms of transport available in their province.
- Ask learners to observe pictures of forms and types of transport.

Our response

- Guide learners to identify forms of transport in Rwanda.
- Guide learners to identify forms and types of transport in East Africa.

Generic competences practiced

Critical thinking

- Learners develop skills in critical thinking as they identify forms and means of transport and give the advantages and disadvantages of each.
- Learners to develop creative and innovative competences while drawing and interpreting the map of East Africa.

Communication skills

Learners to develop communication skills as they discuss in groups, write short notes and make class presentations on advantages and disadvantages of the different forms of transport.

Co-operation

Learners develop co-operation skills as they work in groups and share information.

Cross-cutting issues Peace and values Education: Emphasise on importance of peace and values education: Rwanda is a landlocked country and, therefore, has to maintain friendly relationship with other countries in East Africa to promote peace in the region.

V. Synthesis

- Ask learners to write short notes on transport in East Africa.
- Guide learners to do the activities in the Pupil's Book.

Answers to Activity 2 in Pupil's Book.

- a. Car/motor vehicles
- b. Bicycles
- c. Motor bike
- d. Pedestrian

Answers to Activity 3 in Pupil's Book.

1. Disadvantages of road transport
 - It is affected by traffic jam which cause delay.
 - It is affected by accidents.
 - It is affected by bad weather.
 - Road transport is slow for long distances

1. Guide learners to draw and label major roads on the map of Rwanda.

Answers to Activity 4 in Pupil's Book.

- a. Chopper/helicopter
- b. Aero plane/passenger plane

Answers to Activity 5 in Pupil's Book.

Disadvantages of air transport

- It is very expensive.
- It depends on road transport for door delivery.
- Accidents are fatal.

Answers to Activity 6 in Pupil's Book.

East African Railway – (Kenya – Uganda railway, Tanzania – Zambia railway)

Answers to Activity 7 in Pupil's Book.

Disadvantages of railway transport:

- It is slow
- Railways are expensive to build.
- It cannot deliver up to the door.
- Railway transport is only limited to few areas.

Answers to Activity 8 in Pupil's Book.

- a. ship
- b. Ferry
- c. boat

Answers to Activity 9 in Pupil's Book.

Disadvantages of water transport:

- It is very slow.
- Ports are expensive to build.
- It cannot deliver up to the door.

IV. Formative Assessment

- Give low order questions to slow learners.
- Give high order questions to gifted learners to enhance competence.
- Monitor slow learners' progress to establish how much remedial they require.
- Provide tactile materials for learners with special needs.

Lesson 2: Forms and types of communication in East Africa Pupils' Book.

I. Learning Objectives

Knowledge and understanding

The learner to:

- Be able to identify forms and types of communication in East Africa.
- Be able to state the advantages and disadvantages of different forms of communication. Skills
- Describe the importance of communication.
- Analyze difficulties and dangers associated with communication.

Attitudes and values

Acknowledge the importance of communication in East Africa.

II. Introduction

Introduce the lesson by reviewing the previous one.

Ask learners to do Activity 1 in Pupil's Book.

Activity 1 in Pupil's Book.

1. What is the meaning of communication?
2. Name the forms of communication used in Rwanda.

Answers to Activity 1 in Pupil's Book.

1. Communication is the act of passing information from one place to another.
2. Electronic media, print media, postal services, telephone, E-mail.

III. Materials/Teaching Aids

Pupils' Book, pictures, Internet sources, tactile materials.

Preparation

- Display illustrations of communication services.
- Ask learners to access Internet sources and research on communication before the lesson.
- Display pictures of communication gadgets.
- Prepare tactile materials for learners with disability.

Learning outcomes

The learner:

- To identify forms and types of communication in East Africa.
- To state the advantages and disadvantages of different forms of communication.

Teaching and Learning Methods

- Demonstration
- Question and answer
- Observation
- Field study

IV. Learning Activities.

Our experience

- Display illustrations of communication services for learners to observe.
- Display pictures of communication gadgets for learners to observe.
- Guide learners to identify forms of communication used at home.
- Guide learners to identify types of communication at school.

Our response

- Lead learners in discussing the advantages and disadvantages of different forms of communication.
- Guide learners to identify forms and types of communication in East Africa.

Generic competences practiced

Critical thinking

Learners develop skills in critical thinking as they identify forms and means of communication and give the advantages and disadvantages of each.

Communication skills

Learners to develop communication skills as they discuss

in groups, write short notes and make class presentations on advantages and disadvantages of the different forms of communication.

Co-operation

Learners develop co-operation skills as they work in groups and share information.

Cross-cutting issues

Peace and values education: Emphasise importance of peace and values education. Communication services promote co-operation and friendship that promotes peace in the region. Emphasise the need to have strong values so as not to misuse the internet, for example, by visiting pornographic sites.

V. Synthesis

- Guide learners to discuss advantages and disadvantages of different forms of communication.
- Learners do the activities in the Pupil's Book.

Answers to Activity 2 in Pupil's Book.

Advantages of different forms and types of communication:

i. Electronic media:

- It is fastest.
- It can reach many people at the same time.
- It is reliable.

ii. Print media:

- Information can be stored for future use.
- Many people can use it.

iii. Postal media:

- Information can be stored for use in future.
- Parcels can be send safely.

Disadvantages of different forms and types of communication:

i. Electronic media:

- It needs electricity.
- It is expensive.

ii. Print media:

- It needs people who know how to read and write.
- Newspapers may not be affordable to some people.

iii. Postal:

- It takes a long time for letters to be delivered.
- It is expensive for some people.

Answers to Activity 3 in Pupil's Book.

- a. Telephone
- b. Mobile phone
- c. Internet

VI. Formative Assessment

- Give low order questions to slow learners.
- Give high order questions to gifted learners to enhance competence.
- Monitor slow learners' progress to establish how much remedial they require.
- Provide tactile materials for learners with special needs.

I. Learning Objectives

Knowledge and understanding

The learner to explain the importance of transport network and communication services in East Africa. Skills

Describe the importance of communication services and transport network in East Africa.

Attitudes and values

Acknowledge the importance of transport and communication in East Africa.

II. Introductory Activity

Introduce the lesson by reviewing the previous one.

Ask learners to do Activity 1 in Pupil's Book.

1. Let learners write down means of transport they can observe. Guide learners to classify motorcycles, vehicles and bicycles.
2. Let learners give importance of communication from their field study.
 - Provide employment
 - Help in socializing

III. Materials/Teaching Aids

Pupil's Book, Internet sources, tactile materials, the field.

Preparation

- Ask learners to access Internet sources and research on the unit before the lesson.
- Seek permission from school authorities.
- Seek permission from authorities in the place of study.

- Assemble the materials needed for the study.
- Prepare learners for the study.
- Prepare tactile materials for learners with disabilities.
- Form discussion groups.

Learning outcomes.

The learner to be able to describe the importance of transport and communication services in the East African region.

Teaching and learning methods

- Discussion
- Demonstration
- Question and answer
- Field study

IV. Learning Activities

Our experience

Guide the learners to carry out the necessary activities during the field study.

Our response

- Guide learners to collect data on the importance of transport networks.
- Guide learners to collect data on the importance of communication services.
- Guide learners to record data.
- Guide learners to make summaries for class presentations.

Competences practiced

Critical thinking

Learners develop skills in critical thinking as they discuss the importance of transport and communication Communication.

Skills

Learners to develop communication skills as they discuss in groups, write short notes and make class presentations on the importance of transport and communication.

Co-operation

Learners develop co-operation skills as they work in groups and share information.

Cross-cutting issues

Peace and values education: Emphasise the importance of communication services in promoting co-operation and friendship between people and in turn peace in Africa.

Genocide studies:

Emphasise that communication means should not be used to spread hate as it happened during the Genocide Against the Tutsi.

Answers to Activity 2 Pupil's Book.

1. They enable us to reach school, take farm produce to the market, get employed and earn money.
2. We use communication services to:
 - Talk to our friends on phone.
 - Send letters to our relatives.

- Access information on Internet.
- Get news on radio and television.

V. Formative Assessment

- Give low order questions to slow learners.
- Give high order questions to gifted learners to enhance competence.
- Monitor slow learners' progress to establish how much remedial they require.
- Provide tactile materials for learners with special needs.

Lesson 4: Difficulties and dangers related to transport and communication Pupil's Book.

Measures of overcoming problems associated with transport and communication

I. Learning Objectives

Knowledge and understanding

The learner to:

- Be able to state difficulties and dangers related to transport and communication.
- Be able to explain measures of overcoming problems associated with transport and communication. Skills
- Analyse dangers and problems associated with transport and communication.
- Explain measures of overcoming problems associated with transport and communication.

Attitudes and values

Acknowledge the importance of transport and communication in East Africa.

II. Introduction

Introduce the lesson by reviewing the previous one.

Ask learners to do Activity 1 in Pupil's Book.

Answers to Activity 1 in Pupil's Book.

1. Guide learners to observe the photographs and come up with the following responses:
 - Impassable roads during the rainy season makes vehicles to be stuck in the mud.
 - Strong winds may make boats to capsize.
 - Roads with potholes make vehicles to move slowly. They may also damage vehicles.
 - Traffic jams make people to take a long time on the roads.
 - Accidents may cause injuries, loss of life and destruction of property.

III. Materials/Teaching Aids

Pupil's Book, Internet sources, tactile materials.

Learning outcomes

The learner to be able to:

- State difficulties and dangers related to transport and communication in East Africa.
- Explain measures of overcoming problems associated with transport and communication.

Teaching and learning methods

- Discussion
- Demonstration
- Question and answer
- Story telling

Generic competences practiced

Critical thinking

Learners to develop skills in critical thinking as they identify and discuss dangers and difficulties related to forms of transport and communication.

Communication skills

Learners to develop communication skills as they discuss in groups, write short notes and make class presentations on difficulties and dangers related to forms of transport and communication.

Co-operation

Learners develop co-operation skills as they work in groups and share information.

IV. Learning Activities

Our experience

Guide the learners to state difficulties and dangers related to transport and communication in their locality.

Our response

- Guide learners to explain the difficulties and dangers associated with transport and communication in East Africa.
- Guide learners to explain measures to overcome difficulties and dangers related to transport and communication.

Cross-cutting issues

Peace and values education: Emphasise the importance of transport and communication in promoting co-operation and

friendship between people and in turn peace in East Africa.

V. Synthesis

Guide learners to do the activities in Pupil's Book.

Answers to Activity 2 in Pupil's Book.

1. Guide learners to read the passage and come up with answers from the passage. For example:

- Lack of electricity for charging.
- Poor network coverage.
- Cybercrime/existence of viruses on the Internet.

Answers to Activity 1 in Pupil's Book.

1. Guide learners to discuss in groups the solutions to the problems and difficulties encountered in transport and communication.

2. Let them make class presentations.

3.

- a. Road construction
- b. Zebra crossing
- c. Satellite

Answers to Activity 2 in Pupil's Book.

1. Observing traffic rules – Lowering communication cost

2. Poor network coverage

- Faulty communication gadgets

3. Repairing all weather roads

- Observing road safety

IV. Formative Assessment

- Give low order questions to slow learners.
- Give high order questions to gifted learners to enhance competence.

10.9.End of Unit

Unit summary

This unit looks at the different means and types of transport and communication in the East Africa region. The means of transport include road, air, railway and water transport. The means of communication are postal services, print media, electronic media, telephone, and mobile phone and fax machines. The unit also looks at the importance of transport and communication networks, difficulties and dangers related to them and measures for overcoming them. At the end of the unit, the learner is expected to analyse communication services and transport networks in the East African region.

Additional content for the teacher

Transport is the movement of people and goods from one place to another over a distance. Major forms of transport in East Africa are road, air, rail and water. Some major roads linking the continent pass through the region. These are the Great North Road from Cape Town to Cairo, which passes through Tanzania, Kenya and Uganda, and the Trans African Highway from Mombasa to Lagos. All the countries in the region has international airports taken from where flights can be the rest of the world. The largest and busiest airport in the region is the Jomo Kenyatta International Airport in Nairobi, Kenya. Water transport networks in the region consist of both inland and marine waterways. Inland waterways are found on major rivers and lakes. The major lakes are Lake

Victoria, Tanganyika, Turkana, Kivu and Albert. On these lakes are inland ports such as Mwanza, Kisumu and Kigoma. Marine ports are found at the coasts of Kenya and Tanzania in the Indian Ocean. They include Mombasa in Kenya and Dar-es-Salaam and Tanga in Tanzania. These ports link the region to the outside world and they are used to export and import goods from all over the world. Rwanda being a landlocked country exports and imports her goods through these ports. There are two major railway lines in the region. These are the Tanzania-Zambia railway and the Kenya-Uganda railway. Rwanda currently has no railway link but plans are underway to build a railway to Tanzania and Kenya through Kampala. Communication is the exchange of information, news and ideas between two or more parties. The major forms of communication in the region are electronic media, print media, postal services, telephone, mobile phone and fax. Over the years, there has been a decline in use of postal services especially letter writing. This can be attributed to the rise in other forms of communication, which are cheaper and faster.

Answers to end of unit 10 assessment Pupil's Book.

1. a. Transport is the movement of people and goods from one place to another.
b. Communication is the passing of information from one place to another.
2. Different types of transport are:
 - Road
 - Air
 - Water
3. Means of transport used in Rwanda are:
 - Cars, Motorcycles

- Planes
 - Boats
4. Form of transport not used in Rwanda: Railway
 5. Forms of communication networks used in Rwanda:
 - Postal services
 - Print media
 - Electronic media
 - Internet
 6. Difficulties related to transport and communication networks:
 - Accidents.
 - Bad weather.
 - High cost of developing forms of transport.
 - Terrorism.
 - Cybercrime.
 - Rugged terrain.
 7. Importance of transport and communication in East Africa:
 - Promotes trade.
 - Promotes tourism.
 - Promotes friendship and peace.
 - Creates employment.
 - Promotes sharing of technology.
 8. The dangers related to use of Internet:
 - Copying of immoral behaviour.
 - Spread of pornography information.
 - Erosion of culture.
 9. Difficulties and dangers can be overcome by:
 - Respecting traffic rules.
 - Enforcing anti-terrorism rules.

- Expanding roads and building by-passes in towns.

Answers to remedial activities

1. Road
2. Aeroplanes
3. Post office
4. Railway
5. Trans African Highway

Remedial activities

1. Which is the most common form of transport?
2. Name the type of transport used in air.
3. Letters are sent at the _____.
4. The form of transport where trains are used is _____.
5. The international road that starts in Mombasa in Kenya and passes through Rwanda to Lagos in Nigeria is called _____.

Answers to remedial activities

1. Road
2. Aeroplanes
3. Post office
4. Railway
5. Trans African Highway Remedial activities

1. Which is the most common form of transport?
2. Name the type of transport used in air.
3. Letters are sent at the _____.
4. The form of transport where trains are used is _____. The international road that starts in Mombasa in Kenya and passes through Rwanda to Lagos in Nigeria is called _____

Answers to remedial activities

1. Road
2. Aeroplanes
3. Post office
4. Railway
5. Trans African Highway

Extended activities

1. Discuss why there are poor railway linkages between East African countries.
2. Why are most of the rivers in East Africa not used for water transport?
3. Discuss why there has been a decline in the use of letter writing as a means of communication in East Africa.

Answers to extended activities

1. Reasons for poor railway linkages between East African countries:
 - The countries were ruled by different colonial powers. Their interest was to link the countries to the coast for export of

raw materials.

- The different colonialists used different gauges of railway.
- East Africa has a rugged terrain made up of hills, valleys and escarpments.

This makes building of railways to be difficult and expensive.

2. Why most rivers in East Africa are not used for water transport:

- Some of the rivers have waterfalls and rapids along their course. This makes them not to be navigable.
- Some of the rivers have a low volume of water.
- Some of the rivers suffer from seasonal fluctuation of water levels in their channels.
- Some of the rivers have very swift flow of water in their channels.

3. Reasons for decline in letter writing as a means of communication.

- New modes of communication, which are cheaper and faster, have come up, for example, short message service by the mobile phones.
- It takes long for a letter to reach the recipient while electronic mail is instant.

UNIT 11

Effects of foreigners in East Africa

11.1.Key Unit Competence

The learner will be able to analyze effects of foreigners in East Africa.

11.2.Prerequisites of the Unit

In P5, under colonial Rwanda, the learners looked at the influence of foreigners. They looked at the different foreigners who came to Rwanda, namely explorers, missionaries, traders and colonialists and their impact. This knowledge will greatly assist them to analyze effects of foreigners in East Africa.

11.3.Cross-cutting Issues to be Addressed

- Peace and values education:
- Mainstream values education by emphasizing the importance of resisting negative culture.
- Standardization of culture: Emphasize the importance of preserving aspects of our cultures which are good.

11.4.Generic Competences

- Lifelong learning.
- Research and problem solving.
- Critical thinking.
- Communication skills.
- Creativity and innovation.
- Co-operation.

11.5.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 and dances and the shelter they live in.

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

Dagger: A short knife with a pointed and sharp edged blade used as a weapon.

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

Fort: A building that is strengthened militarily to help in defence, for example, during war.

Historical: Something concerning past events or forming part of history.

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

11.6. Guidance on Problem Statement Pupil's Book

Let learners identify foreigners who came to East Africa and their effects on African civilization. As lessons go by, guide learners to discover the positive and negative effects of foreigners who came to East Africa. At the end of the topic, ask learners about their views on the effect of foreigners to people of East Africa. Assess learner's views and point out the importance of appreciating other people.

11.7. List of lessons

Number of Lessons	Lesson Title	Periods
Lesson 1	Effects of foreigners in East Africa (Explorers)	1
Lesson 2	Effects of foreigners in East Africa (Missionaries)	1
Lesson 3	Effects of foreigners in East Africa (Traders)	1
Lesson 4	Effects of foreigners in East Africa (Colonialists) Problems faced by foreigners who came to Rwanda and the East African region	3
Lesson 5	End of unit assessment	1

11. 8. Lesson Development

Lesson 1: Effects of foreigners in East Africa- Explorers

Pupil's Book.

I Learning Objectives

Knowledge and understanding

The learner to identify the explorers who came to Rwanda and the East African region.

Skills

The learner to acknowledge the contributions of explorers to Rwanda and the East African region.

Attitudes and values

The learner to:

- Acknowledge the contributions of explorers to Rwanda and

the East African region.

- Appreciate the contributions of explorers in Rwanda and East African region.

II Introduction

- Introduce the lesson by asking the learners simple oral questions that they can relate with.
- Ask learners to do Activity 1 in the Pupil's Book.

Activity 1 in Pupil's Book.

1.(i) Who are explorers?

(ii) Who are some of the explorers who came to East Africa?

(iii) What were the effects of explorers in East Africa?

Answers to Activity 1 in Pupil's Book.

1. (i) Explorers were foreigners who came to Africa to discover new lands and learn about the physical features of the continent.

(ii) Some of the explorers who came to East Africa:

Dr Richard Kandt, Count Gustav von Gotzen, Vasco da Gama.

(iii) Effects of explorers in East Africa:

- They drew maps about the interior of East Africa.
- They increased knowledge about the interior of East Africa.
- They opened the way for the colonization of East Africa.

III Materials/Teaching Aids

- Pupil's Book, Internet sources, photographs, wall maps of the routes of explorers in East Africa. Preparation
- Mount wall maps on the wall.
- Prepare learners to access Internet sources.

- Prepare learners to form discussion groups.
- Provide tactile materials for learners with special needs to perform different activities.

Learning outcomes

- The learner identifies the explorers who came to Rwanda and the East African region.
- The learner explains the impact of explorers to Rwanda and East Africa.
- The learner acknowledges the contributions of explorers in Rwanda and East Africa.
- The learner appreciates the contributions of explorers to Rwanda and East Africa.

Teaching and learning methods

- Discussion
- Question and answer
- Demonstration

IV Learning Activities

Our experience

- Guide learners to identify foreigners who came to Rwanda.
- Guide learners to observe the wall maps and photographs of explorers who come to East Africa.

Our response

- Guide learners in discussing the explorers who came to Rwanda and East Africa.
- Guide the learners in discussing the effects of the explorers.
- Guide the learners in making summary notes for class presentations.

Competences practiced

Critical thinking

- Learners develop critical thinking as they identify the explorers who came to East Africa and discuss their effects.

Creativity and innovation

- Learners develop creative and innovation skills as they draw maps showing the routes followed by explorers as they came to Rwanda and East Africa.

Co-operation

- Learners develop co-operation skills as they discuss in groups. Communication
- Learners develop communication skills as they take part in group discussions and make class presentations.

Cross-cutting issues Emphasize on peace and values education: It is important to appreciate foreigners who come into our country. This helps to enhance international relations.

V Synthesis

Ask learners to do the activities in the Pupil's Book.

Answers to Activity 2 in Pupils' Book.

1. Other explorers who came to East Africa Richard Burton, Count Teleki, Dr Fischer.

Answer to Activity 3 in Pupils' Book.

Other effects of explorers in East Africa

- Their reports led to the exploitation of the resources in East Africa.

- Their reports led to the arrival of missionaries.

VI Formative Assessment

- Assist the slow learners by paying special attention in the areas they have challenges.
- Assist the gifted learners by giving them more tasks and activities.
- Provide tactile materials for learners with special needs.

Lesson 2: Effects of foreigners in East Africa- Missionaries

Pupil's Book.

Knowledge and understanding

The learner to identify the missionaries who came to Rwanda and East Africa.

Skills

- Learners to explain the impact of missionaries who came to Rwanda and East Africa.
- Appreciate the contributions of missionaries who came to Rwanda and East Africa.

Attitudes and values

The learner to:

- Acknowledge the contributions of missionaries who came to Rwanda and East African region.
- Appreciate the contributions of the missionaries in Rwanda and East African region.

II Introduction

- Introduce the lesson by asking the learners simple oral questions they can relate with.
- Ask learners to do Activity 1 in Pupil's Book.

Activity 1 in Pupils' Book.

1. Who are missionaries?
2. (i) In pairs, discuss the missionaries who came to East Africa and their activities.

(ii) What were the effects of missionaries in East Africa?

Answers to Activity 1 in Pupil's Book.

1. Missionaries are people who came to Africa to spread the gospel and convert Africans to Christianity.

(i) Guide learners to discuss in pairs the missionaries who came to East Africa and their activities. For example, Ludwig Krapf came from Germany and arrived in Rabai at the Kenyan coast in 1844.

He did the following:

- He built the first church in Rabai.
- He translated the Bible into Kiswahili.
- He trained catechists.

The effects of missionaries in East Africa

- They built schools and hospitals.
- Introduced new crops.
- Their activities led to the abolition of slave trade.
- Spread Christianity.

III Materials/Teaching Aids

Pupil's Book, Internet sources, photographs, wall maps.

Preparation

- Display wall maps on the wall.
- Prepare learners to access Internet sources.
- Prepare learners to form discussion groups.
- Provide tactile materials for learners with special needs to perform different activities.

Learning outcomes

The learner:

- Identifies the missionaries who came to Rwanda and East Africa.
- Explains the impact of missionaries who came to Rwanda and East Africa.
- Acknowledges the contributions of missionaries who came to Rwanda and East Africa.
- Appreciates the contributions of missionaries who came to Rwanda and East Africa.

Teaching and learning methods

- Discussion
- Research
- Question and answer

IV Learning Activities

Our experience

- Guide learners to identify missionaries who came to Rwanda.
- Guide learners to explain the impact of the missionaries in

Rwanda.

- Guide the learners to observe photographs of missionaries, the schools and hospitals they built.

Our response

- Guide learners in discussing the missionaries who came to Rwanda and East Africa and their effects.
- Ask learners to make short notes for class presentation.
Competences practiced Critical thinking
- Learners develop critical thinking as they identify the missionaries who came to East Africa and discuss their effects.

Creativity and innovation

- Learners develop creative and innovation skills as they draw maps showing the routes followed by missionaries as they came to Rwanda and East Africa.

Co-operation

- Learners develop co-operation skills as they discuss in groups.

Communication

Learners develop communication skills as they take part in group discussions and make class presentations.

Cross-cutting issues Emphasize on standardization of culture: The missionaries influenced our culture.

1. They brought Christianity and Western education.
2. They also built hospitals, which helped in improving our health.
3. They helped fight the selling of our people as slaves.

V Synthesis

Guide learners to do the activity in the Pupil's Book.

Answers to Activity 2 in Pupils' Book.

Other contributions of missionaries in East Africa

- They established new routes into East Africa.
- They led to the coming of colonialists in East Africa.
- They introduced Western culture.

VI Formative Assessment

- Assist the slow learners by paying special attention in the areas they have challenges.
- Assist the gifted learners by giving them more tasks and activities.
- Provide tactile materials for learners with special needs.

Lesson 3: Effects of foreigners in East Africa- Trade

Pupil's Book.

I Learning Objectives

Knowledge and understanding

The learner identifies traders who came to Rwanda and East Africa.

Skills

The learner to explain the impact of traders who came to Rwanda and East Africa.

Attitudes and values

The learner to:

- Acknowledge the contributions of traders in Rwanda and East African region.
- Appreciate the contributions of traders who came to Rwanda and East Africa.

II Introduction

Introduce the lesson by asking the learners to do Activity 1 in Pupil's Book.

Activity 1 in Pupil's Book.

- 1.(i) Identify the traders who came to East Africa and the countries from where they came from.
(ii) Discuss the effects of the traders you have identified.
2. Make a summary for class presentation.

Answers to Activity 1 in Pupil's Book.

3. (i) A trader is someone who buys and sells goods to make a profit. The earliest traders who came to East Africa and their country of origin.

Traders	Country of origin
European traders	• Germany, Britain, Portugal
Indian traders	• India
Arab traders	• Oman, Persia

(ii) Effects of the traders

- They opened up the interior of East Africa.
- They introduced new items of trade.
- They introduced new culture, for example, the Swahili culture.

- They introduced Islam.

I III Materials/Teaching Aids

- Pupil's Book, Internet sources, photographs, wall maps.

Preparation

- Display wall maps on the wall.
- Prepare learners to access Internet sources.
- Display photographs of traders.
- Prepare learners for discussion.

Learning outcomes

The learner:

- Identifies the traders who came to East Africa.
- Explains the impact of traders who came to Rwanda and East Africa.
- Analyses the effects of traders who came to Rwanda and East Africa.

Teaching and learning methods

- Discussion
- Question and answer
- Story telling
- Songs

IV Learning activities

Our experience

- Guide learners to identify traders who came to Africa.
- Guide learners to observe the wall maps and photographs.
- Guide learners to access the Internet.

Our response

- Guide learners in discussing the traders who came to East Africa.
- Guide learners in discussing the effects of the traders.
- Ask learners to make short notes for class presentations.
- Guide learners to do the activities in the Pupil's Book.

Generic competences practiced

Critical thinking

- Learners develop critical thinking as they identify the traders who came to East Africa and discuss their effects. Creativity and innovation
- Learners develop creative and innovation skills as they draw maps showing the routes followed by traders as they came to Rwanda and East Africa.

Co-operation

- Learners develop co-operation skills as they discuss in groups. Communication

Learners develop communication skills as they take part in group discussions and make class presentations.

Cross-cutting issues Emphasize on peace and values education: There is need to work together with others peacefully. It improves our lives and enhances international relations.

Answers to Activity 2 in Pupil's Book.

Other effects of traders in East Africa:

- Introduced new goods.
- Introduced new culture.
- Encouraged trade in goods and services instead of slave

trade.

VI Formative Assessment

- Assist the slow learners by paying special attention in the areas they have challenges.
- Assist the gifted learners by giving them more tasks and activities.
- Provide tactile materials for learners with special needs.

Lesson 4: Effects of foreigners in East Africa-Colonialists

Pupil's Book.

I Learning Objectives

Knowledge and understanding

The learner to identify the colonialists who came to Rwanda and East Africa.

Skills

The learner to explain the impact of colonialists who came to Rwanda and East Africa.

Attitudes and values

The learner to acknowledge the contribution of colonialists in Rwanda and East African region.

II Introduction

- Introduce the lesson by asking the learners simple questions they can relate with.
- Ask learners to do Activity 1 in Pupils' Book.

Answers to Activity 1 in Pupil's Book.

1. These were European powers which came to Africa and took over the administration of African territories.
2. Colonial powers that colonized Rwanda:
 - Belgium
 - Germany
2. Effects of colonialists:
 - They created new nations.
 - They built roads and railways.
 - They introduced new laws.
 - They introduced a cash economy.
 - They took away African land.

III Materials/Teaching Aids

- Pupil's Book, Internet sources, photographs, wall maps.

Preparation

- Display wall maps on the wall.
- Prepare learners to access Internet sources.
- Prepare learners to form discussion groups.

Learning outcomes The learner:

- Identifies the colonialists who came to East Africa.
- Explains the impact of colonialists who came to Rwanda and East Africa.
- Analyses the effects of traders who came to Rwanda and East Africa.

Teaching and learning methods

- Discussion
- Story telling

- Question and answer
- Songs

IV Learning Activities

Our experience

- Guide learners to identify colonialists who came to Rwanda and their effects.
- Guide learners to observe wall maps and photographs of colonialists.

Our response

- Guide learners in discussing the colonialists who came to Rwanda and East Africa.
- Guide learners in making summary notes for class presentation.

Generic competences practiced

Critical thinking

- Learners develop critical thinking as they identify the colonialists who came to East Africa and discuss their effects.

Co-operation

- Learners develop co-operation skills as they discuss in groups.

Communication

- Learners develop communication skills as they take part in group discussions make class presentations.

Cross-cutting issues.

Emphasis on peace and values education: Some of the things that the colonialists did to our people were not good. However, there is the need to forgive them in order to live at peace with each other.

V Synthesis

Guide the learners to do the Activity 2 in the Pupil's Book.

Answers to Activity 2 in Pupil's Book

The contributions of colonialists to Rwanda and East Africa

- They abolished slave trade.
- They introduced Western education.
- They introduced new crops.
- They introduced Christianity and Islam.

VI Formative Assessment

- Assist the slow learners, paying special attention in the areas they have challenges.
- Assist the gifted learners by giving them more tasks and activities.
- Provide tactile materials for learners with special needs.

Lesson 5: Problems faced by the foreigners who came to Rwanda and East African region.

Pupil's Book.

I Learning Objectives

Knowledge and understanding

The learner to identify the problems faced by the foreigners who

came to Rwanda and East Africa.

Skills

The learner to analyze the problems faced by the foreigners who came to Rwanda and East Africa.

Attitudes and values

- The learner to acknowledge the problems faced by the foreigners who came to Rwanda and East Africa.
- Show concern about the problems faced by the foreigners who came to Rwanda and East Africa.

II Introduction

- Introduce the lesson by telling learners oral narratives on life in pre-colonial Rwanda.
- Ask learners to do Activity 3 in Pupil's Book.

Answers to Activity 3 in Pupil's Book.

1. Level of development in Rwanda and East African region before the foreigners came:

- There were no roads, railways or motor vehicles.
- There were no schools and hospitals.
- There were wild animals freely walking around.
- People did not know how to read and write.
- There were no phones, radios, newspapers and postal services. (Accept any relevant response from the learners).

2. (i) Some of the difficulties we could have experienced if we lived during those times:

- It would be difficult to travel to far places as it meant walking.
- It would be hard to communicate to those who were far.

- There was no treatment for diseases, so if one fell sick, one would easily die.
- One could easily be attacked and killed by wild animals.

(iii) The problems faced by the foreigners who came to Rwanda and East Africa were:

- Attack by wild animals.
- Resistance from citizens.
- Attack by tropical diseases.
- Poor transport systems.
- Language barriers.
- Shortage of funds.

III Materials/Teaching Aids

- Pupil's Book, Internet sources, photographs, wall maps, legends, songs, oral narratives.

Preparation

- Display wall maps on the wall.
- Prepare learners to access Internet sources.
- Learners to form discussion groups.
- Provide tactile materials for learners with disabilities.

Learning outcomes

The learner:

- Analyses the problems faced by the foreigners who came to Rwanda and East Africa.
- Acknowledges the problems faced by the foreigners who came to Rwanda and East Africa.
- Shows concern about the problems faced by the foreigners who came to Rwanda and East Africa.

Teaching and learning methods

- Discussion
- Question and answer
- Story telling
- Songs

IV Learning Activities

Our experience

- Guide learners to identify the problems faced by the foreigners who came to Rwanda.
- Guide learners to observe the wall maps and photographs.

Our response

- Guide learners in discussing the problems faced by foreigners who came to Rwanda and East Africa.
- Guide learners in making summary notes for class presentation.

Our response

- Guide learners in discussing the problems faced by foreigners who came to Rwanda and East Africa.
- Guide learners in making summary notes for class presentation.

Generic competences practiced Critical thinking

- Learners develop critical thinking as they identify the problems faced by foreigners who came to Rwanda and East Africa.

Co-operation

- Learners develop co-operation skills as they discuss in

groups the problems faced by foreigners who came to Rwanda and East Africa.

Communication

- Learners develop communication skills as they take part in group discussions and make class presentations.

Cross-cutting issues

Emphasis on peace and values education: Some of the problems faced by foreigners resulted to loss of lives and destruction of property. There is need to tolerate others so that we may live in peace and harmony.

V Synthesis

Guide the learners to do the end of unit assessment in the Pupil's Book.

VI Formative Assessment

- Assist the slow learners by paying special attention in the areas they have challenges.
- Assist the gifted learners by giving them more tasks and activities.
- Provide tactile materials for learners with special needs.

11.9. End of Unit

Unit summary This unit looks at the foreigners who came to East Africa and their effects. It identifies the different groups of foreigners who came to Rwanda and East African region, their impact and problems, which they faced. At the end of the unit, the learner is supposed to analyze the effects of foreigners in East Africa and acknowledge their contributions.

Additional content for the teacher

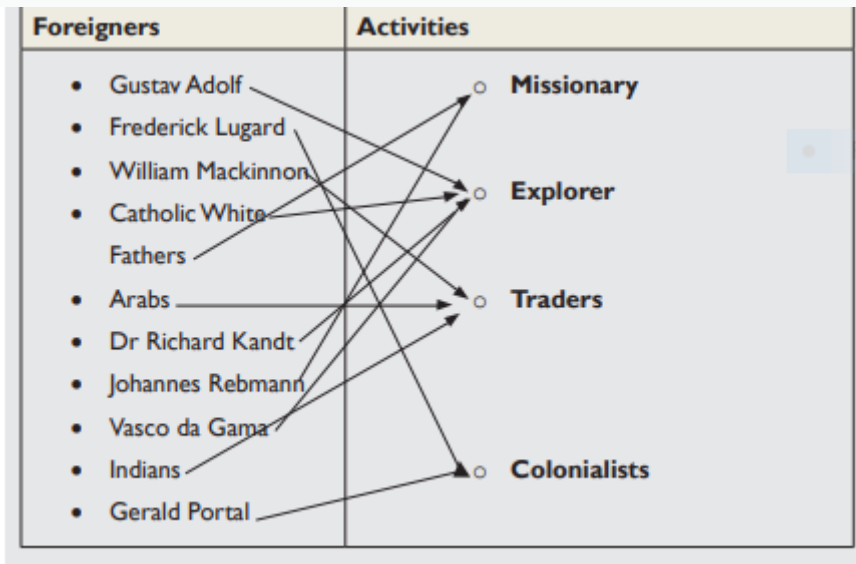
During the first half of the 9th Century, Rwanda and the East African region began receiving foreigners from different parts of the world. These foreigners had various reasons for coming. These included trade, spreading Christianity, explore the interior of Africa and acquire raw materials for their industries. The earliest visitors to East Africa were the Arabs and the Chinese. Their activities were however only limited to the Indian Ocean coast. The Portuguese who established their rule at the coast of East Africa for over one hundred years followed them. The earliest people to venture into the interior of East Africa were the Arab traders who sent caravans into the interior during the long distance trade. Later, European missionaries and colonialists came and established total control over the region. The foreigners left far-reaching effects, which are being felt up to today. For example, they drew up the boundaries of the current countries of East Africa and introduced new laws and systems of administration that are currently in use. Despite their zeal and enthusiasm, the foreigners faced a number of problems. Many were attacked and died from tropical diseases such as malaria, which had no cure. The Europeans were not resistant to such diseases because they were not common in their homeland. Transport and communication was a major problem and so was language barrier.

Answers to end of unit 13 assessment Pupil's Book.

1. "The foreigners who came to East Africa were missionaries, **traders, explorers** and **colonialists**. Most explorers were finding the source of the River Nile while **Vasco da Gama** was finding a sea route to **India**. **Missionaries** were spreading Christianity and also fought against the selling of people as slaves. Arab traders were the earliest foreigners to come

to East Africa. These traders introduced crops like rice and cloves. **Karl Peters** was a trader as well as a colonial agent for the **Germans** while **Lugard** and **Portal** Were British colonial agents. The colonial agents formed treaties with local leaders while establishing colonial rule”.

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



3. C (i) Missionaries spread Christianity.

(ii) Stopped slave trade.

(iii) Built schools and hospitals

4.

- Poor transport systems.
- Tropical diseases.
- Lack of funds.
- Hostile communities.

Remedial activities

1. Re-arrange the following letters to form names of foreigners

who came to East Africa.

OTLILAONSISC GDSMSIESRIN LXORRPEES SDTRREA

2. Identify the foreigners who traded with the people of East Africa in the list below:

- (a) Richard Kandt
- (b) Vasco da Gama
- (c) Karl Peters
- (d) John Speke
- (e) Gerald Portal
- (f) William Mackinnon
- (g) Count Von Gustav
- (h) Seyyid Said

2. Match the countries of East Africa in column A with their colonizers from column B.

A	B
Rwanda	Britain
Uganda	Germany
Tanzania	
Kenya	
Burundi	

4. Outline the problems faced by the colonizers who came to East Africa.

5. As missionaries spread Christianity, they also explored. **True or False**

Answers to remedial activities

1. OTLILAONSISC– COLONIALISTS

IOOSMSIESRIN– MISSIONARIES

LXORRPEES– EXPLORERS

SDTRREA– TRADERS

2.Karl Peters, William Mackinnon and Seyyid Said

3.



4.

- Attacked by diseases.
- Language barrier.
- Faced hostile communities.

Extended activities

1. Analyze the negative impact of colonialists in Rwanda and East African region.
2. Discuss the problems which faced early Christian missionaries in Rwanda and East African region.

Answers to extended activities

1. Negative impact of colonialists:

- They created disunity through their policy of divide and rule.
- Their wars of conquest led to lose of lives.
- They undermined African culture.

2.Problems faced by early Christian missionaries

- Language barrier as they did not understand local languages.
- They faced hostility from slave dealers.
- They were attacked by wild animals.
- They were attacked by tropical diseases.
- Transport and communication was a major challenge.
- They were faced with shortage of basic needs like food and clothing.

UNIT 12

Post-independent Rwanda

12.1. Key Unit Competence

Demonstrate historical elements of post-independent Rwanda.

12.2. Prerequisites of the Unit

In P5, the learners studied colonial Rwanda. They looked at reactions of Rwandans towards colonial rule and Rwanda's road to independence. They also looked at types of government. This knowledge will assist them to understand historical elements of post independent Rwanda.

12.3. Cross-cutting Issues to be Addressed

- **Genocide studies:** Incorporate genocide studies as learners discuss the historical elements of post-independent Rwanda.
- **Peace and values education:** Mainstream peace and values education as learners demonstrate historical element of post-independent Rwanda.

12.4. Generic Competences

- Lifelong learning.
- Research and problem solving.
- Critical thinking.
- Communication skills.
- Creativity and innovation.
- Co-operation.

12.5. Key Words

Accord: An official agreement.

Democratic: Related to democracy.

Discrimination: Unjust treatment of a certain category of people.

Exile: State of being forced to be away from your country.

Extremist: A person with very strong political or religious views especially one who resorts or advocates for extreme action.

Moderates: People who are opposed to extreme views and actions.

Referendum: A vote by citizens on one political question.

Refugee: A person who has been forced to leave their country in order to escape war.

Republic: A country ruled by an elected head of state.

12.6. Guidance on the Problem Statement in Pupil's Book .

Let learners observe the photos of leaders of post-independent Rwanda. In the course of the lessons, ask them to identify the leaders one at a time as shown in the pictures in Pupil's Book page 230. Guide learners to understand the events in the First Republic and the Second Republic. Let them identify leaders that were involved around that time. At the end of the topic, ask learners to identify all the leaders in the pictures and their role in post-independent Rwanda.

12.7. List of Lessons

Number of Lessons	Lesson Title	
	Meaning of post independent Post independent Rwanda.	1
Lesson 1 and 2	The First Republic	2
Lesson 3 and 4	The Second Republic	2
Lesson 5	Liberation: 1990–1994 and the government of National Unity	2
Lesson 6	End of unit assessment	1

12.8. Lesson Development

Lesson 2: The First Republic Pupil's Book.

I. Learning Objectives

Knowledge and understanding

The learner should be able to identify the main historical elements of the First Republic.

Skills

The learner should be able to analyse the historical elements of the First Republic.

Attitudes and values

- Appreciate the importance of liberation.
- Show concern about the different political events in the First Republic.

II. Introduction

- Introduce the lesson by asking learners simple questions that they can provide answers.

- Ask learners to do Activity 2 in Pupil's Book

Answers to Activity 2 in Pupil's Book.

1. The colonial powers that colonised Rwanda were:
 - Belgium.
 - Germany.
2. Rwanda became independent on 1st July, 1962.
3. The first president of Rwanda was Gregoire Kayibanda.
4. Review learners' responses accordingly and correct them where they got wrong.

III. Materials/Teaching Aids

Pupil's Book, videos, pictures.

Preparation

- Prepare video clips about events of the First Republic.
- Prepare photographs and pictures related to the First Republic.

Learning outcomes

The learner:

- Appreciates the importance of liberation.
- Shows concern about the ills of the First Republic.

Teaching and learning methods

- Story telling
- Discussion
- Research
- Question and answer

IV. Learning Activities

Our experience

- Display photographs and pictures related to the First Republic for learners to observe and interpret.
- Guide learners to watch videos about events of the First Republic.

Our response

- Discuss in groups the meaning of independence.
- Discuss in groups the different political events in the First Republic.
- Guide learners to make presentations in class.

Competences practiced

Critical thinking

Learners develop skills in critical thinking as they identify the historical elements of the First Republic.

Communication skills

Learners to develop communication skills as they discuss in groups, write short notes and make class presentations on historical elements of the First Republic.

Co-operation

Learners develop co-operation skills as they work in groups and share information.

Cross-cutting issues.

Genocide studies: Emphasise the importance of justice and fairness in promoting peace and unity. This is important in

ensuring that something like the genocide against the Tutsi never occurs in our country again.

Synthesis

Ask learners to do activities in the Pupil's Book.

Answers to Activity 1 in Pupils' Book.

1. Difference between a kingdom and a republic: A kingdom is ruled by a king and the way to kingship is through inheritance while a republic is ruled by an elected head of state.
2. The other forms of government:
 - Government headed by a governor.
 - Government headed by a mayor.
3. Rwanda gained independence on 1st July, 1962.
4. The first president of the republic of Rwanda was Gregoire Kayibanda.
5. The major elements of the rule of Gregoire Kayibanda:
 - The government discriminated against the Tutsi and favored the Hutu in schools and employment.
 - The government encouraged divisionism by establishing quarter systems.
 - The government removed the Tutsi from schools, universities and from private companies.

Answers to Activity 2 in Pupil's Book

1. Events that led to the collapse of the monarchy in Rwanda:
 - In the run-up to independence, there were differences in the country.

- Some people wanted Rwanda to be independent as a monarchy while others wanted Rwanda to be independent as a republic.
 - The Belgians decided to hold a referendum so that the people of Rwanda could decide on the type of government they wanted to take on after independence.
 - During the referendum, majority of the people voted for a republic and this made the monarchy to be abolished.
2. Guide learners to research from elder members of the community and make class presentations. Moderate their answers.

Answers to Activity 3 in Pupil's Book.

The reasons that led to the overthrow of the first president:

- The government was practicing nepotism and divisionism.
- There was abuse of human rights.
- There was corruption in the country

VI. Formative Assessment

- Slow learners to be given less and simple exercises that they can complete.
- Fast learners to be given more demanding exercises that can match their ability.
- Learners with special needs such as impairment to take front seats and be helped accordingly.
- The charts to be developed using large fonts for learners with visual challenges.

Lesson 3 and 4: The Second Republic

Pupil's Book.

I. Learning Objectives

Knowledge and understanding

The learner should be able to identify the main historical elements of the Second Republic.

Skills

The learner to analyse the main historical elements of the Second Republic.

Attitudes and values

- Show concern about the different political events in the Second Republic.
- Appreciate the importance of liberation.

II. Introduction

- Introduce the lesson by asking learners to do Activity 1 in Pupil's Book.
- Use simple questions that learners can provide answers.
- Display photographs and pictures related to the Second Republic for learners to observe and interpret.

Answers to Activity 1 in Pupil's Book.

1. The Second Republic was established in 1973.
2. The leader of Rwanda during the Second Republic was Juvenal Habyarimana.
3. There were attempts in the beginning to stop discrimination.
4. The major political events during the Second Republic:
 - Political parties were banned and PARMEHUTU was the only political party.

- Parliament was dissolved and people had no way of expressing themselves.
- There was a rise in corruption.

III. Materials/Teaching Aids

Videos, pictures, Pupil's Book Preparation Collect photographs and pictures related to the Second Republic.

Learning outcomes

The learner:

- Explains the different political events in the Second Republic.
- Shows concern about different political events in the Second Republic.

Teaching and learning methods

- Discussion
- Question and answer
- Research
- Demonstration

IV. Learning Activities

Our experience

- Guide learners to observe the photos and pictures related to the Second Republic.
- Guide learners to watch a video about the Second Republic.

Our response

- Guide learners to discuss in groups the different political events in the Second Republic.

- Guide learners to identify the dates when the First Republic transitioned into the Second Republic.
- Ask learners to make short notes about the Second Republic.

Generic competences practiced

Critical thinking

Learners develop skills in critical thinking as they identify and discuss the different political events in the second republic.

Communication skills

Learners to develop communication skills as they discuss in groups, write short notes and make class presentation on the political events of the Second Republic.

Co-operation

Learners develop co-operation skills as they work in groups and share information.

Cross-cutting issues

Genocide studies: Emphasize the importance of justice and fairness in promoting peace and unity. This is important in ensuring that something like the Genocide Against the Tutsi never occurs in our country again.

V. Synthesis

Ask learners to do Activity 2 in Pupils' Book.

Answers to Activity 2 in Pupil's Book.

The teacher guides learners in pairs to discuss the events that took place during the Second Republic. (injustice, divisionism, nepotism, corruption)

VI. Formative Assessment

- Slow learners to be given less and simple exercises that they can complete.
- Fast learners to be given more demanding exercises that can match their ability.
- Learners with special needs such as impairment to take front seats near the chalkboard and be helped accordingly.

Lesson 5: Liberation war and the government of National Unity

Pupils Book.

I. Learning Objectives

Knowledge and understanding

The learner should be able to identify reasons and objectives of the Liberation War (1990–1994).

Skills

The learner should be able to explain reasons and objectives of the Liberation War (1990–1994). Attitudes and values Appreciate the importance of the Liberation War.

II. Introductory Activity

- Introduce the lesson by narrating a short story related to the Liberation War to the learners.
- Display photographs related to the Liberation War to the learners.
- Ask learners to do Activity 1 in Pupil's Book

Answers to Activity 1 in Pupils' Book

- Guide learners to give different perspectives about wars that have been fought in Rwanda.
- Let them explore different ideas as you guide them in their project work.

III. Materials/Teaching Aids

Videos, pictures, Pupil's Book, Internet sources.

Preparation

- Read through the previous materials on the First and the Second republics.
- Collect photographs and pictures related to the Liberation War (1990–1994).
- Prepare a short clip on the Liberation War.

Learning outcomes

The learner:

- Explains the reasons and objectives of the Liberation War (1990–1994).
- Appreciates the importance of liberation.

Teaching and learning methods

- Discussion
- Question and answer
- Research
- Demonstration

IV. Learning Activities

Our experience

- The teacher displays photographs related to the Liberation

War for learners to observe and interpret.

- Guide learners to watch a short clip about the Liberation War in Rwanda.

Our response

- Guide learners to discuss in groups the reasons and objectives of the Liberation War.
- Guide learners to discuss the course of the Liberation War in Rwanda.
- Ask learners to write short notes about the Liberation War.

Generic competences practiced

Co-operation

Learners develop co-operation skills as they work in groups and share information.

Cross-cutting issues Genocide studies:

Emphasize how intolerance, injustice, corruption and other ills laid a foundation for the 1994 Genocide Against the Tutsi. There is need for people to embrace one another.

V. Learning Activities

Ask learners to do activities in Pupil's Book.

Answers to Activity 2 in Pupil's Book

Causes of the Rwanda Liberation War

- The great need for refugees to return.
- The widespread violation of human rights.
- Lack of peaceful means to change the government.

Answers to Activity 3 in Pupil's Book.

Critical thinking

Learners develop skills in critical thinking as they identify reasons and objectives of the liberation war. Communication skills

Learners to develop communication skills as they discuss in groups, write short notes and make class presentations on the reasons and objectives of the liberation war.

Co-operation

Learners develop co-operation skills as they work in groups and share information.

Cross-cutting issues Genocide studies:

Emphasize how intolerance, injustice, corruption and other ills laid a foundation for the 1994 Genocide Against the Tutsi. There is need for people to embrace one another.

V. Learning Activities

Ask learners to do activities in Pupil's Book.

Answers to Activity 2 in Pupil's Book.

Causes of the Rwanda Liberation War.

- The great need for refugees to return.
- The widespread violation of human rights.
- Lack of peaceful means to change the government.

Answers to Activity 3 in Pupil's Book.

a – Pasteur Bizimungu

b – Paul Kagame

The two worked hard to rebuild and reconcile Rwandans.

VI. Formative Assessment

- Slow learners to be given less and simple exercises that they can complete.
- Fast learners to be given more demanding exercises that can match their ability.
- Learners with special needs such as impairment to take front seats and be helped accordingly.
- The charts to be developed using large fonts for learners with visual challenges.

12.9. End of Unit

Unit Summary

This unit is about post-independent Rwanda. It takes us through the main historical elements of the First and Second Republics. It also looks at Liberation War (1990– 1994) and the Government of National Unity. At the end of the unit, the learner is expected to demonstrate the historical elements of post-independent Rwanda. He/she is also expected to appreciate the importance of liberation and show concern about the different political events in the First and Second Republics.

Additional content for the teacher

During the pre-colonial and colonial periods, Rwanda was a kingdom ruled by a king. In the run-up to independence, there emerged differences between those who favored independence under a republic and those who favored independence under a monarchy. Against this background, the Belgians organized for a referendum to decide on the future of the republic. The republicans won and thus Rwanda gained independence on 1st July, 1962 as a republic. The first president of the republic was Gregoire Kayibanda. His government became dictatorial and

was characterized by discrimination, corruption and violation of human rights. This culminated in his overthrow by Juvenal Habyarimana on 5th July, 1973. At the beginning, Habyarimana's Second Republic made some attempts to reform the country and end discrimination. However, this proved to be short-lived and the Second Republic went back to the ills of the First Republic on an even higher scale. Many people fled the country into exile and lived as refugees. The ills of the Second Republic led to the Liberation War (1990–1994).

Answers to end of unit 11 assessment Pupil's Book.

1. The changes that took place in the First Republic in Rwanda:
 - The country's leadership introduced ethnic discrimination.
 - There was increase in corruption.
 - Human rights were violated.
2. The changes that took place in Second Republic in Rwanda:
 - Corruption continued to increase.
 - Parliament was dissolved.
 - Political parties were banned.
3. The causes and objectives of the Rwandan Liberation War of 1990–1994
 - There was violation of human rights in the country.
 - Refugees were not allowed to come back.
 - There was no peaceful means of changing the government.
 - There was discrimination of people on social grounds.
4. How the political events in the First and Second republics contributed to the Liberation War:
 - The violation of human rights made many people to move away into exile where they lived as refugees. Later, they wanted to come back and enjoy their citizenship.

- Corruption led to great suffering among the people. They had become poor. They decided to fight so that they could free themselves.
5. Why the Government of National Unity was formed
 - To unite the country which had seen serious division as a result of the 1994 Genocide Against the Tutsi.
 - To rebuild the country which had been badly affected by the 1994 Genocide Against the Tutsi.

Remedial activities

1. What is a republic?
2. Name the first president of Rwanda.
3. What were some of the problems faced by Rwandans in the Second Republic?
4. What is Liberation War?
5. Mention two causes of the Liberation War of Rwanda.
6. Mention two leaders who led Rwanda in the Liberation War.

Answers to remedial activities

1. A country that is led by an elected head of state.
2. Gregoire Kayibanda.
3. Problems faced by Rwandans in the Second Republic
 - There was a lot of divisionism.
 - Human rights were abused.
 - There was corruption.
4. Liberation War was a war aimed at making people free from injustice and other forms of suffering from previous repressive regimes.
5. Causes of the Liberation War of Rwanda

- The problem of refugees who needed to return home.
 - A lot of corruption which made people poor.
 - Abuse of human rights by the First and Second republics.
6. • Fred Gisa Rwigema
- Paul Kagame

Extended activity

Why did many Rwandan emigrate from their country during the Second Republic?

Answer to extended activity

Reasons that made many Rwandans flee their country during the Second Republic

- They were running away from widespread abuse of human rights.
- They were against discrimination and divisionism.
- There was violence directed at some of them.

UNIT 13

The 1994 Genocide Against the Tutsi.

13.1. Key Unit Competence

Analyze the factors that led to the 1994 Genocide Against the Tutsi and its consequences.

13.2. Prerequisites of the Unit

The unit is closely linked to the previous unit on post-independent Rwanda.

An understanding of the events in the First and Second republics will help the learner to internalize the causes of the 1994 Genocide Against the Tutsi.

Unit 2 on unity and cooperation will also come in handy especially the sections on factors that hinder unity and the importance of unity and co-operation. Knowledge from P5 on complementarity and social cohesion in society will also come in handy.

13.3. Cross-cutting Issues to be Addressed

- **Peace and values education:** develop peace and values education as learners discuss the consequences of the Genocide Against the Tutsi.
- **Genocide studies:** Mainstream genocide studies emphasizing the need for all Rwandans to promote unity and reconciliation to ensure genocide never happens again.

13.4. Generic competences

- Lifelong learning.
- Research and problem solving.
- Critical thinking.
- Communication skills.
- Creativity and innovation
- Co-operation.

13.5. Key Words

Machete: A broad heavy knife used as a tool or weapon.

Militia: An army raised from civilians which engages in rebel activities.

Nazis: People who followed the teachings of dictator Adolf Hitler in Germany.

Perpetrators: People who assist or carry out crime.

Recruit: Enlist or register someone in an army.

Traitors: People who betray others.

13.6. Guidance on the Problem Statement Pupil's Book.

Ask learners to visit Genocide memorial sites near their locality and find out for themselves. Guide learners to observe and discover the meaning, causes and effects of the 1994 Genocide Against the Tutsi. As the lessons go by, let learners discover that there was no justification for the Genocide Against the Tutsi. It was an evil act that should never happen again. Ask learners at the end of the lesson about their feelings and views. Encourage them to appreciate Rwanda's rich history and live as one in peace and unity.

13.7. List of Lessons

Number of Lessons	Lesson Title	Periods
Lesson 1	Genocide Against the Tutsi – Causes of the 1994 Genocide Against the Tutsi	2
Lesson 2	Planning and execution, how it was stopped.	2
Lesson 3	Holocaust and other Genocides	2
Lesson 4	Genocide ideology, denial and prevention.	2
Lesson 5	The achievements and challenges of the government of national unity.	2
Lesson 6	End of unit assessment	1

13.8. Lesson Development

Lesson 1: Genocide against the Tutsi

Causes of the 1994 Genocide against the Tutsi pupil's Book.

I. Learning Objectives

Knowledge and understanding

The learner should be able to explain the term Genocide

Skills

Explain the causes of the 1994 Genocide Against the Tutsi.

Attitudes and values

- Show concern about the 1994 Genocide Against the Tutsi.
- Defend and advocate for rights of all Rwandans.

II. Introduction

- Introduce the lesson by asking learners simple questions that they can relate with the subject.
- Ask learners to do Activity 2 in Pupil's Book.

Answers to Activity 1 in Pupil's Book.

1. Guide learners to give the meaning of genocide after researching from the Internet.
2. Organize for learners to visit a genocide memorial site and find out answers to questions. Guide them to make summary points for group presentation.

III. Materials/Teaching Aids

- Pupil's Book, Internet sources, photographs of the 1994 Genocide Against the Tutsi, videos on the 1994 Genocide Against the Tutsi. Preparation
- Display the photographs.
- Prepare learners to access Internet.
- Have the videos ready.
- Provide tactile materials for learners with special needs to perform different activities

Learning outcomes

- The learner explains the term genocide.
- The learner explains the causes of the 1994 Genocide Against the Tutsi.
- The learner shows concern about the 1994 Genocide Against the Tutsi.

Teaching and learning methods

- Discussion
- Question and answer

- Demonstration
- Field visit

IV. Learning Activities

Our experience

- Guide learners in saying what they know about genocide.
- Guide learners in watching videos and observing photographs.

Our response

- Guide learners to discuss the meaning of the word genocide.
- Guide learners to discuss the causes of the Genocide Against the Tutsi.

Generic competences practiced

Critical thinking

Learners develop critical thinking as they visit a genocide memorial site to find out the causes of the Genocide Against the Tutsi.

Co-operation

Learners develop co-operation skills as they discuss in groups and visit the genocide memorial site.

Communication

Learners develop communication skills as they take part in group discussions and make class presentations.

Cross-cutting issues Emphasize on genocide studies:

Ensure that the learners show concern about the 1994 Genocide Against the Tutsi and are ready to defend and advocate for rights

of all Rwandans. Emphasize also on peace and values education. It is important for all Rwandans to co-exist.

V. Synthesis

Guide the learners to do the activities in the Pupil's Book.

Answers to Activity 1 in Pupil's Book.

Genocide Against the Tutsi is a sad history in Rwanda where over 1 million Tutsi were killed.

Answers to Activity 1 in Pupil's Book.

Causes of 1994 Genocide Against the Tutsi.

- Divisionism
- Impunity
- Poor leadership
- Akazu's greedy nature
- Hutu Power Movement.

Answers to Activity 2 in Pupil's Book.

1. RTLM, Radio Machete.
2. Mass media has wider reach. It is easy to spread hate messages within the shortest time.
3. Media should be involved in preaching peace to bring people together.

Answers to Activity 3 in Pupil's Book.

Let learners explore other causes of the Genocide Against the Tutsi using different sources. Guide them appropriately so that they get the right information.

VI. Formative Assessment

- Assist the slow learners by paying special attention in the areas they have challenges.
- Assist the gifted learners by giving them more tasks and activities.
- Provide tactile materials for learners with special needs.

Lesson 2 and 3: Planning and execution, how it was stopped, holocaust and other Genocides

Pupil's Book.

I. Learning objectives

Knowledge and understanding

The learner to:

- Explain how the Genocide Against the Tutsi was planned, executed and stopped.
- Explain the term holocaust.

Skills

Compare holocaust and other genocides to the 1994 Genocide Against the Tutsi.

Attitudes and values

- Assist people that were affected by the 1994 Genocide Against the Tutsi.
- Defend and advocate for the rights of all Rwandans.

II. Introduction

Introduce the lesson by asking learners to do Activity 1 in Pupil's Book.

Answers to Activity 1 in Pupil's Book.

1. The planning of the genocide was done in different ways such as through meetings, forming of militia groups and buying of arms.
2. The genocide was planned by: Rwandan Army, Government Militia, Extremist Hutu.

III. Materials/Teaching Aids

- Pupil's Book, Internet sources, photographs. Preparation
- Display photographs showing the Genocide Against the Tutsi.
- Prepare learners to access Internet sources.
- Learners form groups for the purpose of discussions.
- Provide tactile materials for learners with special needs to perform different tasks.

Learning outcomes The learner should be able to:

- Explain how the genocide was planned, executed and stopped.
- Compare holocaust and other genocides to the Genocide Against the Tutsi.
- Assist people that were affected by the 1994 Genocide Against the Tutsi.

Teaching and learning methods

- Discussion
- Demonstration
- Question and answer
- Research

IV. Learning Activities

Our experience

- Guide learners in narrating the genocide stories they have heard.
- Guide learners to observe pictures of the Genocide Against the Tutsi.
- Guide learners in watching videos and observing photographs of the Genocide Against the Tutsi.

Our response

- Guide learners to discuss how the genocide was planned and executed.
- Guide learners to discuss holocaust and other genocides.
- Guide learners to make short summary notes for presentation.

Competences practiced

Critical thinking

Learners develop skills in critical thinking as they discuss how the Genocide Against the Tutsi was planned and executed.

Communication skills

Learners to develop communication skills as they discuss in groups, write short notes and make class presentation on the planning and execution of the Genocide Against the Tutsi. Research and problem solving Learners acquire research and problem solving skills as they use the library or internet to find out more about the holocaust and other genocides.

Co-operation

Learners develop co-operation skills as they work in groups and share information.

Cross-cutting issues

Emphasize on genocide studies, peace and values

education: It is important for Rwandans to forgive and embrace one another. This will make us live in peace as a country.

V. Synthesis

Ask learners to do activities in Pupil's Book.

Answers to Activity 2 in Pupil's Book.

- Rwandan Army – Provided weapons to the militia groups.
- The National Police – Protected the militia groups.
- Extremist Hutu groups – Carried out the attacks against Tutsi victims.

Answers to Activity 3 in Pupil's Book.

Activities done by Rwandan Army under Hutu rule

- They trained militia groups.
- They provided weapons for attacks to extremist groups.
- They took part in the killings.

Answers to Activity 4 in Pupil's Book.

How Genocide Against the Tutsi was executed

The plan of genocide against Tutsi had been initiated by first and second republics just before 1994. During second republic, Panga's, machetes and other weapons were bought to kill the Tutsi families. The regime of Habyarimana sponsored the purchase of all sorts of weapons to use and in only 100 days, over one million Tutsi people had been killed.

Answers to Activity 1 in Pupil's Book.

- Guide learners as they give different perspectives about how Genocide Against the Tutsi was stopped.
- Genocide Against the Tutsi was stopped by RPF when they defeated the Hutu-led government.

Answers to Activity 2 in Pupil's Book.

Guide learners as they act to show how Genocide Against the Tutsi was stopped.

Answers to Activity 1 in Pupil's Book.

Project work

1.
 - i) Holocaust refers to killings of 6 million Jews by Adolf Hitler's regime.
 - ii) Holocaust happened between 1933 and 1945.
 - iii) Victims were killed through:
 - Starvation.
 - Burning to death.
 - Poisoning.
 - Congestion.
 - (iv) Holocaust happened in Germany.
2. Examples of other genocides:
 - Cambodia massacre.
 - Civil War in the former Yugoslavia.
 - Armenia.
3. Guide learners as they give comparisons of the holocaust and other genocides to the 1994 Genocide Against the Tutsi.

Answers to Activity 2 in Pupil's Book.

Guide learners to give different perspectives about a comparison between Genocide Against the Tutsi and the holocaust.

Answers to Activity 3 in Pupil's Book.

1. Guide learners as they give different views about how other genocides occurred.
2. Let learners compare the Holocaust and the Genocide Against the Tutsi.

Guide them appropriately.

VI. Formative Assessment

- Assist the slow learners by paying special attention in the areas they have challenges.
- Assist gifted learners by giving them more tasks and activities.
- Provide tactile materials to learners with special needs.

Lesson 4: Genocide ideology, denial and prevention Pupil's Book.

I. Learning Objectives

Knowledge and understanding

The learner to:

- Explain the meaning of the terms genocide ideology and genocide denial.
- Identify ways of preventing genocide.

Skills

The learners to:

- Differentiate genocide ideology and genocide denial.
- Explain ways of genocide prevention.

Attitudes and values

- Appreciate genocide prevention.
- Defend and advocate for rights of all Rwandans.

II. Introduction

- Introduce the lesson by asking the learners simple questions they can relate with.
- Ask learners to do Activity 1 in Pupil's Book.

Suggested answers to Activity 1 in Pupil's Book.

1. Meaning of genocide ideology
 - Genocide ideology is the thought shown through speeches, conducts and other acts aimed at killing others or inciting others to kill.
2. Ways of preventing genocide
 - Educating people on the dangers of genocide.
 - Carrying out unity campaigns to unite people.
 - Passing laws that make genocide a crime.

III. Materials

Pupil's Book, Internet sources and videos.

Preparation

- Display photographs showing the Genocide Against the Tutsi.
- Prepare video clips about genocide ideologies, denial and how it was prevented.
- Provide tactile materials for learners with special needs.

Learning outcomes

The learner to:

- Prevent genocide.
- Show concern about genocide ideology and genocide denial.

Teaching and learning methods

- Discussion
- Question and answer
- Demonstration
- Research

IV. Learning Activities

Our experience

- Guide learners in narrating genocide stories they know.
- Guide learners to watch videos about genocide ideologies, denial and how it was prevented.

Our response

- Guide learners to discuss genocide ideologies, denial and how it was prevented.
- Guide learners to write short notes about genocide ideologies, denial and how it was prevented. **Generic competences**

practiced Critical thinking

Learners develop critical thinking as they discuss genocide ideology, denial and prevention.

Co-operation

Learners to develop co-operation skills as they discuss in groups.

Communication

Learners to develop communication skills as they take part in group discussions and write short notes on genocide denial, ideology and prevention.

Cross-cutting issues Emphasise on genocide studies, peace and values education: For us to live in peace and harmony, we have to accept that genocide happened and, therefore, we must prevent it from happening again.

V. Synthesis

Guide learners to do the activities in the Pupil's Book.

Answers to Activity 2 in Pupil's Book.

1. Genocide denial refers to beliefs or pretenses that the Genocide Against the Tutsi in 1994 did not happen.
2. Learners give different answers:
 - Abusing Genocide Against Tutsi survivors.
 - Refusing to accept that Genocide Against the Tutsi ever happened.
 - Claiming that the number of Tutsi who were killed were less than a million people.
 - Refusing to participate in Genocide Against the Tutsi commemoration activities.

Answers to Activity 1 in Pupil's Book.

1.
 - Educating people about dangers of genocide.
 - Encouraging people to live in unity.
2. Government has passed laws making genocide a crime against humanity.

3. Carrying out peace and reconciliation programmes in the communities.

Answers to Activity 2 in Pupil's Book.

1. Ways of preventing Genocide.
 - Preaching peace, unity and reconciliation.
 - Living in unity with all our neighbours.
 - Bringing Genocide perpetrators in the courts of law.

VI. Formative Assessment

- Assist gifted learners by giving them more tasks and activities.
- Assist the slow learners by paying special attention in the areas they have challenges.
- Provide tactile materials to learners with special needs.

Lesson 5: Consequences of the 1994 Genocide against the Tutsi

Pupil's Book.

I. Learning objectives

Knowledge and understanding

Identify the consequences of the 1994 Genocide Against the Tutsi.

Skills

Explain the consequences of Genocide Against the Tutsi. Attitudes and values

- Defend and advocate for rights of all Rwandans.
- Assist people that were affected by 1994 Genocide Against the Tutsi.

II. Introductory Activity

Introduce the lesson by asking learners to do Activity 1 in Pupil's Book.

Answers to Activity 1 in Pupil's Book.

1. Accept any relevant answer from the learner.
2. Effects of genocide depicted in the photographs:
 - Many people died.
 - Schools were destroyed.
 - Many people were displaced.
 - Children became orphans.

III. Materials/Teaching Aids

Pupil's Book, Internet sources, photographs and videos.
Preparation

- Display photographs on the wall.
- Prepare video clips about consequences of the Genocide Against the Tutsi.
- Provide tactile materials for learners with special needs.
- Learners to form discussion groups.

Learning outcomes

The learner:

- Explains the consequences of 1994 Genocide Against the Tutsi.
 - Defends and advocates for the rights of all Rwandans.
- Teaching and learning methods
- Discussion
 - Research
 - Field visits

- Demonstration

IV. Learning Activities

Our experience

- Guide learners in narrating the consequences of Genocide Against the Tutsi that they know.
- Guide learners to observe photographs of effects of Genocide Against the Tutsi.
- Guide learners to watch videos about consequences of Genocide Against the Tutsi.

Our response

- Guide learners in discussing consequences of the 1994 Genocide Against the Tutsi.
- Write down short notes about consequences of the Genocide Against the Tutsi.

Competences practiced

Critical thinking

Learners develop skills in critical thinking as they identify the effects of the 1994 Genocide Against the Tutsi.

Communication skills

Learners to develop communication skills as they discuss in groups, write short notes and make class presentation on effects of the 1994 Genocide Against the Tutsi.

Co-operation

Learners develop co-operation skills as they work in groups and share information.

Cross-cutting issues Genocide studies and peace and values education:

Rwandans should learn to embrace and forgive one another.

V. Synthesis

Guide learners to do Activity 2 in Pupil's Book.

Answers to Activity 2 in Pupil's Book.

1. Many people lost their lives.
 - Many women became widows and children became orphans.
 - Many people were displaced from their homes.
 - Buildings, schools, hospitals and roads were destroyed.
2. Women, children and old people.
3. Helping them rebuild their homes.
 - Assisting them to restart their businesses.
 - Living together in peace.
 - Assisting them with clothing and food.

VI. Formative Assessment

- Assist the slow learners by paying special attention to the areas they have challenges.
- Assist gifted learners by giving them more tasks and activities.
- Provide tactile materials to learners with special needs.

Lesson 5: The government of national unity of Rwanda

I. Learning Objectives

Knowledge and understanding

The learner to: Identify factors that contributed to the development of Rwanda by the government of national unity.

Skills

The learners to:

Explain the achievements of the government of national unity

Attitudes and values:

Acknowledge the contribution of government of national unity in rebuilding the nation.

II. Introduction

- Start a lesson with short questions related to the previous lesson. Introduce the new lesson by asking the learners to work in pairs and ask them to respond to the questions asked in the activity 13. 8
- Ask learners to do Activity 13. 8 in Pupil's Book.

Suggested answers to Activity 1 in Pupil's Book.

1. The government of national unity formed on July 19, 1994.
2. Paul Kagame was the President elected democratically in 2003
3. List any two objectives of the government of national unity
 - 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

4. Explain two achievements and two challenges of the government of national unity.
- 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

III. Materials

Pupil's Book, Internet sources and videos.

Preparation

- Display photographs showing Presidential election in 2023
- Prepare video clips about achievements of government of national unity or
- Visit around the school to observe some of the achievements of the government of national unity like settlements, infrastructure, different policies like one cow per poor family program
- Provide tactile materials for learners with special needs.

Learning outcomes

The learner to:

- Explain achievements and challenges of government of national unity

- Appreciate the role of the government of national unity in rebuilding the nation after genocide against the Tutsi.

Teaching and learning methods

- Discussion
- Question and answer
- Demonstration
- Research
- Field visit

IV. Learning Activities

Our experience

- Guide learners to explain the objectives of the government of national unity
- Guide learners to make a field visit around the school to identify the achievements of the government of national unity

Our response

- Guide learners to draw one achievement of the government of national unity
- Guide learners to write short notes about the challenges of government of national unity

Generic competences practiced Critical thinking

Learners develop critical thinking as they discuss achievements of government of national unity .

Co-operation

Learners to develop co-operation skills as they discuss in groups.

Communication

Learners to develop communication skills as they take part in group discussions and write short notes on objective, achievements and challenges of government of national unity

Cross-cutting issues Emphasis on genocide studies, peace and values education: For us to live in peace and harmony, we have to accept that genocide happened and, therefore, we must prevent it from happening again.

V. Synthesis

Guide learners to do the activities in the Pupil's Book.

Application activity 13.8

1. Refer to pupils book
2. Refer to pupils book
3. Refer to pupils book

VI. Formative Assessment

- Assist gifted learners by giving them more tasks and activities.
- Assist the slow learners by paying special attention in the areas they have challenges.
- Provide tactile materials to learners with special needs.

13.9. End of Unit

After genocide against the Tutsi, a new government was put in place on July 19, 1994. This was **the Government of National unity. After a short period of transition, His Excellent Paul Kagame was elected** democratically on 25/08/2003. **The Government of National unity was guide by well-defined**

objectives like to improve on Peace and security, Re-unite Rwandans, uplift Social welfare of Rwandans, improve economic growth of the country, provide fair justice to the citizens, have Good governance, consolidation of democracy, resettlement of refugees and others. Despite the challenges like poverty, trauma, destruction of properties, large number of vulnerable people and inadequate skilled workers, the government of national unity achieved the promoted fair justice, introduced One cow per poor family program, ensured stability of Rwandans, promoted of Gender equality, promotion of Good governance, women empowerment, encouraged Education for all and many others.

Unit summary This unit is about the 1994 Genocide Against the Tutsi. It looks at causes, planning and execution of the genocide. It further looks at how the genocide was stopped and goes further to discuss the holocaust and other genocides. It also examines genocide ideology and genocide denial and concludes by analyzing the consequences of the 1994 Genocide Against the Tutsi. At the end of the unit, the learner is expected to analyze the factors that led to the 1994 Genocide Against the Tutsi.

Additional content for the teacher

The Genocide Against the Tutsi refers to the mass killing of members of the Tutsi community in Rwanda by members of the Hutu majority in government. It is estimated that more than one million Tutsi were killed in the period between April 7 and mid July 1994. Members of the ruling government who occupied senior positions planned the genocide. The perpetrators came from the Rwandan army and government-backed militias like the Interahamwe and Impuzamugambi. Some were even drawn from the Catholic clergy and ordinary civilians. The genocide ended when the Rwandan Patriotic Front (RRF) led by Paul Kagame invaded and took over control of the country.

Answers to end of unit 12 assessment Pupil's Book.

1. Meaning of the following terms:
 - Genocide – The planned mass killings of people of a particular group usually by people in authority.
 - Genocide ideology – Having thoughts of planning genocide or inciting people to carry out genocide through various actions.
 - Genocide against the Tutsi – The killing of more than one million Tutsi in Rwanda.
 - Holocaust – Mass killings of people using fire and nuclear weapons. Used to describe the killing of millions of Jews by the Nazis.
2. Accept any relevant point about the factors that led to the 1994 Genocide Against the Tutsi in Rwanda.
3. Distinguish between genocide ideology and genocide denial: Genocide ideology is where a person develops ideas of causing genocide and even incites others while Genocide denial is the act of one refusing to accept that indeed the Genocide Against the Tutsi took place.
4. How the 1994 Genocide Against the Tutsi was different from the Holocaust and other genocides:
 - Unlike other genocides, the Genocide Against the Tutsi took a very short time, but very many people were killed.
 - Unlike the other genocides, the victims in the Genocide Against the Tutsi knew their attackers and some were their neighbours and relatives through marriage.
 - Unlike other genocides, the Genocide Against the Tutsi took place in the full glare of the media; the international community was aware of what was happening.

5. Different ways in which we can assist people who were affected by the 1994 Genocide Against the Tutsi:
 - Helping them to rebuild their homes.
 - Helping them to restart their businesses.
 - Helping them with food, clothing and shelter.
6. How the Genocide Against the Tutsi of 1994 affected the people of Rwanda:
 - They lost their lives.
 - Their property was destroyed.
 - Their businesses collapsed.
 - Their homes were destroyed.
 - Some became disabled.
 - They were tortured psychologically and traumatized.

Remedial activities

1. What is the meaning of 'the 1994 Genocide Against the Tutsi?'
2. Mention two causes of the Genocide Against the Tutsi.
3. What can we do to prevent genocide from happening again?
4. How can we assist people that were affected by the 1994 Genocide Against the Tutsi?
5. Mention two ways in which our country was affected by the Genocide Against the Tutsi.

Answers to remedial activities.

1. This was the mass killing of Tutsi and moderate Hutu in Rwanda by organised militia groups.
2. Causes of Genocide Against the Tutsi:
 - Hatred of the Tutsi by hardliners in the government.
 - Opposition to reforms by the people in government.

- Akazu's greed for power
 - They wanted to stick on power and continue ruling hence started eliminating Tutsi whom they saw as obstacles to their plans.
3. What we can do to prevent genocide from happening again:
 - Defend and advocate for the rights of all people.
 - Living in unity and loving one another.
 - Supporting government in its work to unite and reconcile the country.
 4. Ways we can assist people who were affected by the 1994 Genocide Against the Tutsi:
 - By helping them to rebuild their homes.
 - By assisting them with clothing and food.
 - By assisting them to restart their businesses.
 5. How Genocide Against the Tutsi of 1994 affected the people of Rwanda:
 - Many people were killed.
 - Many people were displaced from their homes.
 - Many schools, hospitals and roads were destroyed.

Extended activity

Compare and contrast the Genocide Against the Tutsi and other genocides.

Answer to extended activity

A comparison of the Genocide Against the Tutsi and other genocides

- Unlike other genocides which took a long period of time, in the Genocide Against the Tutsi, very many people were killed over a short period of time, that is, 100 days.

- In both the Genocide Against the Tutsi and other genocides, very many people were killed.
- Unlike in other genocides where the weapons used were sophisticated, for example, guns and bombs, in the Genocide Against the Tutsi, the perpetrators used crude weapons such as machetes.

Answers to Sample Test Paper

1. Two provinces of Rwanda.
 - Kigali City.
 - Southern Province.
 - Northern Province.
 - Eastern Province.
 - Western Province.
2. Accept a well-drawn map showing all the four provinces and the city of Kigali.
3. Use the map of East Africa below to answer questions that follow
 - (i) P–Kenya,
Q–Uganda
R–Tanzania.
S–Burundi
 - (ii) Direction of the countries marked P, Q, R and S from Rwanda.
P - Kenya–North–East
Q - Uganda–North
R - Tanzania–East
S - Southern Sudan –North



4. Meaning of "Ndi Umunyarwanda". Ndi Umunyarwanda means having Rwandan spirit, a strong relationship or bond with Rwanda, either born in Rwanda or naturalised.
5. Four goals of "Ndi Umunyarwanda".
 - Knowing Rwandan history.
 - Accepting the past, though painful.
 - Bringing back dignity of the Rwandan people.
 - Having the courage to reconcile all sides and people.
6. Answer true or false.
 - (i) Taking part in community work depicts unity and co-operation. **True**
 - (ii) Helping people who are in need does not depict unity and co-operation. **False**
 - Religious differences hinder unity and co-operation. **True**
 - (iv) Respecting others does not promote unity and co-operation. **False**

Explain the importance of national unity in a country.

7.
 - National unity promotes peace. This allows people to work hard to develop the country.
 - National unity makes the country to enjoy peace and stability.
 - National unity makes our country to earn respect among other countries.
8. Apart from ECCAS, list four other regional bodies found in Africa.
 - COMESA — Common Market for Eastern And Southern African
 - CEPGL — Economic Community of the Great Lakes Countries
 - EAC — East African Community
 - AU — African Union
9. Name four countries which are members of ECCAS.
 - Chad
 - Rwanda
 - Burundi
 - Democratic Republic of Congo
 - Angola
10. Explain the benefits of regional bodies.
 - Improved peace and stability.
 - Improved living standards.
 - Improved trade.
 - Development of transport and communications.
 - Increased job opportunities.
11. Give three reasons why the UN was formed.
 - 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 in World War II.
- To promote co-operation in solving economic, social, cultural and humanitarian problems.
- To promote trade and economic development among members.

12. List three non-governmental organizations in Rwanda.

- Save the Children
- Care International
- World Vision

13. Describe three characteristics of heroes in Rwanda.

- Show a strong sense of love for the country.
- Display acts of bravery or extreme courage.
- Be able to think rationally.
- Show status of royalty.
- Honest and upright in terms of character.
- Be trustworthy, thus one who people can rely upon.

14. Which one is not a quality of a good citizen?

- a. Paying taxes
- b. Obeying the law
- c. Being loyal to the country
- d. Hiding criminals

Answer: d

15. Which one is not a chronic disease?

- a. Obesity.
- b. Diabetes.

- c. Cancer.
- d. Arthritis.

Answer: a

16. Identify three problems faced by public places and public assets.

- They are not cleaned and repaired when needed.
- They are polluted when people throw dirty things away carelessly.
- Game parks are affected by poaching.
- People grab land to build homes or grow crops.

17. Explain the purpose of a budget and why you should use one.

A budget is made to show one's income and expenditure. One should have a budget so as to ensure good use of money and cater for most of the needs.

18. Classify the items below as either National revenue or National expenditure.

Fill in the table below

National revenue	National expenditure
Fines from courts.	Paying salaries of government workers
Rent from government buildings.	Building schools and hospitals.
Earnings from rent.	Payment for water.

19. If the time in Dakar, at 17°W is 9.30 a.m., what is the time in Dar-es-Salaam at 39°E? Total difference in longitude is $17 + 39 = 56$. Therefore $56 \times 4 = 224$ minutes 224 minutes = 3 hours 44 minutes.

This means that Dar-es-Salaam is 3 hours 44 minutes ahead of Dakar, since Dares-Salaam is to the east. Time in Dar-es-Salaam is 9.30.a.m. + 3 hours 44 minutes = 1:14 p.m.

20. Give three causes of the 1994 Genocide Against the Tutsi.

- Divisionism, which was promoted by both the First and Second republics.
- Poor leadership in the First and Second Republics, which promoted hatred amongst Rwandans.
- Impunity, where criminals who committed crimes against humanity were not punished.

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PART TWO, RELIGIOUS STUDIES

SECTION ONE:

CHRISTIAN RELIGIOUS STUDIES

UNIT 1

Revelation of God in History

1.1. Key unit competence

A learner will be able to interpret the means that God used to reveal himself to humanity.

1.2. Prerequisite knowledge and skills

For the success of this unit, pupils should have the prior knowledge about the God's creation, basic notions on Holy Scriptures and vocation. The understanding of purposes for which God called people will help them deepen ways of revelation.

1.3. Cross-cutting issues to be addressed

Environmental sustainability through the understanding of the importance of the creation in revealing God.

Gender equality in the creation of human being male and female.

1.4. Guidance on the introductory activity

The teacher brings a gift wrapped with envelop and learners try to guess what is inside. Thereafter ask to what extent they were interested to discover. Lead them with introductory questions.

Answers of the introductory activity

1. Yes.
2. Even to know the names, to know the origins people where they are coming from, to know what is inside for example in the bag.

3. Through praying.

I explain that God exists through his creatures and his miracles?

#	Lesson title	Learning objectives (from the syllabus including knowledge and understanding, skills, attitudes and values):	Number of periods
1.1	Meaning of Revelation of God	<p>Knowledge and understanding: State how God revealed himself to humanity.</p> <p>Skills: Describe the ways by which God revealed himself to humanity.</p> <p>Attitudes and values: Manifest respect to means of God's revelation.</p>	1
1.2	Types of God's revelation	<p>Knowledge and understanding: State how God revealed himself to humanity.</p> <p>Skills: Describe the ways by which God revealed himself to humanity.</p> <p>Attitudes and values: Show concern about God's revelation to humanity.</p>	2

1.3	God's revelation through creation	<p>Knowledge and understanding: Identify the relationship between different means of God's revelation to humanity.</p> <p>Skills: Describe the ways by which God revealed himself to humanity.</p> <p>Attitudes and values: Show concern about God's revelation to humanity.</p>	2
1.4	The power of God's word in creation	<p>Knowledge and understanding: Identify the relationship between different means of God's revelation to humanity.</p> <p>Skills: Describe the ways by which God revealed himself to humanity.</p> <p>Attitudes and values: Show concern about God's revelation to humanity.</p>	2

1.5	God's revelation through Holy Scriptures in Old Testament (in the history of Israel)	<p>Knowledge and understanding: Identify the relationship between different means of God's revelation to humanity.</p> <p>Skills: Describe the ways by which God revealed himself to humanity.</p> <p>Attitudes and values: Show concern about God's revelation to humanity.</p>	2
1.6	God's revelation through His Son	<p>Knowledge and understanding: State how God revealed himself to humanity.</p> <p>Skills: Explain the relationship between different means of God's revelation to humanity.</p> <p>Attitudes and values: Show concern about God's revelation to humanity.</p>	2

1.7	God's revelation in the time of the church	<p>Knowledge and understanding: State how God revealed himself to humanity.</p> <p>Skills: Explain the relationship between different means of God's revelation to humanity.</p> <p>Attitudes and values: Show concern about God's revelation to humanity.</p>	2
Assessment criteria:			

1.6. Guidance on different lessons outlined above (see the structure of a lesson)

Lesson 1.1: Meaning of Revelation of God

a) Prerequisites/Revision/Introduction

Introduce learners by question-answers about unknown Mutesi's father's story. Ask them how they would feel about the new news if they were Mutesi. Through being told hidden news, we are aware of the relationship between us and the revealed things and you know how to behave accordingly. Ask also them if we know more things about God and where firstly this information come from. After they say that to know

b) Teaching resources

Use the copy where we find the written Mutesi's father's story,

pictures of Abraham and Moses that express their calling through the revelation of God and the Bible in order to read the biblical text about the revelation of God.

c) Learning activities Techniques

In groups, learners discuss about the told new story (Mutesi's father's story), the lesson learnt. They find the persons that God has revealed His existence in the history of His revelation. Thereafter they discuss about the meaning of revelation in general and the revelation of God. They note down their findings from their discussion's opinions and they present them to the class.

Answers for the learning activity 1.1

1. Mutesi feels happy after hearing the story from her father.
2. **The revelation:** It is an uncovering, a bringing to light of that which had been previously wholly hidden or only obscurely seen.

Answers for the application activity 1.1

1. The revelation of God is an act of revealing or communicating divine truth or **something** that is revealed by God to humans.
2. **Because He wanted to reveal his intensions (plans)** showing human beings the way of Salvation. He also reveals Himself to human beings so that they could meet Him.
3. The persons to whom God has spoken in His revelation are Moses and Abraham.

Lesson 1.2: Types of God's revelation

a) Prerequisites/Revision/Introduction

Introduce learners by asking questions about the previous lesson (definition of revelation and the persons to whom God has spoken in His revelation. Ask also them to observe the image and explain what they see by categorization about the revelation of God (what can the Bible and the nature recall us about revelation of God?).

b) Teaching resources

Using the Bible and different papers of image of Nature and Holy Bible.

Techniques

Group discussion in order to explain how the nature and the Bible express the revelation of God through the observation of the image. Ask the contribution of the elements of the image for Environment and sustainability. Then after they read the passage below and identify the ways God reveals:

"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. Finally, they present the results to the class." (Hebrew 1: 1-2).

Answer for the learning activity 1.2

The ways God reveals Himself: Hebrew 1: 1-2 are two:

General revelation that shows us that God reveals Himself as the Creator and the special revelation which is the revelation of God in His Word.

Answers for the application activity 1.2

1. The types of God's revelation are General (or indirect) revelation and Special (or direct) revelation.

General (or indirect) revelation: It is called "general" or "indirect" 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, 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, the atonement, etc...), however, it is argued that God's existence, transcendence, immanence, self-sufficiency, eternity, power, goodness, and hate for evil can be comprehended and seen through his creation. Broadly, general revelation shows us that God reveals Himself as the Creator.

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 (2Peter1:20-21), the incarnation (Hebrews1:1-2) and the Bible. Such revelation is sufficiency 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.

2. The salvation of humanity is possible only through special revelation.

Lesson 1.3: God's revelation through creation

a) Prerequisites/Revision/Introduction

Make a revision by asking questions about types of revelation of God. Ask questions about the picture showing the Eden garden: Nature, animals, trees, sea, river, Adam and Eve, etc. in the line of discovering how to maintain these elements of creation.

b) Teaching resources

Bible, papers with the image where we see the elements that can identify Eden garden.

c) Learning activities Techniques:

The students will be taken out of classroom to observe the nature and then make discussion in small group about the author of the universe and how he communicated his power and names through creation.

Basic on sacred text make a group discussion about the creation as the thing that reveals the power of the Creator (Psalm 19:1; Romans 1:20). It is important to recall how is necessary the protection of the nature.

Answer for the learning activity 1.3

1. We see in the picture different elements such as nature, animals, trees, sea, river, Adam and Eve that are in Eden Garden.
2. The importance of the elements in the picture to humanity

is to know that the visible creation bears witness to the existence of God, the Creator, the Protector, as well as to His wisdom and power.

3. They come from the power and willingness of God. They are maintained in term of showing how human beings are able to perceive the wonder of the natural creation and it is necessary to follow that he will on his own but related to the living of God means that also the nature and will of God can truly be perceived by mankind through His word addressed to human beings.

Answers for the application activity 1.3

1. True. Because God is Creator of all creatures.
2. When we see God's creation we appreciate the visible creation bears witness to the existence of God, the Creator, the Protector, as well as to His wisdom and power.
3. Human being respect other creatures when he gives value to their existences by protecting them.

Lesson 1.4: The power of God's Word in creation

a) Prerequisites/Revision/Introduction

Start the lessons by detecting the prerequisites about the power of word at school for example: In the classroom the teacher must change the place of student voluntarily by his word. Headmaster speaks to students what to do and it can be done without discussions.

Show the image to students and they describe it.

b) Teaching resources

Use the Bible, image showing Darkness/light (sun, moon, stars...) and hand notebooks

c) Learning activities Techniques:

Distribute the image on a happened situation about His creating power, He removes the darkness and brings the light through his word. In group, learners respond to the following question: How does it reveal the power of God's Word when He removes the darkness and brings the light through his word? Then after they read the biblical texts where we find God to create through His Word (Genesis 1:3–26). They present their findings. Finally, they have to respect the power of God and the importance of how the Darkness or light (sun, moon, stars...) are important in the life of people.

Answer for the learning activity 1.4

The revelation of the power of God's Word in creation is found on the six successive days of creation where 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 but especially in Genesis 1:3 for Day 1 of creation: **And God said,** 'Let there be light' (verse 3).

Answers for the application activity 1.4

1. 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.
2. 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" (Genesis 1:26). This passage shows that during creation human being differentiated with other creatures.

Lesson 1.5: God's revelation through Holy Scriptures in Old Testament (in the history of Israel)

a) Prerequisites/Revision/Introduction

Ask student to observe the picture for the learning activity 1.5. Request them to tell what is about that picture. For example, learners should say: On the picture, I see a readable biblical text. Ask them which book of the Bible and it is in which part of the Bible have text? Is it possible to find the examples of revelation of God in the Old Testament through the history of people of Israel (persons and events)? Give them.

b) Teaching resources

Use the Bible as a teaching aid providing the Biblical references and picture of readable biblical text.

c) Learning activities Techniques:

After learners have finished observing the picture for the learning activity 1.5, put them in small groups and ask them to discuss questions mentioned in the same activity

1.5 about the revelation of God in the history of Israel: Psalm 119:105; Exodus 3:6; Hosea 12: 10; Isaiah 9:6; Micah 5:2). Tell them before that they will present what they are doing in groups.

Answers for the learning activity 1.5

- God had already revealed Himself to the patriarchs Abraham, Isaac, and Jacob (Exodus 3:6).
- God revealed Himself through His prophets (Hosea 12:10).

Answers for the application activity 1.5

1. God's revelation has been made in the Old Testament through different persons in different times for example

God revealed Himself through His **prophets, Moses and the patriarchs: Abraham, Isaac, and Jacob.**

2. The central event of salvation that shows the God's revelation to the people of Israel is their liberation from slavery in Egypt (**Exodus 13:21-22**).

a) Prerequisites/Revision/Introduction

Make an introduction by asking question about the mission of Jesus. It means what Jesus have done in his public life and tell his helpers in his mission. After that, show Jesus' picture: Jesus with his 12 disciples on circle; disciples going to mission 2 by 2 and asking description of the image.

b) Teaching resources

Possible learning and teaching resources are Bible, hand notebooks, papers with picture of Jesus etc.

c) Learning activities Techniques:

In groups, they read and describe the revelation of God through His Son mentioned in Hebrew 1: 2-4 and 1 John 1: 1. They observe and describe the picture of Jesus with his 12 disciples on circle; disciples going to mission 2 by 2 in relationship with the revelation of God through His Son as it is shown that God has revealed Himself in Christ and the Gospel is a summary of this revelation. Then they write in their hand notebooks the findings and they present them.

Answer for the learning activity 1.6

- *The revelation of God mentioned in Hebrew 1:2-4*

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.

- *The revelation of God mentioned in 1 John 1:1*

It is the revelation of God through Jesus, where we find that from the beginning Father was with Jesus. It also means the Father and His Son Jesus Christ.

Answers for the application activity 1.6

1. God's incarnation is the doctrine that the Son of God was conceived in the womb of Mary and that Jesus is true God and true man. It means the presence of God on Earth in the person of Jesus.
2. Divine nature means that Jesus is fully God. Human nature of Jesus means Jesus is fully human.
3. 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". Christians recognize Jesus as the center of their faith and their devotion to God. Jesus reveals to them what God is like.

Lesson 1.7: God's revelation in the time of the church

a) Prerequisites/Revision/Introduction

Introduce this lesson by showing the image of the church and the people who are moving towards the church for praying. Some of them have the Bible in their hands.

Observe the picture above and describe it inline with Matthew 28, 16-20. Introduce this lesson by asking learners to share with their colleagues why Christians have chosen to go to Church and what they have gained from there. Through different answers they find that each one of them has the reason for his/her choice. After they are asked to tell if the church is the place

where God's revelation is possible or where the presence of God is possible.

b) Teaching resources

Use the Bible as the teaching aids where to find the Biblical references, hand notebooks of students, the papers containing the image of the Church and before the Church people are going to pray. Some of them have the Bible in their hands.

c) Learning activities Techniques:

In small groups showing the image of the Church and the people are going to church for praying . Some of them have the Bible in their hands. Ask to them to observe the picture and describe it inline with Matthew 28:16-20 then after to determine mission of the Church especially by respecting the following elements: Holy Spirit, Bible and the presence of Apostles in the line that shows the revelation of God in the time of the Church .Because with the outpouring of the Holy Spirit in Jerusalem on Pentecost (Acts2:1-40), God revealed Himself to mankind as the Trinity of Father, Son, and Holy Spirit and we know that Pentecost is birth of the Church.

Answers for the learning activity 1.7:

If we observe the image of the Church and the people near the Church with the Bible in their hands, we are understanding that they come to pray in the Church.

In line with this passage Matthew 28:16-20, we can express that 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.

Answers for application activity 1.7

1. We can give different examples in relationship with the christian life today because from the beginning to nowadays of the Church God reveals Himself in the Church.

Some examples:

- 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).
 - 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 Church is divine since it is founded by Christ and given life by the Holy Spirit which is her gift. In Matthew 16:18 Jesus said, "*Upon this rock I will build my Church*". He said to Peter. The Church belongs to Christ.
2. The activities or attitudes are: love each other, charitable acts, helping the poor people, preaching the Gospel, visiting the sick people, etc.

1.7. Summary of the unit

A teacher helps the learners to review the whole lesson with this summary and learners have obligation to write in their note books. As the title of the unit is THE REVELATION OF GOD IN HISTORY, it is important to begin by defining the revelation of God and then we develop the lesson.

1. The word **revelation** of God is defined as "an act of revealing or communicating divine truth or something that

is revealed by God to humans". And revelation (in general) is an uncovering, a bringing to light of that which had been previously wholly hidden or only obscurely seen.

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*).

2. Theologians generally distinguish God's revelation in two ways: General and Special revelation. There are two types of revelation. The general revelation
3. The revelation of God through the creation is also known as natural revelation because it is God's revelation through the created universe and in nature. 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).
4. 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 treatises on the power of God's Word. On the six successive days of creation, God spoke and what He said happened. We can find the occasions of his speaking, from Genesis chapter 1:3–26. 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). It is a special occasion in creation action because God gives to humanity the power to other creatures in Genesis 1:26 '*Let us make man in our image, in our likeness, and let them rule over the creatures that move along the ground.*'

5. 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:**

- 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 (Exodus 13:21-22)
- **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).

6. "No one knows the Father except the Son and those to whom the Son chooses to reveal him" (Matthew 11:27). With the incarnation of God, the Son, the Old Testament promises concerning the **coming Messiah** were fulfilled. We believe that the **Incarnation** of God is the doctrine that the Son of God was conceived in the womb of Mary and that Jesus is true God and true man. It means the presence of **God on Earth in the person of Jesus.**

Supremely, God has revealed Himself in Christ and the Gospel is a summary of this revelation. God's incarnation in Jesus Christ is the historical self-revelation of God that surpasses everything before it (John 1: 14; 1 Timothy 3: 16). The Son of God, who is united from eternity to the Father and the Spirit, is now also joined to humanity because of his incarnation 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).

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).*

7. The Church is built on the teachings of the Apostles and Prophets (Ephesians 2:20). The Church is divine since it is founded by Christ and given life by the Holy Spirit which is her gift. In Matthew 16:18 Jesus said, “Upon this rock I will build my Church”. He said to Peter. 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).

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.

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. The Holy Spirit makes people change seriously their behavior. (Act 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.

1.8. Additional information

If we have the unit title, THE REVELATION OF GOD IN HISTORY, it is necessary to know how the mystery of the Holy Trinity is explained in the revelation of God through His Son Jesus.

Then from the beginning of creation in Genesis to the end of

times in Revelation, God refers to Himself as “us” or “our” and thus describes the doctrine of the Trinity. The word trinity comes from “tri” meaning three and “unity” meaning one. God is three distinct individuals - God the Father, the Son Jesus, and the Holy Spirit - in one true God.

The below Bible verses and Scriptures about the trinity will help you have a better understanding of who God is. We can believe God’s Word and know that while His ways are higher than ours, we can trust in Him! Some examples from the Bible:

- a. *“yet for us there is but one God, the Father, from whom all things came and for whom we live; and there is but one Lord, Jesus Christ, through whom all things came and through whom we live.” (1 Corinthians 8:6).*
- b. *“I and the Father are one.” (John 10:30)..*
- c. *“May the grace of the Lord Jesus Christ, and the love of God, and the fellowship of the Holy Spirit be with you all.” (2 Corinthians 13:14).*
- d. *“The virgin will conceive and give birth to a son, and they will call him Immanuel” (which means “God with us”). (Matthew 1:23).*
- e. *“For the kingdom of God is not a matter of eating and drinking, but of righteousness, peace and joy in the Holy Spirit, because anyone who serves Christ in this way is pleasing to God and receives human approval.” (Romans 14:17-18).*

Luke 3:21-22: When all the people were being baptized, Jesus was baptized too. And as he was praying, heaven was opened and the Holy Spirit descended on him in bodily form like a dove. And a voice came from heaven: *“You are my Son, whom I love; with you I am well pleased.”*

1.9. End unit assessment

1. What do you understand by: a) God's revelation? b) God's incarnation?

Answers

- a. The word revelation of God is defined as "an act of revealing or communicating divine truth or something that is revealed by God to humans".
 - b. God's incarnation: is the doctrine that the Son of God was conceived in the womb of Mary and that Jesus is true God and true man. It means the presence of God on Earth in the person of Jesus.
2. Give and explain the types of God's revelation.

Answer

General and Special revelation. There are two types of revelation:

General (or indirect) revelation: It is called "general" or "indirect" 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, general revelation deals with how God can be understood through his creation. More specifically, this can be manifested in physical nature, human nature and history. General revelation does not impart truths that are necessary for salvation (e.g. sinfulness of humanity, the atonement, etc...), however, it is argued that God's existence, transcendence, immanence, self-sufficiency, eternality, power,

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 sufficiency 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.

3. State the ways that show how God revealed himself to humanity.

Answers

a. In Old Testament: God had 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 (Exodus 13:21-22). And God revealed Himself through His prophets.

b. In New Testament: The revelation of God through God's incarnation in Jesus Christ.

4. Read John 1:18; John 3:16 and give the importance of God's revelation in the life of Christians.

Answers

"No one knows the Father except the Son and those to whom the Son chooses to reveal him." (John 1:18).

"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)

The importance of God's revelation in the life of Christians through these biblical texts is to show to Christians that believing in the Son of God Jesus Christ give them to get eternal life.

Remedial activities

Questions

1. Define revelation.
2. Give the two types of the revelation of God.
3. Name the persons to whom God has spoken in term of His revelation to humanity.
4. What is the importance of revelation of God to humanity?

Answers

1. Revelation of God is defined as "an act of revealing or communicating divine truth or something that is revealed by God to humans".
2. There are two types of revelation: General and Special revelation.
3. There are Abraham, Isaac, Jacob and Moses.
4. The importance of revelation of God to humanity is that human being has known the plan of his salvation and how to behave in order to get eternal life

Consolidation activities

Question: What did human beings discover about God after contemplation of the nature?

Answer: Human beings discovered the existence of God, God as the Creator, God as the Protector, God with super wisdom and power.

Extended activities

Question: Give the examples that include God's direct speech to various people.

Answer: Examples include God's direct speech to various people are prophets (2Peter 1:20-21), the incarnation (Hebrews1:1-2) and the Bible.

UNIT 2

The Holy Trinity as Communion of God's Love

2.1. Key unit competence

Learners will be able to discuss the attributes and the names of God as found in the Holy Scriptures.

2.2. Prerequisites

Before undertaking this unit, learners should have clear understanding on God's creation, the life and ministry of Jesus, the Church and the role of the Holy Spirit. This will help them establish the relationship between the persons of Godhead and find out the related attributes. The teacher should value the learners' answers and orient them in the way that they understand deeply throughout activities. Thus, learners are the important actors in content elaboration.

2.3. Cross-cutting issues to be addressed

- **Peace education:** The accent will be put on the lessons from unbreakable unity and relation between the persons of the Holy Trinity, the communicable attributes and non-communicable attributes. Thus, pupils will develop understanding that they have to live in harmony, peace, life protection, humility, fidelity, truthfulness, honesty, love, self-control, respect for others' property, kindness and mercifulness as just God is Mercy which should be upheld.
- **Environment and sustainability:** The teacher will lead learners to consider the functions of the persons of Holy Trinity regarding the creation, protection and maintenance

of the earth. S/he bring an understanding on the comparison of these functions in human responsibility and ask learners to take decision on how they can address the current environmental issues.

- **Standardization culture:** This cross-cutting issue will be addressed as learners grasp the attributes of God, for instance the holiness, and relating attitudes such as honesty, purity, faithfulness, the characteristics of love, purity, hygiene, etc. The teacher will emphasize that people should avoid anything that can cause harm. Thus, s/he will get learners to think about things that •might harm, hence addressing them.
- **Inclusive education:** The teacher will emphasize the necessity of inclusion and involve learners to be inclusive by respecting the differences and diversities, enabling impaired students as a commandment from God’s holiness (see Leviticus 19: 11-14). S/he will lead learners to explore more about the notion about impairment and disability (physical, mental and social) and realize actions that can be done for the facilitation (lesson 2.8).
- **Gender education:** highlight that gender has been in God’s plan since He create both man and woman in order, they mutually complete each other not they exploit or oppress one another (3.4).

2.4. Guidance on the introductory activity

Distribute short papers and ask learners to think about awesome things draw and let learners have time to share their experience and feelings. Provide a sheet where they can post their drawings and respond to further questions.

Possible answers for introductory activity 1

During the presentation, learners may come up with different views on what they perceive as awesome things. As the teacher proceeds with further questions the answer will be clear. The source of everything, even awesome thing, is God. His qualities are numerous and therefore answers will vary from a learner: powerful, marvelous, Lord, omnipresent, holy, love, etc.

2.5. List of lessons/sub-heading

#	Lesson title	Learning objectives (from the syllabus including knowledge, skills and attitudes):	Number of periods
2.1	Meaning of Holy Trinity	Knowledge: State the complementarity of the three persons of the Holy Trinity. Skills: Interrelate the human unity and the unity of the Holy Trinity. Attitudes: Appreciate the nature of God through the reality of the Holy Trinity.	2
2.2	The relationship of the three persons of the Holy Trinity	Knowledge: Identify the relationship between the three persons of the Holy Trinity. Skills: Show concern about unity of humanity. Attitudes: Manifest respect to the Holy Trinity.	2

2.3	Meaning and examples of the attributes of God	<p>Knowledge: State the attributes of God.</p> <p>Skills: Explain the attributes of God.</p> <p>Attitudes: Manifest respect according to His attributes.</p>	2
2.4	God's omnipresence, God's omniscience and God's Omnipotence	<p>Knowledge: State the attributes of God</p> <p>Skills: Explain God's omnipotence, omniscience and omnipresence.</p> <p>Attitudes: Respect the nature of God</p>	2
2.5	God's eternity, self-existence, sovereignty and infinity	<p>Knowledge: State the attributes of God.</p> <p>Skills: God's eternity, self-existence, sovereignty and infinity.</p> <p>Attitudes: Value the nature of God</p>	2
2.6	God's immutability and impassibility	<p>Knowledge: State the attributes of God.</p> <p>Skills: Compare immutability and impassibility.</p> <p>Attitudes: manifest fidelity and devotion.</p>	2

2.7	Immanence and transcendence	<p>Knowledge: State the attributes of God.</p> <p>Skills: contrast God's immanence and transcendence.</p> <p>Attitudes: Manifest attitude of respect and trust.</p>	2
2.8	God's holiness and total perfection	<p>Knowledge: State the attributes of God.</p> <p>Skills: Explain God's holiness and perfection.</p> <p>Attitudes: observe the purity and cleanness.</p>	2
2.9	God's love; Merciful and Jealous God	<p>Knowledge: State the attributes of God.</p> <p>Skills: Contrast the love, mercy and jealousy of God.</p> <p>Attitudes: Appreciate the mercy, love of Jealous God.</p>	2
2.10	Names of God	<p>Knowledge: Identify the names of God</p> <p>Skills: Explain God's names.</p> <p>Attitudes: Respect God's names.</p>	2

Assessment criteria:

2.6. Guidance on different lessons outlined above (see the structure of a lesson)

Lesson 2.1: Meaning of Holy Trinity

a) Prerequisites/Revision/Introduction

For learners to be successful in this lesson, they should have knowledge about the basic notions of God's revelation. Thus, the theme of the Holy Trinity will come up as the threefold form of God's revelation.

b) Teaching resources

The teacher may use the Bible, different images of Jesus, paper, pen and pencils for drawing, etc.

c) Learning activities Techniques:

Direct learners to describe the image and find the intersection part, find the starting point and ending point and attempt to draw the image on paper and share their observation.

The teacher brings printed copies of scriptures and distribute them in groups of learners. After a couple of minutes, a group of learners go to another table and analyze another passage.

Answers for the learning activity 2.1

1. Three circles are intersected/cutting across A line cross-cutting three interconnected.

This has a three shaped image that makes a heart at its every part.

It shows love and inseparable unity.

2. Actually, the shape has no beginning nor end. You can start wherever you want but the line ends from the starting point.
3. The Father, the Son and the Holy Spirit.

Answers for the application activity 2.1

1. God is the Father of the Son, Jesus Christ (Psalm 2:7).

The title "Father" is shared by both the Father and the Son. Son and the Father share the same title by both Jesus and His Father (Isaiah 9:6).

The Father of Jesus Christ is the Father of the universe: brotherhood of human beings (Malachi 2:10).

The Holy Spirit proceeds from the Son as from Father; it is the breath, power and peace (John 20: 21-22).

Believers are the sons and daughter of a living God. God dwells among them.

2. Jesus was in the beginning with the Father and was of the same image. But also, he lived as human beings.
3. It is the breadth of God that comes from the Father and the Son.

Lesson 2.2: The relationship of the three persons of the Holy Trinity

a) Prerequisites/Revision/Introduction:

Students have already the knowledge about the meaning of the Holy Trinity. The teacher has now to motivate learners to review the relation of love between the three persons of the Holy Trinity. This will help them learn about the nature of the persons of the Holy Trinity by interpreting the illustration.

b) Teaching resources

The Bible, images illustrating the relationship between the persons of the Holy Trinity, other images of Jesus with his disciples, image of people working together (for example the Primitive Church community), etc.

c) Learning activities Techniques:

The teacher encourages learners to read deeply and answers the questions. Personal views and interpretation are encouraged in order to understand the way learners build their learning.

Answers for the learning activity 2.2

1. The Father is God; the Son is God; the Holy Spirit is God.
The Father is not the Son; the Father is not the Holy Spirit
The Son is not the Father; the Son is not the Holy Spirit
The Holy Spirit is not the Father; the Holy Spirit is not the Son.
2. The Holy Trinity is an unbreakable relationship of the persons of the Godhead. As they act in the relationship of love and spiritual communion, they are inseparable.

Answers for the application activity 2.2

1. Love, respect, counseling, guide, advice, support, truth, etc. What lessons do you find from the unity of the Holy Trinity?
2. Love your neighbor, work together, ask for advice, live in peace and harmony, etc.
3. Surviving, endurance, collaboration, standing together, freedom, strengths, etc.

For a homework, the teacher may ask learners to compose a poem or song about unity or drawing the situation where there is unity.

Lesson 2.3: Meaning and examples of the attributes of God

a) Prerequisites/Revision/Introduction:

Learners have already the knowledge about the qualities of God as they have been discussed in introductory activity. The teacher will guide the learners to deepen those qualities by finding the appropriate concept.

b) Teaching resources

Bible printed small paper where attributes of God are written.

c) Learning activities Techniques:

Learners to work in groups. Draw two columns, list down the powers of God and those pertaining to the human being, thereafter, and underline the qualities that are common for God and humans. This will help them to fill the diagram. Pupils will realize that God has imparted some capacities in human beings.

The teacher leads learners to answer questions. Since the qualities require a deeper explanation, learners express their ideas, the meaning and purposes.

Answers for the learning activity 2.3

God is able to create and do everything he wants in his time; no one can despise His plans; He is omnipresent, etc. Human beings are able to grow plants, keep animals, make an aircraft, etc.

Answers for the application activity 2.3

1. Communicable attributes: justice, love, mercy, peace, grace, etc.
Non-Communicable attributes: holiness, eternity, infinitude, omnipresence, omnipotence, infallibility, etc.

2. Respect, faithfulness, love, hard work, etc.
3. Non-communicable attributes (see question 1).

Lesson 2.4: God's omnipresence, God's omniscience and God's omnipotence

a) Prerequisites/Revision/Introduction

Learners have already the knowledge about the attributes of God (2.3). The teacher will guide the learners to deepen the meaning of attributes related to omnipresence, omniscience, omnipotence. Therefore, the two categories of God's attributes should be posted on the wall or flip chart.

b) Teaching resources

Bible printed small paper where the passage is written, clothes for the sketch (Actually the pupil who plays the role of God should cover so that others cannot see him/her).

c) Learning activities Techniques:

The teacher will choose students to role-play the dialogue between Job and God. The teacher leads learners to answer questions. They will follow the sketch and thereafter find-out the attributes of God.

The teacher distributes the biblical passages and encourage learners to discuss deeply. One passage might have several attributes.

Answers for the application activity 2.4

1. Communicable attributes: justice, love, mercy, peace, grace, etc.

Non-Communicable attributes: holiness, eternity, infinitude, omnipresence, omnipotence, infallibility, etc.

2. Omniscience: 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).

Omnipotence: But Jesus looked at them and said, "With men this is impossible, but with God all things are possible." (Matthew 19: 26).

Omniscience/ omnipresence: 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. This question might be taken as a homework to allow learners develop creative and communicative skills.

Lesson 2.5: God's eternity, self-existence, sovereignty and infinity

a) Prerequisites/Revision/Introduction

Learners have the general knowledge about God's attributes. The teacher helps them review the previous lesson.

b) Teaching resources

Bible, printed copies of scriptures.

c) Learning activities Techniques:

The teacher distributes the pieces of papers where Bible passages are written. Ask learners to discuss in groups God's attributes that might be found in those scriptures. The learner's responses can be diverse and therefore, the teacher must value and guide them in a supportive environment.

The teacher distributes the biblical passages and encourage learners to discuss deeply. One passage might have several attributes.

Answers for the learning activity 2.5

- God's eternity
- Infinity
- Self-existence sovereignty

Answers for the application activity 2.5

1. 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 (2.4).
2. Trust, love, respect, prayer, serving others beyond ourselves, etc.
3. This question will be given as a homework. The learners' work will be valued.

a) Prerequisites/Revision/Introduction

1. The teacher makes small groups of pupils and ask them to do self-evaluation on the causes of lies.
2. How many lies do you think you have told this last week?
3. Who did you tell the lies to? Why did you tell the lies?
4. How do you feel about the lies you told now?
5. How do you feel when you discover that you have been told lies?
6. How do you feel when somebody fails to fulfil what s/he has promised you?

b) Teaching resources

Printed Biblical passages.

c) Learning activities

Answers for the learning activity 2.6

1. Causes: personality, stress, fear, manipulation, pride, control or calming the situation, looking for dishonest gain, etc.

Lies and deceitfulness break the inner peace and ruin the relationship. Thus, it is important to tell the truth, think about how you would feel if somebody deceits; think twice before speaking, etc.

2. God never changes his mind. He 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.

Answers for the application activity 2.6

1. God never change, He remains faithful to His words and the people should learn to be faithful to their neighbor.
2. Trust God, endurance in the faith, work and troubles

Lesson title 2.7: Immanence and transcendence

a) Prerequisites/Revision/Introduction

The learners have the knowledge about the immutability and impassibility of God and lessons to be grasped. The teacher will help them to link this knowledge with immanence and transcendence. S/he emphasizes that as God does not change his position, He also sees everything happening in the world.

b) Teaching resources

Printed Biblical passages, flipchart, images of the ark, etc.

Answers for the learning activity 2.7

The two passages reveal God living among the people (immanent), but at the same time God appears distant and unapproachable.

Answers for the application activity 2.7

1. Transcendence refers to God who cannot be approached or seen while immanence refers to God who is near and among the people.
2. **Immanence:** Christ is said to be Immanuel, meaning "God is with us" (Matthew 1:23).
Transcendence: God warned from seeing them so that they do not die (Exodus 19:21).
3. God is worth of trust, love and believe, but also respect, reverence and praise.

Lesson 2.8: God's holiness and total perfection

a) Prerequisites/Revision/Introduction

The teacher must link these concepts with immanence and transcendence by emphasizing the fact that God does not want to see dirtiness and impurity as He moves and lives with his people.

b) Teaching resources

- Printed Biblical passages
- Image of two people with disability: physical impairment, and visual impairment.
- Clean toilet

c) Learning activities

Techniques:

The teacher distributes printed passages and lead learners

to deeply analyze embedded attributes of God and their consequences in social life.

The teacher will emphasize the importance and practices of cleanness, the charity and respect of the human dignity as the commandment from God's holiness.

Answers for the learning activity 2.8

- God is perfect; we should live a perfect life (Matthew 5: 48).
- For the respect of God's holiness, people should not defile or cause harm their life and the life of their neighbor (Leviticus 11:44a)
- Each person should respect parents. (Leviticus 19: 3).
- For God's holiness the bad behavior and sinful acts are prohibited.

E.g. theft, lies, profanation, oppression, robbery, despising people with disability, etc. (Leviticus 19: 11-14)

Answers for the application activity 2.8

1. Respect the school regulations; help classmates; respect parents; show honesty and faithfulness; avoid bad behavior.
2. Holiness, purity and cleanness go hand in hand. God who is holy recommends to his people to live in holiness, purity of the heart and body, and the cleanness everywhere (home, school, camp, toilet, etc).

Lesson 2.9: God's love; Merciful and Jealous God

a) Prerequisites/Revision/Introduction

The teacher leads learners to remind the effects of the previous attributes. This will help them to establish the relationship with love and mercy which are the ultimate results from God's character. The teacher must be careful to make sure that learners

have a clear understanding about “Jealous God”, which differs from jealousy in negative way. Jealous God means the feelings God has when he sees his people defiling themselves.

b) Teaching resources

Printed Biblical passages: the prodigal son (Luke 15:11-32) and characteristics of love (1 Corinthians 13:3-13).

c) Learning activities Techniques:

The teacher invites learners to tell the parable of the prodigal son and thereafter role- play the story. Learners express their feelings as the father, the prodigal son or the brother. S/he emphasize the importance of empathy as the characteristic emanating from love, mercy.

Answers for the learning activity 2.9

Answers for the application activity 2.9

1. The true love waits; it is patient and kind. It does not envy or boast; it is not arrogant or rude. It does not insist on its own way; it is not irritable or resentful;
it does not rejoice at wrongdoing but rejoices with the truth. Love bears all things believes all things, hopes all things, and endures all things. Love never ends (1 Corinthians 13: 4-8).
2. Love and mercy go in hand; without mercy the love loses its sense. Jealousy of God means his deep and special love.
3. God wants his people to fully love him and serve him with all our being. He detests a double-minded or insincere person who betrays his/her friend. He loves human beings, but he punishes iniquities.

Lesson 2.10: Names of God

a) Prerequisites/Revision/Introduction

The teacher leads learners to remind the God's attributes (2.3; 2.4; 2.5; 2.6; 2.7; 2.8; 2.9). This knowledge will help them recognize the names resulting from the attributes and establish the relationship.

b) Teaching resources

Printed Biblical passages where the names of God are written:

- So, Abraham called the name of that place, "The LORD will provide"; as it is said to this day, "On the mount of the Lord it shall be provided" (Genesis 22: 14).
- The Lord said to Moses: "I am who I am" -Yahweh (Exodus 3: 14).

c) Learning activities

The teacher invites learners to work in small groups; S/he asks each learner to explain his/her name to the neighbor. The teacher emphasizes the importance of the right to a name and other basic children rights.

Through brainstorming s/he ask learners to tell the names of God they know and their meaning to them.

A list of God's names will be posted or written to the flip chart so that learners have deeper understanding.

Answers for the learning activity 2.10

1. Learners explain to their neighbors
2. God is called Creator: He is the source of life

Further names may include Yahweh, Saviour, the Lion of David, the Holy of Israel, Almighty... according to the learners' prior knowledge.

Answers for the application activity 2.10

1. a. **Yahweh**: “One who is, who was and who will be”: The Lord, Eternal.
b. **Yahweh Shalom**: The Lord is peace
c. **El Roi**: God who sees
d. **Abba**: Father
e. **Yahweh Yireh**: The Lord will provide
2. People attribute names to God in order to reveal His character, their understanding and feelings about God, and the faith and hope in him.

Summary of the unit 2

The teacher posts the lessons on the wall and call learners to tell what they have learnt from each lesson (from 2.1 to 2.10).

2.7. Additional Information

This section provides additional content for the teacher to have a deeper understanding of the topic.

2.8. End unit assessment

1. Explain the functions of the three persons of the Holy Trinity.

Answer: creation, salvation, and comfort

2. What does mean by “inseparable unity” of the Holy Trinity?

Answer: The persons of the holy trinity are inseparable in their nature and communion.

3. Match each attribute with its appropriate meaning:

1. God is self-existent (a se) :	c
2. God is spiritual	d
3. God is sovereign	b
4. God is holy	a
5. God is omnipresent	f
6. God is omniscient	g
7. God is truthful	e
8. God is omnipotent	i
9. God is immutable	h
10. God is wise	k
11. God is good	j
12. God is gracious	m
13. God is loving	l
14. God is foreknowing	o
15. God is righteous in wrath	n

4. Give any four names of God and Give their meaning.

UNIT 3

Relationship and Friendship

3.1. Key unit competence:

The learner will be able to describe friendship.

3.2. Prerequisite (knowledge, skills, attitudes and values)

The learner is supposed to already have some information on human biology, the knowledge about sexual transmissible diseases and the notion on positive values.

3.3. Cross-cutting issues to be addressed:

- **Inclusive Education:** This will be addressed as the teacher explains the fact that people have different personalities, and this entails different behaviors which may affect the group. The idea of tolerance of perspectives and discerning the right way to cope with diverse people will be clearly examined.
- **Gender:** Through this cross-cutting issue, learners will recognize the gender through the consideration of the complementarity and equality of both male and female as created in God's image. The teacher will lead learners to discuss the purposes of gender balance, hence emphasizing the gender sensitive life skill and behavior.

- **Comprehensive Sexuality Education:** The teacher will address this cross-cutting issue through in regard to the human sexuality in God’s plan. S/he will also lead learners analyzing the consequences of unhealthy friendship and the importance of making informed decisions. Learners will express their deeper understanding on sexuality related issues, their causes and consequences. Hence, they will get skills speaking against sexual abuse, sexual exploitation and unintended pregnancies; preventing sexually transmitted infection and HIV/AIDS, etc.
- **Environment and sustainability:** This cross-cutting issue will be addressed as learners discuss the consequences of peer pressure which may include alcoholism, drug abuse and other related offenses that may cause the damage to the natural environment.

3.4. Guidance on the introductory activity

Teacher will ask students questions related to the case study and allow them to discuss their ideas about causes and consequences of solitude, advantages and disadvantages of friendship/relationship, etc.

Possible answers for introductory activity 3:

Some pupils prefer to remain together in groups with their peers while others choose to stay alone.

Question 1: What reasons can you tell him/her?

Answer to question 1:

- Personality,
- Some people may have experienced a shock or disappointment and therefore they do no long like to associate with others.
- Some pupils are fearful to talk, etc.

Question 2: Which pupils do have more advantages? Why?

Answer to question 2: the people who have more advantages are those who associate with their colleagues in a healthy relationship and friendship. They can learn life skills and social skills adequate for the everyday life.

Question 3: Which pupils are more risky? Why?

Answer to question 3: It depends on the kind of friends or peers. A positive group will lead to positive outcomes. Contrariwise, unhealthy friendship or relationship leads to destructive effects.

3.5. List of lessons (including assessment)

#	Lesson title	Learning objectives (from the syllabus including knowledge, skills and attitudes):	Number of periods
3.1	Meaning of relationship and friendship	<p>Knowledge: Identify different types of relationships in life.</p> <p>Skills: distinguish relationship from friendship.</p> <p>Attitudes: appreciate the relationship and friendship.</p>	2
3.2	Characteristics of unhealthy and healthy relationships	<p>Knowledge: Identify characteristics of good friendship and relationship.</p> <p>Skills: contrast the good versus bad relationship/ friendship.</p> <p>Attitudes: appreciate the values of a good friendship.</p>	2

3.2	Characteristics of unhealthy and healthy relationships	<p>Knowledge: Identify characteristics of good friendship and relationship.</p> <p>Skills: contrast the good versus bad relationship/ friendship.</p> <p>Attitudes: appreciate the values of a good friendship.</p>	2
3.3	Copying with Peer pressure	<p>Knowledge: identify advantages and disadvantages of a peer group.</p> <p>Skills: Describe the tactics to deal with peer pressure</p> <p>Attitudes: Manifest self-control in social relations and discernment in social relation.</p>	2
3.4	Sexuality in God's plan	<p>Knowledge: Understand the concepts sexuality</p> <p>Skills: Explain the purpose of sexuality.</p> <p>Attitudes: appreciate the sexuality in God's plan.</p>	2
3.5	Sexuality, culture and laws versus relationships	<p>Knowledge: identify cultural norms and laws related to sexuality.</p> <p>Skills: Evaluate the relationship between sexuality, culture and laws.</p> <p>Attitudes: Appraise the norms and laws related to sexuality.</p>	2

3.6	Sexuality issues: sexual abuse and violence	<p>Knowledge: identify current sexuality issues.</p> <p>Skills: Discuss the causes and consequences of current sexuality issues.</p> <p>Attitudes: show self-control and speak-out against sexual abuse.</p>	2
3.7	Sexual promiscuity, adultery, homosexuality, pornography	<p>Knowledge: identify the current sexuality issues.</p> <p>Skills: Discuss the causes and consequences of current sexuality issues.</p> <p>Attitudes: show self-control and speak-out against sexuality issues.</p>	2
3.8	Biblical teaching on sexuality	<p>Knowledge: Identify the sexuality teachings from the Bible.</p> <p>Skills: Explain the role of the family in sexuality education.</p> <p>Attitudes:</p>	2
3.9	Importance of Friendship and relationship	<p>Knowledge: state the causes of friendship and relationship.</p> <p>Skills: explain the importance of relationship and friendship.</p> <p>Attitude: Appreciate the importance of friendship in daily life.</p>	2
Assessment criteria:			

3.6. Guidance on different lessons outlined above (see the structure of the lesson)

Lesson title 3.1: Meaning of relationship and friendship

a) Prerequisites/Revision/Introduction

The notion of relationship and friendship is not entirely new. Learners have ideas on what friendship and relationship look like. The teacher will use the image to excite learners express their understanding.

b) Teaching resources

The teacher may use the Bible, different images that depict the meaning of relationship and friendship.

Techniques:

Direct learners to describe the image, discuss and tell what down what they have observed and find-out the concept expressing the image.

Answers for the learning activity 3.1

1. The image shows the people who are together. It denotes friendship and relationship.
2. Relationship is when people are connected in a group or team. Friendship expresses a deeper relationship with love as the core element.

Answers for the application activity 3.1

1. The difference between relationship and friendship is that the latter is deeper and requires more commitment.
2. Friendship and relationship make part of the life. With more friends, life becomes more interesting and pleasant than remaining in isolation. Friends can provide advice and support in need.
3. Tell truth, support, kindness, etc. To deepen this question, learners will take it as homework so that they get more details.

Lesson 3.2: Characteristics of unhealthy and healthy relationships

a) Prerequisites/Revision/Introduction

Learners have knowledge about the meaning of friendship. In this step, the teacher invites learners to recall qualities of a good friend (see 3.1). From this knowledge, learners will establish a link with the previous and new lesson.

b) Teaching resources

The teacher may use the Bible, different images that depict the healthy relationship versus unhealthy relationship.

c) Learning activities

Techniques:

The teacher will encourage learners to think independently, discuss their views in a reflective way.

Answers for the learning activity 3.2

The teacher asks learners in small groups to describe the images and facilitate them to choose the image that shows a positive peer group. Motivate the learners to express and justify their views

Ask questions related to the case study meanwhile emphasizing that the success begins with choosing the right friends and peer group.

Questions for the learning activity involve learners in a deep analysis since they require the personal views. The teacher will emphasize that choosing the group for belonging and participation should base on positive attitudes and values.

Answers for the application activity 3.2

1. A good friend shows respect, understanding, trustfulness, truth, care, support, communication, etc.

2. Unhealthy relationship 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, etc.
3. It is important to report to the parents, family member, friend, teacher, counselor or an authority.

Lesson 3.3: Copying with Peer pressure

a) Prerequisites/Revision/Introduction

Learners understand the healthy and unhealthy relationship and respective consequences group choices. The teacher will ask learners to define the driving force that makes a person to pursue the goals of a group than his/hers. From their answers, the teacher will introduce the new lesson about coping with peer pressure.

b) Teaching resources

The teacher may use the Bible, different images depicting peer pressure.

c) Learning activities

Techniques:

The teacher invites learners to share their experiences about peer pressure in the daily life. This will help them realize the power and effects of the peer pressure on behaviour.

Answers for the learning activity 3.3

Answers for the application activity 3.3

1. Peer pressure means the strong influence that a group on the members of that group. The group overcomes the individual character and the person acts according to the ambition of that particular group.

2. Opportunity to learn how to interact with others;
Support in defining identity, interests, abilities, and personality; Autonomy without control of adults and parents;
Opportunities for witnessing the strategies others use to cope with similar problems, and for observing how effective they are;
Emotional support;
Building and maintaining friendships.
3. It is necessary to keep away from such peer pressure by choosing friends carefully and wisely; spend time with people who have a good character, convince your peers in assertive way to live the positive values;
Ask for advice from the parents, guardian, relatives and friends.

Lesson 3.4: Sexuality in God's plan

a) Prerequisites/Revision/Introduction

Introduce your lesson by asking students to tell the number of male persons and female persons at home. Thereafter, ask them what the Bible says about sex; sexuality and marriage.

b) Teaching resources

The teacher may use the Bible as a teaching aid providing the Biblical references. He should use other teaching aids containing information and pictures in accordance with the learning activity 3.4 in the student book.

c) Learning activities

Techniques:

Form groups of a few students and ask them to observe and describe the picture of learning activity 3.4. They will tell what they are seeing on that picture and ask the relationship with the lesson. Thereafter ask to read the passage in 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” in order to discuss about the resemblances and differences between male and female? Why from the creation? Here it is necessary to understanding Gender balance. The presentation of their findings will be necessary.

Answers for the learning activity 3.4

1. God created male and female because He wanted to show us how the complementarity of sexes is necessary in the society.
2. There are resemblances and differences between male and female.
 - Resemblances are
 - The differences between male and female are
 - These sex differences and behavior exist because it is the will of God since creation in order to promote complementarity between male and female.

Answers for the application activity 3.4

1. 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.
2. The purposes of sex: From the moment of our creation, God has written into our very biology **the purpose for our sexuality. The purposes of sex are twofold and inseparable:** the procreation of children (it reflects and imitates the life giving love of the Trinity) and **the unity of the couple** (it reflects and imitates the divine communion of the Trinity).

Lesson 3.5: Sexuality, culture and laws versus relationships

a) Prerequisites/Revision/Introduction:

Based on oral questions about **Sexuality, culture and laws versus relationships towards the image of learning activity 3.5**, you will have to bring learners to understand how sexuality is expressed through the culture and the law determines the success and the failure of them. It will be necessary to receive and value all answers because they are interested by the image.

b) Teaching resources

You may use the Bible as a teaching aid providing the Biblical references and papers that contains the image of a group of 2 couples (1 boy wearing a short with a lady wearing a mini skirt and a boy wearing a trouser with a lady wearing a trouser).

c) Learning activities

In groups, ask students to observe and describe the picture for learning activity 3.5. After the description of the picture, the comparison of two couples will be necessary in order to determine the relationship versus sexuality, culture and law in general. Thereafter, they discuss the questions of learning activity 3.5 and they present their findings.

Answers for learning activity 3.5

1. Exhibition that causes seduction, sexual attraction and sexual intercourse. Their impacts are loss of culture in general, lack of self-respect and dignity.
2. Mutual respect and wearing in fitness way or wearing respectfully.

Answer to Application activity 3.5

1. a) **Sexual attraction** is the attraction on the basis of sexual desire or the quality of arousing such interest. Sexual attractiveness or sex appeal is an individual's ability to attract the sexual or erotic interest of another person, and is a factor in sexual selection or mate choice. The attraction can be to the physical or other qualities or traits of a person, or to such qualities in the context in which they appear. To attract one or more partners and maintain sexual interest, can include two ways: Flirting and Seduction.
b) **Sexual orientation** refers to an individual's comfort level with his or her own biological sex. Sexual orientation focuses on the biological sex of the person who an individual is sexually attracted to. There are three options that fall under the classification of sexual orientation. They are heterosexual, bisexual, and homosexual.
2. It is necessary to value all elements below and each element refers to another. There are sexuality, culture and laws.

3.6.7. Sexuality issues and sexual abuse

a) Learning objectives

Identify current sexuality issues and discuss their causes.

b) Teaching resources

The main resources are the Bible, the students' books and learners' notebooks

c) Learning activity 3.7:

Read 1Corinthians 6:15-19 "do you not know that your bodies are members of Christ himself? Shall I then take the members of Christ and unite them with a prostitute? Never! Do you not know that he who unites himself with a prostitute is one with her in body? For it is said, "The two will become one flesh...". Respond to the questions below:

1. Which sexual immorality talked about into the biblical text above?
2. What are other issues related to sexuality you know and their causes?
3. Identify two sexual abuse you know and their causes

Guidance on learning activity 3.7

In pair learners will analyze the given biblical text about the sexual immoralities talked about. They will explore textbooks and discuss other related issues. Ask them the frequent sexual abuse in the society and the main causes. The teacher will facilitate the action and orient learners' presentations.

Answers to the learning activity 3.7:

1. Into (1Corinthians 6:15-19), the sexual immorality talked about is Prostitution or fornication
2. The social sexuality issues can be: adultery that can be caused by lust; pornography by bad peer pressure; pedophilia and bestiality that can be caused by mental disorder
3. The sexual abuse: sexual assaults and sexual harassment that can be caused by sexual lust; rape that can be caused by sexual passion or drug abuse; incest which can be caused by drunkenness, lust and drugs

d) Answers to the application activity 3.7:

Questions:

1. What are the frequent issues related to sexuality?
2. Identify two effects of issues related to sexual act
3. What are the sexual abuses remarked in our country?

Answers:

1. The frequent sexuality issues are prostitution, fornication, voyeurism, pornography, bestiality, adultery, homosexuality, etc.

2. The effects of sexual activity issues: Divorce of spouses, sexual infidelity or unfaithfulness and infertility of couple.
3. The sexual abuse remarked in our country are: rape in its different forms, incest, sexual assaults and sexual harassment, pedophilia, using sexually degrading insults, etc.

3.6.8. Sexual and Gender based violence

a) Learning objectives

Able to differentiate between sex and gender and to explain some gender based violence in our families

b) Teaching resources

The main resources are the Bible, the students' books and learners' notebooks, images of two children at home where boy is going to school while girl is going to fetch water

c) Learning activity 3.8:

1. Analyze the problem in family of two children shown image: boy is ready to go to school ; girl is ready to fetch water.
2. Differentiate between sex and gender
3. How can a person be violated basing on her/his gender?

Guidance on learning activity 3.8

Distribute the multiplied image of 2 children differently treated in family and ask learners to describe it in child right context. Allow learners to research into textbooks the difference between sex and gender. They find out different gender based violence occurs in our society. They present their findings

Answers to the learning activity 3.8:

1. Two children on the image are a boy and a girl. The boy is in school uniforms and he is ready to go to school while a girl is ready to go to fetch water. It is a gender based discrimination. There is a problem of parents' mind set whereby they still think to lead a girl to school has no importance.

2. **Sex:** sex refers to the physical differences between people who are male or female. It is then genital organ as primary sexual character; while **Gender** refers to all characteristics of men, women, boys and girls constructed by the society. It includes norms, behaviors, and roles associated with being a woman or man, girl or boy as well as relationship with each other.
3. Basing on gender, a person can be violated like this: excluding wives in family property control, mentality of schooling boys and early marriage of girls, sexual culture of saying that wife is for all boys of husband family; the forced sexual activity by husband to wife.

d) Answers to the application activity 3.8:

Questions:

1. Explain at least five observed gender based violence to be avoided in Rwanda families
2. Explain how sexual and gender based violence are crimes.
3. What are you thinking about the history of Hagar and Sarai (Genesis 16:1-6)?

Answers:

1. Five gender based violence to avoid in society:
 - a) Stalking: regular negative words that dehumanize one of spouses (wife or husband)
 - b) Physical violence: corporal punishment including slapping, hurting...
 - c) Sexual violence including rape: force someone to have sex while he/she is not ready for that and then one does it by force
 - d) Female genital mutilation: abolish some parts of genital organ aiming at stopping sexual feelings

- e) All kinds of sexual harassment between employees and employers using words and actions.
- f) Sexual and gender based violence are sins because they violate human rights.
- g) What happened to Hagar is gender based violence because she was considered as tool and her rights were violated.

3.6.9. Ways to prevent sexuality issues, sexual abuse and gender based violence in society

a) Learning objectives

Able to explain how to prevent and avoid sexuality issues, sexual and gender based violence

b) Teaching resources

The main resources are the Bible, the students' books and learners' notebooks, images of two children at home where boy is going to school while girl is going to fetch water.

c) Learning activity 3.9:

Read (1Thessalonians 4:3-6, Genesis 12:10-16) and discuss possible strategies to prevent sexuality issues, sexual abuse and gender based violence in our families.

Guidance on learning activity 3.9

The teacher will help learners to read and analyze the strategies which into the given biblical texts. In their respective groups learners will discuss and present other strategies to prevent and avoid sexual and sexuality issues, sexual abuse and gender based violence.

Answers to the learning activity 3.9:

In those biblical texts we found Abraham who prevented his wife Sarai from Pharaoh's sexual assaults while in Thessalonians Saint Paul calls people to prevent sexual immorality. Other strategies to prevent issues of sexual activity, sexual issues, sexual abuse and gender based violence can be: prevent stress and depression, avoid drugs and alcoholism, train people for human rights, pray and repent, respect others' opinions, avoid laziness, refer to the plan of God as it is written into the Bible, train people about gender balance and equality, announce to the leaders in case of violence cases, etc.

d) Answers to the application activity 3.9:

The strategies to prevent:

a. Issues of Sexual activity between married people:

Look for advices from clinical psychologists, consult gynaecologists, avoid exceed of alcohol and drugs abuse, prevent stress and depression, partners in families have to talk about the problem they are facing.

b. Sexuality issues in society

Know that the prime aim of sexuality in God's plan is love and procreation; Know that our bodies are the temples of Holy Spirit; regular prayer to overcome temptations; hard working and job creation to prevent prostitutions; promote the value of self-control to prevent sexual instinct; youth have to look for help to the responsible adult people; avoid bad peer pressure; repent in case of vice; check-up about mental illness

c. Sexual abuse/sexual violence:

Respect for human rights, listen and talk with children about sex and their rights, report the sexual abuse cases to the institutions in charge of, home visiting programs, do not participate in sexist behaviors, public education, and training sessions for people from different categories about sexual abuse effects, report the violence case to the authorities at your job, school, or local institutions.

d. Gender based violence in society:

Regular training on gender balance and mutual complement, education about respect for human rights, strong education to respect for human rights, avoid drug abuse, leave cultural mentality that violated women rights, teach about the myths and reality of sexual violence, tell men and women that are the durable solution to end gender based issues.

3.6. 10. Sexuality issues: promiscuity, adultery, fornication, homosexuality and pornography

a) Prerequisites/Revision/Introduction:

You can begin by asking learners some introductory questions about sexual issues (examples of forms of sexual issues in general). From the answers of students, you will lead them to the examples of sexual issues that are frequently in their community and that they have to develop. You will use oral questions.

b) Teaching resources

You may use the Bible as a teaching aid providing the biblical references. You may use the biblical texts about sexual abuse and violence: Genesis 19:30–38, 2 Samuel 13:11-12, 14, 20, Leviticus 18 and 20 and image that show picture of 2 males in sexual friendship and 2 females in sexual friendship; group of youth (boys and girls) watching a porn movie on screen.

Learning activities Techniques:

Put students in small groups. They observe the picture and describe it and they give other sexual abuse that they have to explain. In those groups, they will discuss the questions in activity 3.7 and they will explain each example of sexual abuse chosen. Therefore, they present their findings.

Answers for the learning activity 3.7

1. The marriage of two persons with the same sex is not accepted in certain culture, religion, etc.
2. It depends of the society to deal sexual issues because some societies can accept some and others not accept by respecting their beliefs about culture and religion and why not their profits financially.

Answer for the application activity 3.7

1. **Adultery** is a voluntary sexual intercourse between a married person and a person who is not their spouse while **fornication** is generally consensual sexual intercourse between two people not married to each other. Fornication is sex between two unmarried people.
2. a) The consequences of pornography are pornography addiction, loss of sexual drive, getting separated from family and friends, constant feeling of anxiety, lack of focus on job or task.
b) The consequences of homosexuality: 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.

3.6.11. Biblical teachings on sexuality

a) Prerequisites/Revision/Introduction:

Introduce your lesson by asking students oral questions about the biblical teachings on sexuality.

b) Teaching resources

You may use the Bible as a teaching aid providing the biblical references and picture of parents (father and mother) reading the Bible to their children (2 girls and one boy). All sit on round table. Teach a youth about the way he should go; even when he is old he will not depart from it (Proverbs 22: 6).

c) Learning activities

Techniques:

You will ask students to observe and describe the picture for learning activity 3.8. From the description of the picture, you will use the Bible and bring students to point out the importance of teaching that the Bible says about sexuality in family.

Answers for the learning activity 3.8

1. We see the parents that are teaching the children about the Bible.
2. The Bible teaches us how to live sexually by respecting the word of God.

Answers for the application activity 3.8

1. We have to work and not desire the things of others in order to promote a good relationship (Exodus 20: 17).
2. We have to avoid sexual immorality, impurity, lust, evil desire, and greed, which is idolatry (Colossians 3: 5) in order to get eternal life.

3.6.12. Importance of friendship and relationship

a) Prerequisites/Revision/Introduction:

The teacher invites learners to summarize the lessons learnt from previous title since this lesson looks like a concluding part.

b) Teaching resources

The teacher may use the Bible, image depicting friendship and relationship.

c) Learning activities

Answers for the learning activity 3.9

The teacher involves learners to observe the image and thereafter discuss in groups about the importance of working together, relationship and friendship. S/he encourage learners to think deeply and interdependently.

Answers for the application activity 3.9

The teacher ask learner to write an essay about the importance of relationship and friendship. As a homework, learners may also work in small groups and choose to perform a sketch, a song or poem about relationship and friendship.

3.7. Summary of the unit

The teacher sort out the main topics from the unit: relationship and friendship, peer pressure, sexuality in God’s plan, sexual issues, etc. Draw three columns and ask learners to fill in the lessons learnt thoroughly and decisions they are likely to be take.

Topic	Lessons learnt	Decisions taken
Relationship and friendship		
Peer pressure		
Sexuality in God’s plan		
Sexual issues		
Etc.		

The teacher allows learners to discuss and emphasize the positive values such as love, empathy and respect. Ask learners to talk to their family about their decision as a plan.

3.8. Additional Information for the student and teacher

3.8.4. Sexuality issues and sexual abuse

Learning activity 3.7

Read 1 Corinthians 6:15-19 and respond to the questions that follow: “do you not know that your bodies are members of Christ himself? Shall I then take the members of Christ and unite them with a prostitute? Never! Do you not know that he who unites himself with a prostitute is one with her in body? for it is said: The two will become one flesh...”:

1. Which sexual immorality talked about into the biblical text above?
2. What are other issues related to sexuality you know and what are their causes?
3. Identify two sexual abuse you know and their causes.

While much more is known about various sexual issues that may cause relationship problems; there are still many unknown factors depending on different circumstances. Sexuality is an important part of any healthy relationship, which means that a problem in **sexuality** can have a negative impact on other areas of the relationship that may cause it to eventually fail. **Sexual act** as an element of sexuality can affect relationship when badly managed.

Examples of issues related to sexuality in general

As you have seen previously, the sexuality is constituting an issue in the world. Some sexual behaviors and practices are disputed, repulsed or even prohibited according to the society, in its religious and cultural values.

- **Promiscuity:** Promiscuity is defined as practice of having sex frequently with a lot different sexual partners. It is often caused by lust.
- **Fornication:** Fornication is generally consensual sexual intercourse between two people not married to each other. It is caused by negligence of divine laws. 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. It is caused by lack of self-control, lust and personal non-satisfaction. 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:** caused by sexual drives, bad peer, drugs and interpersonal attraction; homosexuality refers to sexual attraction or sexual behavior between members of the same sex or gender.
- **Pedophilia, Bestiality, voyeurism, and necrophilia** can be considered as sexuality issues. They can be caused by psychological trouble or mental disorder.
- **Pornography:** aiming at getting money; pornography refers to books, magazines, and films that are designed to cause sexual excitement by showing naked people or referring to sexual acts. It is the portrayal of sexual subject matter for the exclusive purpose of sexual stimulation. Pornography may be presented in a variety of media, including books,

magazines, postcards, photographs, sculpture, drawing, painting, animation, sound recording, writing, film, video, and video games. The term applies to the depiction of the act rather than the act itself, and so does not include live exhibitions like sex shows and striptease. 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.

- **Prostitution:** done by sex-makers who involve or engage in unselective sexual conduct with other people who are not spouse or friends in exchange for immediate payment in money or other valuables. The laziness, bad peer, being orphan or miserable life can be the causes of prostitution.

Sexual abuse and violence

Sexual abuse is any undesirable sexual behaviors done to someone by someone including sexual harassment or all kinds of sexual violence like 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 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) Types of sexual abuse

- Sexual abuse is a term that refers to crimes like sexual assault in general. Many types of these crimes are described below:

- **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. Sexual assault is an act in which one intentionally sexually touches another without that person's consent or forcing him/her in sexual act against his/her will.
- **Child Sexual Abuse:** When a perpetrator intentionally harms a minor physically, psychologically, sexually, or by acts of neglect, the crime is known as child abuse.
- **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.
- **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.
- b) Examples of sexual abuse:
- **Rape:** is a type of sexual assault usually involving sexual intercourse or other forms of sexual penetration by force.
- **Incest:** This is a sexual contact with relatives/with a family member that can have a lasting effect on the survivor. 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.
- **Sexual harassment** any unwanted conduct related to the sex t of a person that violate him/her dignity. We can find: nonverbal, verbal, physical etc. You should be able to feel comfortable in your place of work or learning.

- Deliberately causing pain during sex;
- Assaulting the genitals;
- Forced sex without protection against pregnancy or sexually transmitted infections
- Using sexually degrading insults;
- Unwanted touching;
- Unwanted exposure to pornography;
- Sexual games and jokes;
- Withholding sex as punishment;
- Using sex to coerce compliance

Application activity 3.7

1. What are the frequent issues related to sexuality?
2. Identify two effects of issues related to sexual act
3. What are the sexual abuses remarked in our country?

3.8.2 Sexual and Gender based violence

Learning activity 3.8

1. Analyze the problem in family of two children shown on image: boy in school uniform and girl is with plastic Jerrycan and ready to fetch water.
2. Differentiate between sex and gender
3. How can a person be violated basing on her/his gender?

There is a close link between Sexual violence and Gender based violence because they both affect someone basing on his/her sex or Gender

Sex: sex refers to the physical differences between people who are male or female. Simply sex is genital organ that shows that you are male or female.

Gender: Gender refers to all characteristics of men, women, boys and girls constructed by the society. It includes norms, behaviors, and roles associated with being a woman or man,

girl or boy as well as relationship with each other. So a person can be violated basing on his/her social responsibilities, physical forces, sex she/he possesses as genital organ, mentality set by the society, etc.

Gender based violence refers to harmful acts directed at an individual based on their gender. It is rooted in gender inequality, the abuse of power and harmful norms. Gender-based violence is a serious violation of human rights and a life-threatening health and protection issues.

Examples Gender based violence:

- ✓ psychological violence
- ✓ stalking (gender based persecution)
- ✓ physical violence
- ✓ sexual violence including rape
- ✓ female genital mutilation
- ✓ forced abortion and forced sterilization
- ✓ sexual harassment

Application activity 3.8

1. Explain at least five observed gender based violence to be avoided in society
2. Explain how sexual and gender based violence are crimes.
3. What are you thinking about the history of Hagar and Sarai (Genesis 16:1-6).

3.9. Ways to prevent sexuality issues, sexual abuse and gender based violence in society

Learning activity 3.9

Read (1Thessalonians4:3-6, Genesis 12:10-16) and discuss possible strategies to prevent sexuality issues, sexual abuse and gender based violence in our families.

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 and strategies that can help

a) Getting help with issues of sexual act:

- Look for advices from clinical psychologists
- Consult gynecologists
- Avoid exceed of alcohol and drugs abuse
- Prevent stress and depression
- Partners in families have to talk about the problem they are facing

b) To prevent sexual abuse/harassment in society

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 consequences and it is a serious problem on an individual, familial and societal level. 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. Below are the preventive strategies of sexual abuse:

- Respect for human rights
- Listen and talk with children about sex and their rights
- Report the sexual abuse cases to the institutions in charge of
- Home visiting programs
- Do not participate in sexist behaviors
- Public education, and training sessions for people from different categories about sexual abuse effects.
- If you are being sexually harassed, you can report it to the authorities at your job, school, or local law enforcement.

c) To prevent sexuality issues

- Know that the prime aim of sexuality in God's plan is love and procreation (Genesis 1:27-27)
- Know that our bodies are the temples of Holy Spirit (1Corinthians 6:18-19)
- Regular prayer to overcome temptations (Matthew 26:41, Isaiah 41:10, James 1:14-16, 1Corinthians 6:8-17).
- Hard working and job creation to prevent prostitutions
- Promote the value of self-control to prevent sexual instinct
- Youth have to look for help to the responsible adult people
- Avoid bad peer pressure
- Repent in case of vice
- Check-up about mental illness

d) To prevent Gender based violence

- Regular training to gender balance and mutual complement
- Education about respect for human rights
- Strong education to respect for human rights
- Avoid drug abuse
- Leave cultural mentality that violated women rights
- Teach about the myths and reality of sexual violence
- Tell men and women that are the durable solution to end gender based.

Application activity 3.9

Identify any three strategies to prevent:

- a) Sexuality issues in families
- b) Issues of sexual activity issues between married couples
- c) Sexual abuse/sexual violence
- d) Gender based violence in society

3.10. End unit assessment

The teacher print-out copies of assessment or write them on flip chart. S/he ask learnersto respond.

1. What the importance of relationship and friendship?

Answer: openness, value different point of views; opportunity to learn; conversation, care and support, quality of life.

2. Identify the qualities of a good friend?

Answers 2:

- good friends show respect, understanding, trust;
- A good friends does not show the relation of power
- a good friend uses open, honest and supportive communication, etc.

3. How can you deal with peers attracting to bad behavior?

Answers:

- Keep away from such peer pressure
- Spend time with people who have a good character
- Ask for advice from the parents, guardian, relatives and friends

4. Differentiate adultery and fornication?

Answer: Fornication is sex between two unmarried people while adultery is a voluntary sexual intercourse between a married person and a person who is not their spouse. The Bible condemn both adultery and fornication as immoral acts.

5. Discuss the consequences of: a) pornography b) homosexuality

Answers:

- 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.
- Homosexual cannot lead to birth of children, which is the primary purpose of marriage.

6. What does the Bible teach about sexuality?

Answers:

- Gender balance and marriage (Genesis 1: 26-27).
- The man and woman should live in faithfulness and fulfillment (Matthew 19: 4).
- Sexual immorality is a sin. 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.

7. Explain the types of sexual abuses. In which does sexual abuse differs from sexual violence?

Answer: Sexual abuse is any form of forced or unwanted sexual activity. Examples: Rape, assaulting the genitals, unwanted touching, sexual jokes. Sexual violence refers to crimes related to sexual abuse: like sexual assault, rape, and sexual abuse in general.

3.11. Additional activities

Remedial Activities: The teacher asks slow learners to tell why it is important to have friends.

Consolidation activities: The teacher provides more case studies on the sexuality issues and tasks them to think about their feelings and what are the preventive measures.

Extended activities: The teacher may ask learners to reflect on the cases of healthy relationship/friendship and unhealthy relationship/friendship and compare them. Find causes, consequences and actions to take.

Section 2

Islamic Religious Education

UNIT 1

The attributes of Allah

1.1. Key unit competence

The learner will be able to respect, to obey Allah and to work for heaven, keeping away from bad deeds that lead to hellfire.

1.2. Introduction

- The Names and Attributes of Allah are one of the most important topics that every Muslim should exert effort to study and memorize.
- Abu Hurairah (may Allah be pleased with him) narrated that the Prophet (peace be upon him) said, "Allah has ninety-nine Names, one-hundred less one; and he who memorize them all by heart will enter Paradise." (Al-Bukhari)
- This hadith motivates Muslims to learn, think over, consider carefully, memorize and learn the Names of Allah, so one can strengthen his/her relationship with Allah.

1.3. Cross-cutting issues to be addressed

- **Peace and values education:** By learning the attributes of Allah, learners will adopt the habit of togetherness through the attribute of Allah as The Creator and Allah the Alone to be worshipped which teach them that they were created by Allah for the purpose of worshipping Him. From this, learners will acquire the value of peace and harmonious togetherness in all their activities as togetherness is encouraged in worship.

- **Environment and sustainability:** The attribute of Allah as The Supreme Judge addresses the issue of environment where by Allah will judge mankind for whatever they did be it small or big. From this, learners will acquire the value of protecting the environment bearing that damaging it will be a case on the Last Day.

1.4. Guidance on the introductory activity

The teacher should explain to the learners that they are going to study about Attributes of Allah. She/he introduces the activity by dividing learners into groups equivalent to the number of attributes to be learnt. Ask them to discuss about the implications of attributes of Allah in their daily lives, Have learners take notes from their discussions.

Avoid interfering when they have not yet finished but rather, keep monitoring their progress. Ask learners to hold their responses (or collect them). She/he monitors learners on how they are progressing to collect their findings. After that, she/he invites group representatives to present their findings. She/he asks learners to evaluate the findings deciding which are correct and which are false. Then, she/he summarizes the learned knowledge and gives examples which illustrate the learned content.

1.5. List of lessons (including assessment)

#	Lesson title	Learning objectives (from the syllabus including knowledge, skills and attitudes):	Number of periods
1.1	Attributes of Allah	Be submitted to Allah by performing works of charity and observing the worshipping ritual.	2
1.2	Belief in Life after Death	Explain reasons to believe in life after death.	2

1.3	The Eternal Pleasures of Paradise	Assess the role of worshipping Allah and apply the works of charity (to work for Paradise).	2
1.4	The Eternal Horrors of Hellfire	Outline things which will make people dwell in Hellfire and explain how to avoid them.	2
1.5	The events of the last day	Describe the events of the Last Day.	2
Assessment criteria: Learners will be able to discuss how to work for heaven and keeping away from bad deeds that lead to hellfire.			

1.6. Guidance on different lessons outlined above (see the structure of a lesson)

Lesson 1.1: Attributes of Allah: Allah the Creator, the Alone to be worshiped, the Controller, the Supreme Judge

a) Introduction

Show learners different images showing God's creatures and ask questions about them.

Name other creatures apart from what you have shown them, who created them, why were they created, who provides for them and who will judge their actions.

Listen to their answers and write them for later discussion.

b) Teaching resources

Use the Holy Quran, Hadith (Prophet Tradition's books), some books of Islamic theology and different illustrations.

c) Learning activities

Techniques:

In groups, learners discuss answers of questions asked to them.

Answers for the learning activity 1.1.1

1. All creatures were created by Allah. Allah says:
Say, "Who is Lord of the heavens and earth?" Say, "Allah."
Say, "Have you thentaken besides Him allies not possessing [even] for themselves any benefit or anyharm?" Say, "Is the blind equivalent to the seeing? Or is 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)
2. Other creatures of Allah include: lakes, rivers, death, jinns, nights and days, ...

Answers for the learning activity 1.1.2

All powers belong to Allah and Allah says it in Quran 58:21.

Answers for the learning activity 1.1.3

1. All people must worship Allah alone as all other creatures do.
2. The prophet Muhammad (pbuh) (pbuh) told Mu'adh that it is Allah's right that we worship Him alone.

Answer for the learning activity 1.1.4

It is Allah who will judge us on the Day of Resurrection.

Answer for the learning activity 1.1.5

It is only Allah who has control and regulates every matter affecting us.

d) Application activities

Answers for the application activity 1.1.1

1. Allah created death and life that He may test us which of us is best in deed. Allah says it in al-Mulk 67:2.
2. Allah rewards the obedient ones and punishes the disobedient ones. Allah says it in al-Dukhaan 44:38.
3. Allah created jinn and humankind for His worship. Allah says it in Quran 51:56.

Answers for the application activity 1.1.2

Allah is the most powerful and He proved it in Quran when He said: *They have not appraised Allah with true appraisal. Indeed, Allah is All-powerful and Exalted in Might.* (Quran 22:74)

Again Allah said: *And (yet), among the people are those who take other than Allah as equals (to Him). They love them as they (should) love Allah. But those who believe are stronger in love for Allah. And if only they who have wronged would consider (that) when they see the punishment, (they will be certain) that all power belongs to Allah and that Allah is severe in punishment.* (Quran 2:165)

Answer for the application activity 1.1.3

All that people associate with Allah are powerless and cannot help them in any matter. Allah says: *And when harm touches you at sea, those that you call upon vanish, except for Him. But when He brings you safe to land, you turn away. And man is ever ungrateful.* (Quran 17:67)

Answers for the application activity 1.1.4

Allah will judge us on everything we did, small and big whether we did them in open or in hiding. Allah says: *"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**)

"But Allah will judge between them on the Day of Resurrection concerning that over which they used to differ". (Quran 2:113)

Answer for the application activity 1.1.5:

In Quran 3:29 Allah says that He knows what we hide and what we bring in open. The moral from that verse is that we have to do only what is right. We should stop praising people by doing the right things in front of them and hide ourselves to do wrong ones because Allah is always watching us.

Lesson 1.2: Belief in Life after Death

a) Revision

Start by asking learners questions about the previously learnt content. Ask learners questions on the attribute of Allah as the Supreme judge.

b) Teaching resources

Use the Holy Quran, Hadith (Prophet Tradition's books), some books of Islamic theology, and some illustrations.

c) Learning activities

Techniques:

Pair groups.

Answer for the learning activity 1.2

The fifth pillar of Islamic faith is to believe in the last day.

Application activities

Techniques:

Questions in corners. Make four groups equivalent to four corners and put questions in corners of the classroom then ask learners to pass in corners answering questions found there and after that ask them to go to another corner to answer questions found in until they reach in all corners.

Answer for the application question 1.2

1. The life after death is true. A day will come when the whole universe will be destroyed and the dead will be resurrected for judgment by God.

There are many reasons to believe that there will be life after death, among them are:

- All the Prophets of God have called their people to believe in it.
 - God's attributes of Justice and Mercy have no meaning if there is no life after death.
2. Believing in life after death helps people to lead a pious life, do righteous deeds, fear Allah and stay away from selfishness and arrogance.

It reminds those who are totally absorbed in the life of the world and its transient pleasures of the importance of vying with one another to obey Allah, urging them to do as many good deeds as they are alive and showing them that the worldly life is fleeting and that the hereafter is the everlasting abode.

3. The fate of unbelievers is Hellfire. The Quran explains that upon their death, they will ask Allah to add for them more time for life so that they can do what they had not. So, on the Last Day, fire will burn their faces. (Quran, 23:99-104).

Lesson 1.3: The Eternal Pleasures of Paradise

a) Revision

Link this lesson to the previously learnt one about belief in life after death. After death, people will be resurrected and stand for judgment after which believers will be rewarded Paradise.

b) Teaching Resources

The Holy Quran, Hadith (Prophet Tradition's books), some books of Islamic theology, and some examples in our daily life.

c) Learning activities

Learners on the round table discuss on reality of the pleasures of Paradise.

Answer for the learning activity 1.3

Those who follow Allah's rules will be rewarded the Paradise.

Answer for the application activity 1.3

1. According to the Quran, life in the paradise will be full of pleasures.

Verily! The Muttaqun (pious - see V.2:2), will be in place of Security (Paradise). Among Gardens and springs; Dressed in fine silk and (also) in thick silk, facing each other, So (it will be), and We shall marry them to Houris (female fair ones) with wide, lovely eyes. They will call therein for every kind of fruit in peace and security;

Quran 44: 51-55

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

2. Many verses of the Quran that talk about the Paradise, they also talk about what its dwellers will have done. Among things to do to inherit paradise are to believe and to do righteous good deeds.

And give glad tidings to those who believe and do righteous good deeds that for them will be Gardens under which rivers flow (Paradise). Every time they will be provided with a fruit there from, they will say: "This is what we were provided with before," and they will be given things in resemblance

(i.e. in the same form but different in taste) and they shall have therein Azwajun Mutahharatun (purified mates or wives), (having no menses, stools, urine, etc.) and they will abide therein forever.

Quran 2: 25

Taqwa is also another thing which will make people inherit the Paradise. Taqwa which means being conscious and cognizant of God, of truth, of the rational reality, «piety, fear of God. Muttaqun are believers who avoid Shirk with Allah and who work in His obedience.

Lesson 1.4: The eternal horrors of hellfire

a) Revision

Link this lesson to the previously learnt one. Ask learners questions related to the opposite of doing right deeds. Ask them also the opposite of Taqwa.

b) Teaching Resources

The Holy Quran, Hadith (Prophet Tradition's books), some books of Islamic theology, and some examples in our daily life.

c) Learning activities

By giving example from the Quran, explain the end of people who didn't follow Allah's rules.

Answer for the learning activity 1.4

The end of people who didn't follow Allah's rules is Hellfire. Allah says this in the Quran:

"And whosoever disobeys God and His Messenger, then surely, for him is the fire of Hell, he shall dwell therein forever." (Quran 72:23)

"Surely, those who disbelieve and did wrong; God will not forgive them, nor will He guide them to any way except the way of Hell, to dwell therein forever." (Quran 4:168-169)

Answers for the application activity 1.4

In pairs, learners share ideas on asked questions.

1. The Hellfire has other names which are mentioned in the Quran.

- *Jaheem* – fire - The Hellfire was given this name because of its blazing fire.
- *Jahannam* - Hell - The Hellfire was given this name because of the depth of its pit.

2. Let's describe the Hellfire in terms of its keepers, gates and fuel.

- The Hellfire has nineteen powerful keepers; each of them is able to discipline all humanity alone. Their chief is Angel Malik. Allah says:

"Soon I will cast him into Hell Fire. And what will explain to you what is Hellfire? Nothing does it allow to endure, and nothing does it leave alone! Darkening and changing the colour of man! Over it are nineteen (angels as keepers of Hell)." (Quran 74:26-30)

The Hellfire has seven gates and each has a fixed share of the unlucky that will enter through it. Allah says:

"And surely, Hell is the promised place for them all. It has seven gates, for each of these gates is a class of sinners assigned." (Quran 15:43-44)

- The fuel of the Hellfire is stones and stubborn unbelievers Allah says:

"O you who have believed, protect yourselves and your families from a fire whose fuel is people and stones..." (Quran 66:6)

"...then fear the Fire, whose fuel is men and stones, prepared for the disbelievers." (Quran 2:24)

3. To escape the Hellfire, we need to avoid disbelieving and bad deeds because they are some of the reasons why people will dwell in the Hellfire, contrary, we need to obey

Allah and do right deeds. Allah says:

"...But those who disbelieved will have cut out for them garments of fire. Poured upon their heads will be scalding water." (Quran 22:19)

"And you will see the criminals that Day bound together in shackles, their garments of liquid pitch (melted copper) and their faces covered by the Fire." (Quran 14:49-50)

Lesson 1.5: The events of the last day

a) Revision

Link this lesson to the last lesson which was the eternal horrors of Hellfire. Let learners know that the day when believers or unbelievers get their rewards or punishment is called The Last Day. Let learners know that day will have events that will happen prior to it.

b) Teaching Resources

The Holy Quran, Hadith (Prophet Tradition's books), some books of Islamic theology, and some examples in our daily life.

c) Learning activities

By giving fact from Hadith, explain when the last day will be.

Answers for the application activity 1.5

Prophet Muhammad (pbuh) (pbuh) said: "Of all the days, Friday is the most virtuous. It is on this day that the trumpet will be blown. Send abundant du'ood upon me on Fridays because they are presented to me on that day. " The Sahabah asked: "O Prophet Muhammad (pbuh) (SAW)! How will they be presented to you when even your bones will not be present after your death?" Prophet (PBUH) replied: "Allah (SWT) has made the earth haraam upon the prophets forever." (Abu Daud).

Answers for the application activity 1.5

1. In the Quran mentioned that on the last day, the environment will experience terrible disasters. Allah says:

33 But when the Shout cometh, 34 On the day when a man will run away from his brother, 35 And his mother and his father 36. And his wife and his children, 37 Every man that day will have concern enough to make him heedless (of oth-ers). 38 On that day faces will be bright as dawn, 39 Laughing, rejoicing at good news; 40 And other faces, on that day, with dust upon them, 41 Veiled in darkness, 42 Those are the disbelievers, the wicked. Surah 80:33-42

2. The major signs of the last day are ten as mentioned in the Hadith reported by Hudhaifa B. Usaid Ghifari.

Hudhaifa B. Usaid Ghifari reported: Allah's Messenger (May peace be upon him) came to us all of a sudden as we were (busy in a discussion). He said: What do you discuss about? They (the Companions) said. We are discussing about the Last Hour. Thereupon he said: It will not come until you see ten signs before and (in this connection) he made a mention of the smoke, Dajjal, the beast, the rising of the sun from the west, the descent of Jesus son of Mary (Allah be pleased with him), the Gog and Magog, and land-slidings in three places, one in the east, one in the west and one in Arabia at the end of which fire would burn forth

3. The prophet Muhammad (pbuh) (pbuh) described Jesus as a man of medium size, reddish fair, wearing two light yellow garments, looking as if drops were falling down from his head though it will not be wet.

1.7. Summary of the unit

- Unit one emphasizes the meaning of attributes of Allah focussing on acts that lead people to the eternal pleasures of paradise and what do avoid to be saved from the eternal horrors of hellfire.

1.8. Additional Information

It is obligatory to believe in Allah and to know what is permissible to attribute to Him, what is necessary to be of His attributes, and what is impossible to be of His attributes. Also, it is obligatory

to believe in the Messenger and to know what is befitting for him, what is permissible for him and the other prophets, what is necessary to be of their attributes, and what is impossible to be among their attributes. It is obligatory to declare these beliefs by the tongue by uttering The Testification of Faith (Two Shahadah):

Which means: ***"I know, believe and profess no one is God except Allah and Muhammad (pbuh) is the Messenger of Allah."***

The one who does not believe in Allah and His Messenger is a blasphemer and shall enter Hell eternally.

Apart from the mentioned attributes in the student book, there other attributes of Allah that learners need to know.

The attribute of Allah: the Eternity (al-Qidam):

It is obligatory to believe Allah is Eternal. Read [sûrat al Hadîd `ayah 3]

The attribute of Allah: the Oneness (al-Wahdaniyyah):

It is obligatory to believe Allah is One without a partner. Read Quran 47:19

The attribute of Allah: the Existence (al-Wujud)

It is obligatory to believe in the Existence of Allah. Read Quran 14:10

The attribute of Allah: the Everlastingness (al-Baqâ')

It is obligatory to believe Allah is everlasting i.e., His Existence does not end. Read Quran 57:3

The attribute of Allah: the Non-neediness of others (al-Qiyâmu bin-Nafs) Allah does not need anything. He does not need one to give Him existence because He exists without a beginning. Read Quran 112:2

The attribute of Allah: the Non-Resemblance to the Creation (al-Mukhâlafatu lil-Hawâdith)

Allah does not resemble any of His creatures, neither in His Self nor in His Attributes nor in His Doings. Read Quran 42:11

The attribute of Allah: the Will (al-Iradah)

It is obligatory to believe Allah is attributed with Will. It is defined as an eternal and everlasting attribute by which Allah specifies the creatures who are intellectual possibilities with some attributes among what is possible for them. Read Quran 36:82

The attribute of Allah: the Knowledge (al-`Ilm)

It is obligatory to believe Allah is attributed with Knowledge. Nothing is absent from His Knowledge. Read Quran 57:3

The attribute of Allah: the Life (al-Hayah)

It is obligatory to believe Allah is attributed with Life. Life is an eternal and everlasting attribute of Allah. The Life of Allah is not like our life, because our life needs a combination of body and soul; however, the Life of Allah is His attribute. Read Quran 2:255

The attribute of Allah: the Hearing (as-sam`) and Sight (al-Basar):

It is obligatory to believe Allah is attributed with Hearing and Sight. This is an eternal and everlasting attribute of Allah with which Allah hears sees all things that are audible visible. There is no difference between what is near to us and what is far from us because Allah is not in a place. Read Quran 42:11

The attribute of Allah: the Speech (al-Kalam)

It is obligatory to believe Allah is attributed with Speech (Kalam). This is an eternal and everlasting attribute with which Allah orders, forbids, and informs. Read Quran 4:164

1.9. End unit assessment 1

1. Discuss the meaning of the attribute of Allah: The Creator.

Answer: in Quran Allah says that He has created everything.

He to Whom belongs the kingdom of the heavens and the earth; Who has taken to Himself no son nor has He taken any partner in His kingdom; Who created everything and then determined its destiny. Quran 25:9

Meaning: Allah has not only created everything in the universe but also determined its shape, size, potentialities, characteristics, term of existence, the limitations and extent of its development and all other things concerning it. Then, He has created the means and provisions to enable it to function properly in its own separate sphere.

2. Prove that everything happens according to the eternal Will of Allah.

Answer: Everything happens according to the will of Allah. Allah says, *His command is only when He intends a thing that He says to it, "Be," and it is. Quran 36:82*

Meaning: It is sacrilege to say that something happened without Allah's Will. By that, one would be claiming that Allah is weak and this is impossible. If we hear of a king or president that wanted something but didn't get it, we would all admit that he was weak and limited. How could one falsely say that about Allah?

3. Mention at least three characteristics of the people of Paradise.

Answer: The people of Paradise are all married. They are in the most beautiful of forms. Their height is that of their father Adam, about 30 meters tall and about 3 ½ meters wide. They do not have facial or body hair. There are beautiful horses with wings that are used for transport. There are also other facilities and pleasures that keep the people of Paradise happier than a person could ever be in this world. No one gets old or sick, bored or depressed. The fruits of the trees are always ripe. The people of Paradise thank Allah every moment for his generosity.

4. Discuss on how Allah will determine who go to heaven and hell

Answer: We believe that only God knows where a person will end up in the afterlife, since only God knows a person's intentions, deeds, circumstances, and limitations. We also believe that God will judge human beings according to His complete justice on the Day of Judgment based on both their beliefs and actions, taking into account the opportunities

and abilities that He gave them. In the Qur'an, God's ninety-nine names include "the Judge" and "the Just."

5. Explain what should be the relationship between mankind and the environment (Allah's creatures)

Answer: Islam regards nature and the universe from the point of view of love and respect. This level even goes beyond the level of protection and development. Islam directs man towards forming a relation with even the inanimate objects; a relation based on longing and yearning. The universe, as seen by Islam, is in a state of constant obedience to Allah, it is in a state of constant prostration to Him. Thus, it loves all the creatures who obey Allah and it cries when they depart life. It also detests those who disobey Allah and it never cares if they perish or die. Those who obey Allah are in a state of harmony with the universe while they prostrate and go on with their worships; as for the others they are in a state of disharmony with everything surrounding them.

Fact from the Prophet's traditions

Muhammad (pbuh) (pbuh)'s interaction with inanimate objects was not just a character of the Prophet (pbuh) after the revelation but even before it. He is the one who said, "I know a particular rock in Makkah which used to greet me as I passed by it before the revelation; I still know its location till now. " The Prophet (SAWS) is saying that he did not ignore this rock after the revelation but he kept the memory of the rock not for anything except that it was created by Allah and that it loved Allah and glorified Him. It used to greet the Prophet before the revelation because it knew the mission which will be assigned to him and how he will carry on this mission.

1.10. Additional activities

1.10.1. Remedial Activities

1. What is the importance of names and attributes of Allah?
 - The knowledge of Allah's Beautiful Names and Supreme Attributes is the root of all other branches of knowledge and the root of Iman (faith) too. The basic idea of this knowledge is also the first obligatory act the people have to fulfill, as if the people know their Lord, they will be able to worship Him properly.
2. Which names of Allah mean The Creator?
 - al-Khaliq
 - al-Bari'
 - al-Musawwir
 - al-Fatir
 - al-Badi'

According to the Quran, for Muslims, The Paradise is a peaceful, lovely place, where injury and fatigue are not present and Muslims are never asked to leave. Muslims in paradise wear gold, pearls, diamonds, and garments made of the finest silk, and they recline on raised thrones. In The Paradise, there is no pain, sorrow, or death there is only joy, happiness, and pleasure. Allah promises the righteous this garden of paradise where the trees are without thorns, where flowers and fruits are piled on top of each other, where clear and cool water flows constantly, and where companions have big, beautiful, lustrous eyes. There is no quarreling or drunkenness in The Paradise.

3. State the acts that will help people to enter the Paradise:
 - Focusing and being punctual for prayers.
 - Defending Islam
 - Frequently give to charity
 - Observing fasting

- Observing the hajj pilgrimage
- Controlling the anger and forgiving
- Sincere faith and trust in Allah
- Excessively remembering Allah

1.10.3. Extended activities

1. If a person is a good person throughout his or her life, but does not believe in God, will he/she go to hell?

We believe that God rewards whoever behaves righteously in this life and that God knows the innermost secrets of human hearts and will judge everyone with absolute justice.

2. Change is not an attribute of the Creator. Why is it sacrilege to say that Allah changes?

Change is specific to the creation and not to the Creator. Anything that changes has a beginning, middle and end. Allah is not like the creations.

3. If a person is a good person throughout his or her life, but does not believe in God, will he/she go to hell?

We believe that God rewards whoever behaves righteously in this life and that God knows the innermost secrets of human hearts and will judge everyone with absolute justice.

UNIT 2

Qur'an teaching about Sexual Morality

2.1 Key unit 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...

2.2. Introduction

Islamic law is the law which aims at organizing, protecting, and prospering the community through its rulings towards different aspect of life it was mainly made to prohibit what may lead people to committing sins and provoke what is benefit to them. The prophet Muhammad (pbuh) (peace be upon him) warned people to make the right choice when it comes to choosing friends for themselves. He said, "a person is on the religion of his beloved one" to explain much about the effect of friendship, He (may peace and blessings of Allah be upon him) also said, "*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*" and the friendship have so many benefits it should not be confused with sexuality which is only preserved for the married couples.

2.3. Cross-cutting issues to be addressed

- **Comprehensive sexuality education:** By learning the Islamic views on relationship, learners will be equipped with knowledge, skills, attitudes and values that will empower them to realize their health, well-being and dignity; develop respectful social and sexual relationships; consider how

their choices affect their own well-being and that of others; and understand and ensure the protection of their rights throughout their lives.

2.4. Guidance on the Introductory Activity:

The Teacher should ask the learners discuss how they choose their friends and what they learn from them, questions should be in corners. The teacher avoids intervening when learners have not yet finished. He monitors the progress. He asks learners to hold on to their responses (or collect them). Invite the group representatives to presents their findings. The teacher asks the learners to evaluate the work of each group before giving his own position.

Possible answer to the introductory activity:

A true friend is someone who is a true friend stands up for you. When others try to hurt you emotionally or physically, they do everything they can to make sure you stay safe. They don't care who is trying to harm you; they will defend you anytime, anywhere.

2.5. List of Lessons/Sub-heading

#	Lesson title	Learning Objectives from the syllabus including (Knowledge-Skills-Attitudes and Values)	Number of Period
2.1	Islamic view on marriage and relationships.	Define the word friendship. Explain the importance of friendship in the community. Describe the Islamic view on marriage, and relationships	2

2.2	The value of the institution of marriage in Islam.	Describe the value of the institution of marriage in Islam	2
2.3	The rights and responsibilities of a husband and a wife in Islam.	Describe the rights and responsibilities of husband and wife in Islam.	2

Assessment criteria: The learners will be able to identify the importance of friendship in the society and to differentiate it with the sexuality and make good choice of friends.

Lesson 2.1: Islamic view on marriage and relationships

a) Introduction

Introduce the lesson by asking learners open questions related to friendship. Ask them whether they have friends. If yes, ask them the importance and the purpose of their friendship. If no, ask them why.

b) Teaching resources

The Holy Quran, Hadith (Prophet Tradition's books), some books of Islamic theology.

c) Learning activities

Answers for the learning activity 2.1.1

Tell learners that while choosing friends, they have to choose those have good behaviours, those who do better than them in class. About what they learn from them, tell them that they have to imitate only good behaviour and advise their friends in case they show bad behaviour.

Answer for the application activity 2.1.1

1. Both Quran and Hadith forbid a male Muslim to have a girlfriend and a female Muslim to have a boyfriend and the reason behind forbidding this friendship is to prevent illegal sexuality.

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.

2. Both hadiths forbid men and female Muslim to have a private contact which makes it impossible for friendship to happen if they both follow the above hadiths.

The Prophet Muhammad (pbuh) (pbuh) often spoke to his companions about the value of good friend. He emphasized the need to surround ourselves with good people.

The Prophet said: *"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.*

Answers for the learning activity 2.1.2

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.

Answer to the application activity 2.1.2

Lesson 2.2: The value of the institution of marriage in Islam

a) Prerequisites/Revision/ Introduction

This lesson should be linked to the previous one explaining to learners that friendship should not be confused with unlawful sexual relationship among youth.

b) Teaching resources

The Holy Quran, Hadith (Prophet Tradition's books) books, some books of Islamic theology.

c) Learning activities

Answer for the learning activity 2.2

Islam emphasizes on marriage as it has great importance in Islam with many benefits that one could get from it. Allah says: *And among His signs is this that He created for you mates from among yourselves, that you may dwell in tranquillity with them, and He has put love and mercy between your hearts. Undoubtedly in these are signs for those who reflect.* **(Quran, 30:21).**

Answer for the application activity 2.2

- 1- 2 By getting married you are obeying the Prophet (SAW) and his Sunnah because our beloved Prophet (PBUH) said: **"O young people! Whoever among you is able to marry, should marry."** (Al Bukhari)
3. Marriage guarantees physical and spiritual chastity and peace of a person and keeps the couple away from the downfall and trap of the Satan. Allah SWT mentioned in verse about chastity: **"And those who guard their chastity (i.e. private parts, from illegal sexual acts)"** (Quran, 23:5).

Lesson 2.3: The rights and responsibilities of a husband and a wife in Islam

a) Prerequisites/Revision/ Introduction

Link this lesson to the previous one. Tell learners that after getting married, everyone has the right and responsibilities that need to be fulfilled.

b) Teaching resources

The Holy Quran, Hadith (Prophet Tradition's books) books, some books of Islamic theology.

c) Learning activities

Answer to the learning activity 2.3

1. Allah Almighty says, "And they (women) have rights similar to those (of men) over them in kindness, and men are a degree above them. Allah is Mighty, Wise." (Al-Baqaraq: 228). This verse shows us that both men and women have rights and responsibility in their marriage.

Answer to the application activity 2.3

1. Husband

i. Fair treatment of co-wives: One of the rights that a wife has over her husband is that she and her co-wives should be treated equally, if the husband has other wives, with regard to nights spent with them, spending and clothing.

ii. Kind treatment: The husband must have a good attitude towards his wife and be kind to her, and offer her everything that may soften her heart towards him, because Allah says (interpretation of the meaning):

"And live with them honorably" [al-Nisaa' 4:19]

Wife

i. Making herself available to her husband: One of the rights that the husband has over his wife is that he should be able to enjoy her (physically). If he marries a woman and she is able to have intercourse, she is obliged to submit herself to him according to the contract, if he asks her.

ii. Not admitting anyone whom the husband dislikes: One of the rights that the husband has over his wife is that she should not permit anyone whom he dislikes to enter his house.

3.

4.

2.6. Unit Summary

The unit two **Islamic view on marriage and relationships**, Islamic view on marriage and relationships, the value of the institution of marriage in Islam and The rights and responsibilities of a husband and a wife in Islam.

2.7. Additional information for teacher

Young people have very many questions in regards to friendship. Answer a question from a learner which might be about having a girlfriend or boyfriend.

Taking a girlfriend does not only destroy the family, it destroys society, and those who do this are threatened with the punishment and wrath of Allah. Love is a sickness that destroys the heart and leads to evil and immorality. The Shaytaan will keep tempting them and pushing them until they commit immoral actions and thus each gets what he or she wants from the other.

There are many forbidden matters associated with this, such as transgressing against the honour of others, betraying trust, being alone with a member of the opposite sex, touching, kissing, speaking immoral words, then the greater evil which occurs at the end, which is the sin of zina.

Our advice to you, as you are still young, is to discipline yourself to obey Allah and always remember that He is watching; fear Allah concerning people's honour; strive for the Day when you will meet your Lord with your deeds; remember the scandal that may happen in this world and the Hereafter. Remember that you have sisters and will have a wife and daughters, so would you like for one of them what you are doing with the daughters of the Muslims? The answer is that you would certainly not like it, and other people do not like it either. Remember that you may see the results of your sin in some of your family members as a punishment to you from your Lord.

You have to look for righteous friends, and you have to keep yourself busy doing that which Allah loves and is pleased with. Pay attention to the best and most sublime things and leave alone the worst and most vile things. Make the most of your youth in obeying and worshipping Allah, seeking knowledge and calling others to Allah. Remember that there were those of your age and younger who were men who had memorized the Qur'aan, who sought knowledge, whom the Prophet (peace and blessings of Allah be upon him) sent to call others to Allah and to enter the religion of Islam.

Contact between lovers in improper and unlawful ways is a calamity and a real disaster. It is not permissible for the man to contact the woman in this case, or for the woman to contact the man. If he says that he wants to marry her, then he must tell her wali (guardian) that he wants to marry her, or she should tell her wali that she wants to marry him, as 'Umar (may Allah be pleased with him) did when he offered his daughter Hafsa in marriage to Abu Bakr and 'Umar (may Allah be pleased with them).

But if the woman contacts the man directly, this is the source of fitnah (temptation).

You may even need to tell them about the best husbands and wives, the following tips will be needed.

The Best Husband

1. Shows good character and good manners towards his wife.
2. Doesn't slack when it comes to the rights of his wife.
3. Does not check out any other woman other than his wife.
4. Learns and practices Islam and teaches his wife too.
5. Is there for his wife during times of distress.
6. Keeps his cool even when his wife hurts his feelings.
7. Appreciates his wife and forgives small mistakes.
8. Helps out with household chores and doesn't just leave them to the wife.
9. Does his best to raise their children in an Islamic way.

The Best Wife

1. Listens to her husband and does her best to please him.
2. Always considers her husband's well being.
3. Does not give the husband stress but gives him peace of mind.
4. Does not spend more than her husband earns.
5. Helps her husband at the time of problems.
6. Has patience when the husband does not treat her justly.
7. Behaves and dresses modestly.
8. Learns and practices Islam and teaches her husband too.
9. Does her best to raise their children in an Islamic way

2.8. End unit assessment

1. Explain two reasons why a good friend is important.

Answer: Allah warned us by telling us how those who chose bad friends will blame themselves for having chosen bad friends.

Allah says: *'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.'*" (Q. 25:27).

The Quran warned men not to stare at women and to guard their private parts.

Allah says: *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. Quran (24:30)*

That shows us that friendship between boys and girls is not allowed if one is not even allowed to look intently at another.

In the hadith, the prophet Muhammad (pbuh) told us that we should avoid to seat together in privacy.

He said: *Whenever a man is alone with a woman the Devil makes a third. Ha-dith - Al-Tirmidhi 3118:*

If a Muslim follows the moral from that hadith, it is easily to realise that the friendship between boy and girl is not allowed.

2. Is marriage valid without a wali?

Answer:

The guardian is a condition of marriage being valid according to the majority of scholars, because the Prophet (blessings and peace of Allah be upon him) said: "There is no marriage without a guardian." Narrated by Abu Dawood (2085), at-Tirmidhi (1101) and Ibn Maajah (1881), from the hadith of Abu Moosa al-Ash'ari; classed as saheeh by al-Albaani in Saheeh at-Tirmidhi.

3. Differentiate husband's responsibilities from the woman's.

The rights of one is the responsibility of another among

married couple, these are some of what each has to do:

A husband is commanded to:

- i. Treat his wife with equity.
- ii. Respect her feelings, and to show her kindness and consideration.

As for the wife:

- i. The wife must be faithful, trustworthy, and honest.
- ii. She must not allow any other person to have access to that which is exclusively the husband's right, i.e. sexual relationship.

2.9. Additional activities

2.9.1. Remedial activity

Question: Doesn't the woman need her guardian's approval to marry?

Answer: It is certainly the sunna and proper way to get one's guardian's permission. The danger of going against one's parents (in normal cases) is that it could well entail 'being bad' to one's parents, which is one of the most serious of major sins.

Question: Is it permissible for a boy of fifteen years to have a girlfriend?

Answer: Friendship with a non-Mahram is not allowed.

2.9.2. Consolidation

Question: Why does Islam prevent anything that can lead to Zina?

Answer: There are many logical reasons why zina is forbidden in Islam:

1. It increases the likelihood of unwanted pregnancies, which

lead to children born into poor situations, abortions, etc.

2. It increases the spread of sexually transmitted diseases. The spread of diseases like AIDS would be virtually impossible if people were following Islamic prohibitions.

Question: What is forbidden in Islam marriage?

Answer: Islam is totally opposed to monasticism and celibacy. Marriage is an act of Islam and is strongly recommended; the age of marriage being whenever the individuals feel ready, financially and emotionally. Polygamy is permitted in Islam under some conditions, but polyandry is forbidden.

2.9.3. Extended activity

Is a Muslim woman allowed to have many husbands? (This is called polyandry)

No. This is not allowed in Islam. If she has to bear children from such a marriage, nobody will know who the true father is. There will be a problem when the inheritance is being distributed. It is possible for a man to have more than one wife and please all of them, but for a woman to please more than one husband seems impossible. A woman may bear children from only one husband. Therefore, polyandry is forbidden in Islam.

UNIT 3

Hygienic Practices

3.1. Key unit competence

The learner will be able to practice hygiene of body before worshipping. That symbolizes hygiene of heart.

3.2. Prerequisites

Learners know the five pillars of Islam. Talk about the prayer, the second pillar of Islam. Tell ask learners what Muslims do before praying. Guide them to answer which is hygiene. Ask learners if hygiene is only needed for praying reason.

3.3. Cross-cutting issues to be addressed

This unit will help learners to understand how their decisions and actions in terms of hygiene affect the environment; build knowledge and skills necessary to address complex environmental issues especially issues related to sanitation, as well as ways we can take action to keep our environment clean and sustainable for the future.

3.4. Guidance to introductory activity:

Explain to the learners that before any act of worship, Muslims must make sure they are free from impurity. Let learners sit in pairs and discuss about different things that can put them in situation of impurity and about how they are used to purify themselves before performing any act of worship. Let learners write their findings from the discussion for, they will present them in front of others.

Avoid interfering when they have not yet finished but rather, keep monitoring their progress. Ask learners to hold their responses (or collect them). Monitor learners on how they are progressing

to collect their findings. After that, invite group representatives to present their findings. Ask learners to evaluate the findings deciding which are correct and which are false. Then, summarize the learned knowledge and gives examples which illustrate the learned content.

3.5. List of lessons

#	Lesson title	Learning Objectives from the syllabus including (Knowledge-Skills-Attitudes and Values)	Number of Periods
3.1	Ritual impurity and ordinary body washing.	<p>Knowledge: Select the major ritual impurity.</p> <p>Skills: Differentiate between removing ritual impurity with ordinary body washing.</p> <p>Values and attitudes: Practice always hygiene before praying.</p>	2
3.2	The rules of the full ablution/ Ritual Bath (Ghuslu) in cases of impurities	<p>Knowledge: Express the rules of performing Full Ablution and rules of performing the Major ritual impurity (Janaabat)</p>	2
3.3	The invisible meaning of the Full ablution/ Ritual bath.	<p>Interpret the invisible reality behind purification of body (purification of heart).</p> <p>Value and attitudes: Respect the Ritual Bath rules in everyday life.</p>	2

3.4	How to remove the major ritual impurity (Janaabat) and its invisible meaning.	Knowledge: Judge the manners of performing the Full Ablution.	2
3.5	Cases under which Ritual bath becomes Sunnat (Voluntary).	Differentiate between obligatory ritual bath and voluntary one.	2
3.6	Purification with Dust (Tayamam).	Explain when and how to do purification with dust.	2

Assessment criteria: The learners will be able to discuss how to perform ritual purity and explain the importance of purification.

Lesson 3.1: Ritual impurity and ordinary body washing

a) Prerequisites

Learners know the pillars of Islam. They know some act of worship. Begin the lesson by telling learners that there are things which require Muslims to perform purification before worshipping Allah.

b) Teaching Resources

The Holy Quran, Hadith (Prophet Tradition's books), some books of Islamic theology.

c) Learning activities

In pairs, let learners share ideas to find the answer.

Answer for the learning activity 3.1

In groups, let learners share ideas and find the answers.

Answers for the application activity 3.1

1. The word ritual impurity refers to the condition where there is something which necessitates purification before performing any act of worship for Muslims. Some of things which necessitate purification include:
 - Human urine
 - Human excrement
2. The two types of impurity (minor and major impurities) are different in the following ways:

Minor impurity: This is the condition in which a person is required to perform ablution (wudhu) after that one or many of the following reasons occur: natural discharges like urine, excrement, passing gas, falling asleep, or unconsciousness of any kind.

Major impurity: This is the condition in which a person is required to perform full body bath after that one or many of the following reasons occur: 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.

The law of purity says that 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 (najis), it is to be considered pure and you can apply all the rules of purity to it without any hesitation or doubt.

Lesson 3.2: The rules of the full ablution/Ritual Bath (Ghuslu) in cases of impurities

a) Revision

Link this lesson to the previous one by telling learners that you are going to talk about ritual bath which has different types according to the causes of impurity, water conditions and prohibitions for the impure.

b) Teaching resources

The Holy Quran, Hadith (Prophet Tradition's books), some books of Islamic theology, some examples in Islamic history.

c) Learning activities

Answers for the learning activity 3.2

Full ghusl becomes obligatory after one of the following reasons has occurred:

- Sexual intercourse or ejaculation
- Menstruation
- Irregular bleeding (in women).
- Post-partum bleeding.
- On a dead Muslim
- If one directly touches a dead body
- Following a vow or oath to perform it

Answers for the application activity 3.2

1. Full ghusl becomes obligatory after one of the following reasons has occurred:
 - Sexual intercourse or ejaculation
 - Menstruation
 - Irregular bleeding (in women).
 - Post-partum bleeding.
 - On a dead Muslim
 - If one directly touches a dead body

- Following a vow or oath to perform it
2. Some water is permissible for use for 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

Ghusl is not allowed with unclean or impure water or water extracted from fruit and trees.

3. The following four acts are haram for the junub before performing the ghusl. Two are related to the Qur'an and the other two are related to mosques.
- Touching the writing of the Qur'an, the names and attributes of Allah.
 - Reciting the verses of the Qur'an in which sajdah (prostration) is wajib. These verses are: verse 15 of chapter 32; verse 15 of chapter 41; verse 62 of chapter 53; and verse 19 of chapter 96. It is better not to recite even a single verse from these chapters.
 - Entering or staying in the mosque. The Qur'an says, "O you who neither believe...Nor (are you allowed to enter the masjid) if you are junub until you have washed yourself except passing through."(4:43) Based on this verse and relevant ahadith, the mujtahids have concluded that a junub is totally forbidden from staying in the mosque.
 - Leaving something in or taking it out from a mosque.

Lesson 3.3: The invisible meaning of the Full ablution/Ritual bath

a) Revision

Link this lesson to the previous one. Let learners know that:
.....

b) Teaching Resources

The Holy Quran, Hadith (Prophet Tradition's books), some books of Islamic theology.

c) Learning activities

Answers for the learning activity 3.3

It is fard for every sane person who has reached the age of puberty to make ghusl when a state that necessitates ghusl takes place. There are spiritual and scientific importance of ghusl.

Answers for the application activity 3.3

1. The importance of full ghusl in religious context are:

The Ritual Bath (Ghusl) purifies us spiritually

According to our religion, the conditions that require taking ghusl bath are due to spiritual impurity (al-Hadath). Unless we get cleansed from impurities by taking ghusl, we cannot perform certain acts of worship. Ghusl thus prepares us for worship and sets our minds at rest.

With Ghusl, we gain the divine good pleasure

Ghusl is God's command to us. By obeying this command, we fulfill one of the duties of being His subjects and gain His love and good pleasure. By fulfilling God's command, our heart is at peace. In this respect, ghusl ablution is a spiritual cleansing that provides peace to human beings.

2. A junub person (a person who has undergone factors that necessitate ghusl) is not impure and does not bring bad luck. It is proven by the Prophet Muhammad (pbuh) (pbuh) in his hadith:

Once Abu Hurayra, who was in a state of janabah, met the Messenger of Allah but he immediately went away because he felt embarrassed to be near him like that and returned after making ghusl. When the Messenger of Allah asked him where he had gone, he explained the situation. Then, the Messenger of Allah said to Abu Hurayra,

“Subhanallah, can a believer be najis (impure)?”

Lesson 3.4: How to remove the major ritual impurity (Janaabat)

a) Revision

Link this lesson to the previous one. Tell learners that after talking about the meaning of impurity and the importance of remove it, you are now going to talk about how to remove the major ritual impurity.

b) Teaching Resources

The Holy Quran, Hadith (Prophet Tradition’s books), some books of Islamic theology.

c) Learning activities

Answers for the learning activity 3.4

The evidence that this ghusl is valid is the words of Allah (interpretation of the meaning): “If you are in a state of Janaaba (i.e. after a sexual discharge), purify yourselves (bathe your whole body)” [Quran 5:6]. Allah did not mention anything apart from that. If a person washes his entire body once, then it is true to say that he has purified himself.

Answers for the application activity 3.4

1. The steps involved in removing the major ritual impurity are as follow:
 - Form the intention in the heart to purify oneself from major impurity: janaabah (impurity following sexual discharge), menses or nifaas (postpartum bleeding).

- Then say Bismillah and wash the hands three times, then wash any dirt from the private part.
 - Then do udhu as for prayer, a complete udhu.
 - Then pour water over the head three times, and rub the hair so that the water reaches the roots of the hair.
 - Then wash the body, making sure that the water reaches all parts, starting with the right side of the body and then the left, and rubbing it with the hands so that the water reaches the entire body.
2. The fardh (obligatory) and sunnah (optional) parts of purification for janaabah include:

Fardh of Ghusl

There are three fard (obligatory) acts. If one of these acts is omitted, it must be returned to and completed before the remaining acts.

- Niyyah
- Rinsing the inner mouth.
- Sniffing water and blowing it out.

Sunnah of Ghusl

Sunnah (optional - practised by Muhammad (pbuh) according to hadiths) acts.

- Washing both the hands up to the wrists.
- Wash the private parts and remove dirt or filth from the body.
- Perform wudu.
- Water should be poured over the head three times so that it flows all over the body.
- Pour water on the right shoulder three times.
- Pour water on the left shoulder three times.

Lesson 3.5: Cases under which Ritual bath becomes Sunnat (Voluntary)

a) Revision

Link this lesson to the previous one. Ask learners few questions about the last lesson to check their understanding. Now, let learners know that ritual bath like other acts of worship can be done voluntarily.

b) Teaching Resources

The Holy Quran, Hadith (Prophet Tradition's books), some books of Islamic theology.

Learning activities

Answers for the learning activity 3.5

Ritual bath is not always obligatory. Muslims can prefer to have full body bath voluntarily for different reasons following the example of the prophet Muhammad (pbuh) (pbuh).

Answers for the application activity 3.5

There are many reasons why Muslims may prefer to do full body bath. Those which are directly mentioned in the hadith are:

For some acts of worship, such as doing ghusl when entering ihraam The Prophet (peace and blessings of Allaah be upon him) did ghusl before changing into his ihraam garments. Narrated by al-Tirmidhi, 830. The fuqaha' stated that it is mustahabb to do ghusl for tawaaf al-ziyaarah and tawaaf al-wadaa' (farewell tawaaf), and on Laylat al-Qadar. When Ibn 'Umar entered Makkah he would do ghusl, and he said that the Prophet (peace and blessings of Allaah be upon him) used to do that. Narrated by al-Bukhaari (1478) and Muslim (1259).

Lesson 3.6: Purification with Dust (Tayamam)

a) Revision

Link this lesson to the previous lessons on how to remove impurity. I ask learners what they use while making purification for both major and minor impurity. Tell learners that apart from purification with water, purification with dust also exists.

b) Teaching Resources

The Holy Quran, Hadith (Prophet Tradition's books), some books of Islamic theology.

c) Learning activities

Answers for the learning activity 3.6

The person on the picture puts his hands in the dust. He is performing dry ablution. He is trying to show how to perform dry ablution.

Answers for the application activity 3.6

1. **Tayamam** means wiping the face and hands with clean soil, with the intention of purification.
2. Due to the following reasons, tayamam is approved:
 - During the insufficiency of water or its unavailability
 - Allah, The Most Exalted, says: "... and you find no water, perform At- Tayamum."(Al-Ma'idah:6) But it's said that a person is not considered as having a lack of water when he has not searched for it.
 - When one is incapable of using water, even when it is available, for example a sick and/or an elder person who cannot move and has no one to help him/her perform udhu'.
 - When one fears he will be harmed by using water
3. Description of At-Tayamum

To strike the soil with both hands, once.

Blowing into the palms of the hands to reduce the particles

therein. To wipe once the face with the palms.

To wipe the back of both hands, by wiping the back of the right hand with the palm of the left and vice versa.

The proof for tayammam and its description is the hadeeth of Ammar. He said: **“Indeed the Prophet (pbuh) struck the earth lightly with the palms of his hands, then blew in them (to blow off the extra dust) and wiped his face and hands with them.”** [Agreed upon.]

3.6. Summary of the unit

The unit three (Hygienic practices) teaches about Ritual impurity and ordinary body washing, the rules of the full ablution/Ritual Bath (Ghuslu) in cases of impurities, the invisible meaning of the full ablution/Ritual bath, how to remove the major ritual impurity (Janaabat) and its invisible meaning, cases under which Ritual bath becomes Sunnat (Voluntary) and Purification with Dust (Tayamam).

3.7. Additional information for teacher

The following are issues for discussion that you may need to let learners know.

1. It is allowed to perform Tayamam by using a wall, prayer mat etc., if soil or dust is present on them.
2. It is permissible for the person who performs Tayamam to pray as many obligatory or optional prayers as he wishes, as long as the Tayamam remains intact.
3. It is correct for the person who performed Tayamam to lead the one who has performed udhu' in Salat.

The Prophet approved of the action of Amr Ibnul-'As when he led his people in prayer after performing Tayamam due to the extreme cold. [narrated by Abu Dawud.]

4. The person that performed Tayamam and prayed, but then finds water before the time of that particular prayer finished, doesn't have to repeat his or her prayer.

On the authority of Abu Sa'eed Al-Khudri, who said: "two men went on a journey and when the time of Salah (prayer) came they had no water to perform udhu.' They both performed Tayamam from pure earth and then prayed. Thereafter, they found water within the time of the Salah. One of them repeated his Salah after performing udhu' but the other didn't. Afterwards, they both reported the incident to the Prophet (pbuh) and he said to the one who did not repeat his prayer: "You followed the Sunnah (i.e. what you did was correct and in accordance with my way) and your prayer sufficed you." He then said to the other companion who repeated his prayer: "You have a double reward." [Narr-ated by Abu Dawud.]

5. The person who performed Tayamam but finds water before or while offering As-Salah, must make udhu'.

The Prophet (pbuh) said: "Indeed, clean earth is a source of purification for a Muslim, even if he does not find water for ten years. But, whenever he finds water, he should wipe his skin with it, because that is good for him." [narrated by At-Tirmidhi.]

6. Nothing prevents a Muslim from observing Salah and he also must not delay it. If he is incapable of using water or he is not able to find it, he should perform Tayamam.
7. The one who lacks the two forms of purification (water and soil) should pray without purification when the time for As-Salah starts, and he doesn't need to make up the prayer later on when he does find something to purify himself with. Allah, The Most Exalted, says: "... and fear Allah as much as you can..." (At- Taghabun:16)
8. It is allowed to delay Tayamam until the last period of a particular Salah for someone who expects to find water. But when hope of finding water is lost, it is recommended to perform it early in its time; the best Salah is the one said at its prescribed time.

9. If a person fears that the period for a particular Salah might elapse and thus performed Tayamam while water was available, the Salah is not valid. It is compulsory for him to perform udhu' even if the time for the Salah may elapse.

3.8. End unit assessment

1. Explain why Islam teaches about purity.

Answer: The Prophet, peace be upon him, said 'cleanliness is half of faith'. Muslims must be clean and wear good clothes before they present themselves before God.

Observing cleanliness of the soul, the clothes, and the surroundings is obligatory upon every Muslim, and this is considered as one of the pillars of Islam.

2. Does menstruating woman impure water if she puts her hand in water? Explain.

Answer:

The basic principle concerning water is that it is pure and a means of purification and this description is not canceled out unless some impurity falls into it that changes its colour, taste or smell; in that case the water is deemed to be najis (impure).

The fact that a woman who was menstruating put her hand in the water does not affect the water or make it impure, because the body of a Muslim is pure (taahir) whether he is junub or whether a woman is menstruating, because of the report narrated by al-Bukhaari (276) and Muslim (556) from Abu Hurayrah, according to which he was seen by the Prophet (blessings and peace of Allah be upon him) on one of the streets of Madinah when he was junub. He slipped away and did ghusl, and the Prophet (blessings and peace of Allah be upon him) noticed that he was not there. When he came to him he said: Where did you go, O Abu Hurayrah? He said: O Messenger of Allah, you saw me when I was junub and I did not want to sit with you until I did ghusl. The Messenger of Allah (blessings and peace

of Allah be upon him) said: "Subhaan Allah! The believer does not become najis."

3. Is it allowed for one who is junub to listen to the recitation of Quran?

Answer:

Janaabah does not prevent a person from listening to recitation of the Quran, because there is no report of any prohibition on listening. Shaykh Ibn Baaz (may Allah have mercy on him) was asked: Can one who is junub recite the Book of Allah from memory? And if that is not permissible, can he listen to it?

He replied:

It is not permissible for one who is junub to read Quran from the Mus'haf or recite it from memory until he does ghusl, because it is proven from the Prophet (blessings and peace of Allah be upon him) that nothing kept him from the Quran except janaabah.

With regard to listening to the recitation of the Quran, there is nothing wrong with that because of the great benefits involved, without touching the Mus'haf or reading the Quran from it.

4. Explain how a sick person purifies himself

Answer:

The sick person has the same obligations as a healthy person with regard to purification with water from minor and major impurity, so he should do udhu in the case of minor impurity and ghusl in the case of major impurity.

If the sick person cannot do udhu with water because he is unable to, or because he is afraid that it will make his sickness worse or delay his recovery, then he should do Tayamam. Tayamam means striking his hands on pure dust once, then wiping his face with the inside of his fingers and palms.

It is permissible to do Tayamam using anything pure on which there is dust, even if it is not the ground, such as if the dust can fly off a wall or the like, it is permissible to use it for Tayamam. If he remains in a state of purity from the first Tayamam, he may pray with it, as is the case with udhu, even if that is several prayers, and he does not have to renew his Tayamam, because it is an alternative to water, and the alternative comes under the same ruling as the thing it replaces.

3.9. Additional activity

3.9.1. Remedial activity

Randomly ask slow learners the following question one by one.

1. Explain how to perform ghusl.

Answer: udhu is performed in the following ways:

- Washing both the hands up to the wrists.
- Wash the private parts and remove dirt or filth from the body.
- Perform udhu.
- Water should be poured over the head three times so that it flows all over the body.
- Pour water on the right shoulder three times.
- Pour water on the left shoulder three times.

3.9.10. Consolidation activity

1. Does one have to repeat prayers if madhiy comes out in the middle of his prayer and he is fully aware of it?

Answer:

If a person constantly experiences something that invalidates his udhu, and it is ongoing and does not stop,

then he comes under the same ruling as a woman who suffers istihaadah (ongoing non-menstrual bleeding): she may offer whatever prayers she wants so long as the time for prayer has not ended, even if something comes out of her during the prayer, because she cannot help it., And if she waits until the end of the time or until the time is almost over, that will not help her at all. Allah, may He be exalted, says (interpretation of the meaning): "So keep your duty to Allah and fear Him as much as you can" [at-Taghaabun 64:16].

But if the matter that invalidates his udhu is intermittent and does not happen all the time – rather it happens sometimes and stops sometimes – then he has to pray in a state of complete purity, even if that means waiting until near the end of the time for the prayer. He has to wait until that issue stops.

Thus it becomes clear that there is a difference between the case of the woman who suffered istihaadah and that of 'Ali (may Allah be pleased with him), because that woman came and complained that the bleeding in her case was continuous, hence the hadith tells us that she said: "I am a woman who suffers ongoing non-menstrual bleeding and I never become pure, so should I stop praying?" (Agreed upon).

3.9.10. Extended activity

1. There is someone who did Tayamam wearing his shoes; is there anything wrong with that?

Answer: If it is prescribed for a person to do Tayamam, he does not have to take off his shoes and it is not mustahabb for him to do that either, because Tayamam has nothing to do with the feet at all.

UNIT 4

Life of Muhammad (pbuh) and expansion of Islam

4.1. Key unit competence

The learner will be able to love Allah's prophet, imitate him, and realize his recommendations in line with spreading Islam.

4.2. Prerequisite

This lesson should be linked to the lesson teaching about the five pillars of Islam. Ask learners to tell you the first pillar of Islam.

Learners already know and believe that Muhammad (pbuh) (pbuh) is the messenger of Allah.

4.3. Cross-cutting issues to be addressed

- **Peace and values education:** understanding the behavior of the prophet Muhammad (pbuh) (pbuh) will help learners to lead a peaceful life. No hatred will be among them and between them and other people.
- **Standardization Culture:** studying and understanding the life of Muhammad (pbuh) (pbuh) will help learners to adapt in any environment world wide as there will be no uncertainty and guesswork in their communities, learners will acquire different cultural products from one another as Muhammad (pbuh) was a role model to all people irrespective of their culture.
- **Inclusive Education:** Muhammad (pbuh) was very kind and taught Muslims to show kindness to all creatures of Allah without discrimination.

Understanding this will impart in learners the quality of inclusiveness.

4.4. Guidance on the Introductory Activity

Review with learners the five pillars of Islam. Focus on the first pillar, the Shahadah. The shahadah means there is no other god except Allah (one God) and Prophet Muhammad (pbuh) (pbuh) is the messenger/prophet of Allah. Focus on this second part which talks about Muhammad (pbuh) (pbuh). Ask learners to discuss about the introductory activity 4 by dividing them into groups to discuss about the birth, the growth and the behaviour of the Prophet Muhammad (pbuh) (pbuh).

Keep yourself monitoring how they are progressing towards the knowledge without discussing the responses as a class. Ask learners to hold on to their responses (or you may collect them). Invite their group representatives to presents their findings.

Ask the learners to evaluate the productions: which ones are correct, incomplete or false. Then judge the logic of the learners' products, corrects those which are false, completes those which are incomplete, and confirms those which are correct. After that, summarize the learned knowledge and gives examples which illustrate the learned content.

4.5. List of Lessons/Sub-heading

4.1	Birth and growth of Muhammad (pbuh).	Imitate Muhammad (pbuh)'s virtues in the society	2
4.2	Revelation, mission of Muhammad (pbuh) and the challenges that he met.	Deal with some challenges that Muhammad (pbuh) faced during the first times of his mission (Islam expansion).	4
4.3	Effort of Muhammad (pbuh) to spread Islam in the world.	Deal with some challenges that Muhammad (pbuh) faced during the first times of his mission (Islam expansion).	2

4.4	Wives of the Prophet Muhammad (pbuh).	State wives of the Prophet Muhammad (pbuh). Respect and love them.	2
4.5	Children of the Prophet Muhammad (pbuh).	State children of the Prophet Muhammad (pbuh). Respect and love them.	2
4.6	Migration of Muhammad (pbuh)	Identify reasons why Muhammad (pbuh) migrated.	2
4.7	Death of Muhammad (pbuh).	Recognize the death of Muhammad (pbuh)	2
4.8	The first four Right Caliphs.	Tell Biography of the first four Right Caliphs. Respect and love them.	2
4.9	The rights and virtues of Relatives, wives and companions of Mohammad	Recognize the rights and virtues of relatives, wives and companions of Muhammad (pbuh).	2

Assessment criteria: The learners will be able to imitate the prophet Muhammad (pbuh) and work on his recommendation towards spreading Islam.

4.6. Guidance on different lessons outlined above

Lesson 4.1 Birth and growth of Muhammad (pbuh)

a) Prerequisites/Revision/Introduction

This lesson should start by reviewing the first pillar of Islam. By focusing on the second part of this pillar which talks about Muhammad (pbuh). Muhammad is the messenger and the prophet of Allah born in 570 in Mecca, sent to all mankind to call for the worship of Allah alone, and to bring people from darkness to light.

b) Teaching resources

The Holy Quran, Hadith (Prophet Tradition's books), some books of Islamic theology.

c) Learning activities

Answers for the learning activity 4.1

The Prophet Muhammad (pbuh) himself traces his lineage back to Adnan. It is known to be as follows: Muhammad (pbuh), 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 Fihir (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.

Answers for the application activity 4.1

1. Muhammad (pbuh)'s year of birth was called the year of elephant because in that year, the companions of the Elephant came to Makkah to destroy the Ka'bah, but Allah destroyed them.

The story of Companions of the Elephant is referred to in verse (105:1) of chapter (105) sūrat l-fil (The Elephant).

2. Muhammad (pbuh) was called al-Ameen (the trustworthy) by his people because he was the best of his people in physical wellbeing and in attitude, he was the most generous, the most patient, the most truthful, the most sincere and the most honest.

Lesson 4.2. Revelation, mission of Muhammad and the challenges that he met

Revelation of Muhammad (pbuh)

a) Revision

Link this lesson to the previous one which was about the birth and the growth of the prophet Muhammad (pbuh). Explain to the learners that Arabs in the Jaahiliyyah (ignorant period) used to follow the religion of Abraham but later they started to worship idols then Allah send Muhammad (pbuh) to call them for the worship of Allah alone and to bring them from darkness to light.

b) Teaching resources

The Holy Quran, Hadith (Prophet Tradition's books), some books of Islamic theology, some examples in our daily life.

c) Learning activities

Answers for the learning activity 4.2

The angel Gabriel came to him suddenly when he was in the cave of Hira'. The angel came and said, 'Read!' The Messenger of Allah SAWS (peace and blessings of Allah be upon him) said, 'I am not a reader.' He said, then he took hold of me and squeezed me until I could not bear it any more then he released me and said, 'Read!' I said, 'I am not a reader.' He took hold of me and squeezed me a second time until I could not bear it any more, then he released me and said, 'Read!' I said, 'I am not a reader.' He took hold of me and squeezed me a third time until I could not bear it any more, then he released me and said,

'Read! In the Name of your Lord Who has created (all that exists). He has created man from a clot (a piece of thick coagulated blood). Read! And your Lord is the Most Generous.

Who has taught (the writing) by the pen.

He has taught man that which he knew not.'

[al-'Alaq 96:1-5 – interpretation of the meaning]

Answers for the application activity 4.2

1. Mostly, he was thinking and meditating on the Greatness of God, and seeking to escape the social ills that dominated Meccan society at the time, including abuse and neglect of women, idolatry, an unfair balance of wealth, and abuse of those living in poverty. It was during such a time that God sent revelation to Muhammad, making him a Prophet.
2. The mission of Muhammad (pbuh) and other messengers and prophets was to call for the worship of Allah alone, and to bring people from darkness to light.

Allah says: "And verily, We have sent among every Ummah (community, nation) a Messenger (proclaiming): 'Worship Allah (Alone), and avoid (or keepaway from) Taaghoot (all false deities, i.e. do not worship Taaghoot besides Allah)'" (Quran 16:36).

3. When Muhammad (pbuh) started to preach, the nobles and leaders found their position being threatened and put in danger. They subjected some Muslims to torture, persecutions, isolations and boycotts.

Lesson 4.3. Effort of Muhammad to spread Islam in the world

a) Revision

Link this lesson to the previous one which was talking about revelation, mission of Muhammad and the challenges that he met. Tell learners that after preaching people around him, Muhammad (pbuh) started to spread the teachings of Islam in different parts of the world.

b) Teaching resources

The Holy Quran, Hadith (Prophet Tradition's books), some books of Islamic theol-ogy, some examples in our daily life.

c) Learning activities

Answers for the learning activity 4.3

Randomly ask learners, one by one, to answer the questions.

The prophet Muhammad (pbuh) did not force others to convert to Islam, people would believe him from the acts that he did. The way that he did so was done in a very stable way that did not involve the harming of others; he had showed equality and gave the people freedom of speech when he attempted to do so.

Answers for the application activity 4.3

In groups, let learners share ideas to get the answers

1. After receiving the verse from Quran ordering him to preach publicly, he realized that his uncles and tribe would be an obstacle for his preaching. He then decided to invite them for a meal and tell them about his prophecy.
2. Muhammad had called Quraysh on the hill of Swafa in line with preaching publicly. One day, the Prophet climbed to the top of Swafa, the hill Lady Hagar had once climbed centuries before in search of water, and called the Quraysh to come and listen to the message he brought, and amongst those that came to listen was none other than his uncle Abu Lahab. Silence fell upon the crowd as the Prophet (pbuh) asked, "If I were to tell you that behind this hill there was a great army, would you believe me?" Without any hesitation they replied, "Yes, you have never been known to lie!" The Prophet continued, "Then I urge you to surrender to Allah because if you do not a harsh punishment will befall you." The crowd that had just testified to the truthfulness of the Prophet lost their senses became deeply offended and left.

Lesson 4.4. Wives of the Prophet Muhammad

a) Prerequisites/Revision/Introduction

In the first lesson which was about the birth and growth of the prophet Muhammad (pbuh) you told learners how Muhammad did business on behalf of Khadija and made big profit. Tell learners that Khadija was impressed with his character, and his sincerity and honesty, so he married her when he was twenty-five, and she was forty, and he did not marry any other woman until after she died.

b) Teaching Resources

The Holy Quran, Hadith (Prophet Tradition's books), some books of Islamic theology.

c) Learning activities

Answers for the learning activity 4.4

The first wife of Muhammad (pbuh) was Khadija. She loved him after realizing his good behavior, sincerity and honesty.

Answers for the application activity 4.4

1.
2. She was the first wife of Muhammad (pbuh). The prophet Muhammad described her as follows: "She believed in me when no one else did; she accepted Islam when people rejected me, and she helped and comforted me when there was no one else to lend me a helping hand.

This was because when he went back to him from the cave of Hira, Khadija consoled him and he told her about his prophecy, she didn't hesitate to accept.

3. The prophet Muhammad (pbuh) married many wives for the following reasons:
 - Helping out the widows of his companions.
 - Creating family bonds between him and his companions (Muhammad married the daughters of Abu Bakr and Umar, whereas Uthman and Ali married his daughters.

- He therefore had family bonds with all the first four
- Caliphs).
 - Spreading the message by uniting different clans through marriage.
 - Increasing credibility and sources for conveying his private family life. If he 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.

Lesson 4.5 Children of the Prophet Muhammad

a) Revision

Link this lesson to the previous one. Let learners know that even if the Prophet Muhammad (pbuh) had many wives, he only had children with two of them.

b) Teaching Resources

The Holy Quran, Hadith (Prophet Tradition's books), some books of Islamic theology.

c) Learning activities

Answers for the learning activity 4.5

Randomly ask learners, one by one, to tell you if the prophet Muhammad (pbuh) had children. Yes he had them. Listen to the names of Muhammad (pbuh)'s children given by learners. He was named *Abu'l-Qassim*, after his eldest son.

Answers for the application activity 4.5

On a round table, let learners discuss on questions asked to them

1. The seven children of Muhammad (pbuh) were three sons and four daughters. Their names are:
 - Qassim ibn Muhammad (pbuh)
 - Zainab bint Muhammad (pbuh)
 - Ruqayyah bint Muhammad (pbuh)
 - Fatimah bint Muhammad (pbuh)
 - Ummu Kulthum bint Muhammad (pbuh)
 - Abd-Allah ibn Muhammad (pbuh)
 - Ibrahim ibn Muhammad (pbuh)
2. All children of the prophet Muhammad were of his first wife Khadija except Ibrahim.

His mother was Maria al-Qibtiyya, a wife given to Muhammad (pbuh) by a governor of Alexandria.

Lesson 4.6 Migration of Muhammad

a) Revision

Link this lesson to the second lesson on the point where you talked about the challenges faced by the Prophet Muhammad during his preaching. Unbelievers continued to torture Muslims until they decided to move to another place.

b) Teaching Resources

The Holy Quran, Hadith (Prophet Tradition's books), some books of Islamic theology.

c) Learning activities

Answers for the learning activity 4.6

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.

Answers for the application activity 4.6

1. To be able to escape the forces that had surrounded his house, Muhammad (pbuh) 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.
2. Suraqa bin Malik tried to follow Muhammad (pbuh) and Abu Bakr to catch them but each time he reached close to them, his horse fell and he finally abandoned his desire of capturing Muhammad.

Lesson 4.7. Death of Muhammad (pbuh)

a) Prerequisites/Revision/Introduction:

Link this lesson to any among the previous lessons. Muhammad (pbuh), as other creatures of Allah, his time came and he died. Allah says: *Every soul will taste death... Quran 3: 175*

b) Teaching Resources

The Holy Quran, Hadith (Prophet Tradition's books), some books of Islamic theology.

c) Learning activities

Randomly ask learners, one by one, the question related to some people who still don't accept that the prophet Muhammad (pbuh) died. Listen to them, may be some of them also don't accept that he died.

Answers for the learning activity 4.7

The fact that there are some people who don't accept that the prophet died is not of today. Even after his death Arabs didn't accept it. They thought a prophet of Allah cannot die, he could live forever. Abu Bakr recited for them the following verse.

"Muhammad (pbuh) is not but a Messenger like the Messengers who had surely passed away before him: will you, then, if he dies or be slain, turn round on your heels?" Quran 3:144.

Answers for the application activity 4.7

1. During his last hajj, the prophet Muhammad gathered people in the valley of Arafat and gave them a farewell message. He said:

O people, just as you regard this month, this day, and this city as sacred, so regard the life and property of every Muslim as a sacred trust. Return the goods entrusted to you to their rightful owners. Hurt no one so that no one may hurt you. Remember that you will indeed meet your Lord, and that He will indeed reckon your deeds. Allah has forbidden you to take usury; therefore all interest obligations shall from now on be put aside.

Beware of Satan, for the safety of your religion. He has lost all hopes that he will be able to lead you astray in big things, so beware of following him in small things.

2. The prophet Muhammad (pbuh) died on the 12th *Rabi Al-Awwal*, the year 11A.H, he passed away at the age of sixty three years.

Lesson 4.8 The first four Right Caliphs

a) Revision

Link this lesson to the lesson three which talks about the effort of Muhammad (pbuh) to spread Islam in the world. Muhammad (pbuh) didn't preach alone. He had very close friends who learned Islam from him and were always there for him.

b) Teaching Resources

The Holy Quran, Hadith (Prophet Tradition's books), some books of Islamic theology.

c) Learning activities

In pairs, ask learners to discuss on the meaning of Caliphs.

Answers for the learning activity 4.8

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.

Answers for the application activity 4.8

1. The four right Caliphs who ruled after the death of Muhammad (pbuh) are:
 - Abu Bakr
 - Umar ibn al-Khattab
 - Uthman ibn Affan
 - Ali ibn Abi Talib
2. The Rashidun Caliphate lasted for 30 years from 632 CE to 661 CE
 - Abu Bakr ruled for two years from 632-634 CE.
 - Umar ibn al-Khattab ruled for ten years from 634-644 CE
 - Uthman ibn Affan ruled for 12 years from 644-656 CE
 - Ali ruled for five years from 656-661 CE
3. The prophet Muhammad (pbuh) had a very close relationship with his right four Caliphs.
 - Abu Bakr was the father-in-law of the prophet Muhammad (pbuh) because he married his daughter Aisha.
 - Umar ibn al-Khattab was also a father-in-law of the prophet Muhammad (pbuh) because he married his daughter Hafsa.
 - Uthman ibn Affan was a son-in-law of the prophet Muhammad (pbuh) because he married his two daughters Ummu Kulthum and Ruqayyah.

- Ali was a cousin and son-in-law of the prophet Muhammad (pbuh) because he married his daughter Fatima.

Lesson 4.9. The rights and virtues of companions of Mohammad

a) Revision

Link this lesson to the previous lessons about companions of the prophet Muhammad (pbuh). They did some acts which made them be valued in Islam and deserve respect from Muslims.

b) Teaching resources

The Holy Quran, Hadith (Prophet Tradition's books) books, some books of Islamic theology

c) Learning activities

Answers for the learning activity 4.9

The Prophet Muhammad (pbuh) advised the Muslims saying, *"I admonish you to fear Allah, to listen and obey even if an Abyssinian slave is appointed as your leader. Because whosoever among you shall live after me, will see much discord. So hold fast to my Sunnah and the examples of the **Rightly- Guided Caliphs** who will come after me. Adhere to them and hold to it fast"* (Abu Dawud & Tirmidhi).

Answers for the application activity 4.9

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 sewers, 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 AsSakeenah (calmness and tranquility) upon them, and He rewarded them with a near victory". (Quran 48:18)

4.7. Unit Summary

The unit four talks about the Prophet Muhammad (pbuh)'s birth and growth, his mission and how he expanded Islam, wives children and companions of Muhammad (pbuh) then the rights and virtues of relatives, wives and companions of Muhammad (pbuh).

4.8. Additional information for teacher

In addition, tell learners that whenever they hear the prophet Muhammad (pbuh)'s name they have to send blessings upon Prophet Muhammad (pbuh) saying: "Peace be upon him"

Sending blessings upon the Prophet Muhammad (pbuh) is one of the best and noblest acts of worship by means of which one may draw closer to Allah. Allah, may He be exalted, has enjoined that upon His believing slaves. He, may He be exalted, says (interpretation of the meaning):

"Allah sends His Salat (Graces, Honors, Blessings, Mercy) on the Prophet Muhammad (pbuh) and also His angels (ask Allah to

bless and forgive him). O you who believe! Send your Salat on (ask Allah to bless) him (Muhammad (pbuh)) and (you should) greet (salute) him with the Islamic way of greeting (salutation i.e. As Salamu `Alaikum)"

[al-Ahzaab 33:56].

The Prophet also urged us to do that and explained that it brings a multiple reward and that it is a means of attaining forgiveness of sins and having one's needs met. He (blessings and peace of Allah be upon him) said: "Whoever sends blessings upon me once, Allah will send blessings upon him tenfold and will erase from him ten misdeeds and raise him ten degrees in status." Narrated by an-Nasaa'i (1297); classed as saheeh by al-Albaani in Saheeh Sunan an-Nasaa'i.

4.9. End unit assessment

1. What are the names of the Prophet's parents?

Answer: Aminah is his mother's name, and Abdullah is his father's name.

2. How old was Prophet Muhammad when he received Prophethood, and where was He?

Answer: 40 years old; He was in a cave called 'Hira', on a mountain called 'Jabalun-nur.'

3. What is the lineage of the Prophet Muhammad?

Answer: He is Muhammad, the son of Abdullah, the son of Abul-Muttalib, the son of Hashim, the son of Abdu-Manaf from the tribe of Quraysh. He is the Messenger of Allah to all humans and jinn.

4. Why did the Prophet Muhammad marry so many women?

Answer: Polygamy was common in 7th-century Arabia, as it has been in many other cultures, especially for a political leader; for instance, the patriarchs in the Hebrew Bible are shown as having multiple wives, and the kings of Israel are described as having harems numbering in some cases into the hundreds. According to Muslim historians, the Prophet Muhammad's marriages were contracted to assist

needy widows and divorces and to solidify the community of Muslims by forging alliances among the tribes in and around Medina. In light of the time and place, there was nothing unique or unusual about Muhammad marrying several women.

5. How did Islam spread throughout the world?

Answer:

4.10. Additional activities

4.10.1. Remedial activity

1. Who was with Muhammad (pbuh) when he migrated?

Answer: Muhammad (pbuh) was with Abu Bakr when he migrated.

4.10.2. Consolidation activity

Is it allowed to celebrate the birth of the prophet Muhammad (pbuh)?

There is nothing in the Quran to say that we should celebrate the Mawlid or birthday of the Prophet (peace and blessings of Allah be upon him). The Prophet himself (peace and blessings of Allah be upon him) did not do this or command anyone to do it, either during his lifetime or after his death. Indeed, he told them not to exaggerate about him as the Christians had exaggerated about Jesus (upon whom be peace). He said: "Do not exaggerate about me as the Christians exaggerated about the son of Maryam. I am only a slave, so say, 'The slave of Allah and His Messenger.'"

(Reported by al-Bukhaari). What has been reported is that the Prophet (peace and blessings of Allah be upon him) made the day of his birth a day of worship, which is different to celebration. He was asked about fasting on Mondays, and he said: "That is the day on which I was born and the day on which I was entrusted with the Mission or when I was first given Revelation." (Reported by Muslim, al-Nisaa'i and Abu Dawood).

4.10.3. Extended activity

Explain how Uthman used his wealth in the way of Allah.

He once bought a well in Medina for the Muslim community free of charge from a Jew who was giving a tough time to the Muslims due to shortage of water. During preparations for the Battle of Tabuk, Uthman help fund a large portion of the army with his own personal wealth. This led to the Prophet Muhammad (pbuh) saying, "*Whatever Uthman does after today will not harm him*" (Tirmidhi).

UNIT 5

Conflict Resolution

5.1. 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.

5.2. Prerequisites/ Revision/Introduction

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.

5.3. Cross-cutting issues to be addressed

- **Peace and values education:** By learning the concept and importance conflict resolution in Islam, learners will develop the quality of living with other in peace and Harmony, not only with human beings but also with all the creatures of Allah.
- **Genocide Studies:** by learning the causes of conflicts and impact of conflict resolution, learners will be able to prevent any cause that may lead to Genocide. Learners will also be able to call conflicting people for reconciliation.

5.4. Guidance on the introductory activity

In groups, ask learners to discuss on the meaning of conflict. Avoid intervening when students have not yet finished. Monitor the progress. Ask students to hold on to their responses (or collect them). Invite the group representatives to presents their

findings. Ask the students to evaluate the work of each group before giving their own position.

5.5. List of lessons/sub-heading

#	Lesson title	Learning Objectives from the syllabus including (Knowledge-Skills-Attitudes and Values)	Number of Period
5.1	Definition of conflict and thecauses.	Understanding the meaning and causes of conflict to be able to avoid it. Be charitable and resilient.	2
5.2	The types of conflict that exist.	Generalize the types of conflict	2
5.3	Methods of conflict resolution from the Islamic perspective.	Generalize the preventive methods and the conflict resolution methods	2
5.4	Impacts of conflict resolution to the society.	Develop the importance of maintaining social relationships. Mobilize people for true reconciliation.	2
5.5	The importance of unity, peace and security in Islam.	Explain the relationship between peace and security both as fruits of love and promote peace everywhere.	2

Assessment criteria: The learners will be able to identify the importance of conflict resolution and call conflicting people for reconciliation.

5.6. Guidance on different lessons outlined above

Lesson 5.1 Definition of conflict and the causes

a) Prerequisites/Revision/Introduction

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.

b) Teaching resources

The Holy Quran, Hadith (Prophet Tradition's books), some books of Islamic theology.

c) Learning activities

Answers for the learning activity 5.1

In pairs, let learners discuss about what they would advise people who would fight just for having different views on religious matters.

It is not necessary that people always have the same views on matters. People should not fight or quarrel because there is something that they don't understand in the same way.

Answers for the application activity 5.1

1. 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.

2. Allah accepted the claims of Satan who claimed to mislead mankind in order to test them and Jinn. In this regard, Allah warned mankind to avoid being tempted by Satan.

“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

Lesson 5.2 The types of conflict that exist

a) Revision

Link this lesson to the previous one which was talking about meaning and causes of conflicts. There are many types of conflict and each depends on the cause of it.

b) Teaching resources

The Holy Quran, Hadith (Prophet Tradition’s books), some books of Islamic theology.

c) Learning activities

In pairs, let learners observe the image and share their views on what the situation shown in the image.

Answers for the learning activity 5.2

Let the learners tell you what they think causes people to quarrel.

Answers for the application activity 5.2

1. Intra-personal conflicts (conflict with one self)

Intrapersonal conflict is the conflict humans face within themselves, it is a conflict between should and want. Should is always motivated by the values, religious beliefs, upbringing etc. wants on the other hand are driven by the environment which tempts humans to ignore should.

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.

2. Apart from the above mentioned types of conflict, other types of conflict are:

- International conflict
- Intra-national conflict
- Intergroup conflicts
- Intra-group conflicts

Lesson 5.3: Methods of Conflict resolution from the Islamic perspective

a) Revision

Link this lesson to the previous one about types of conflict that exist. Islam advocates living in peace with Allah - 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, so any conflict, once it occurs, must be resolved.

b) Teaching resources

The Holy Quran, Hadith (Prophet Tradition's books), some books of Islamic theology.

c) Learning activities

Answers for the learning activity 5.3

Randomly ask learners how they resolve conflicts among them when they arise. Tell them to write their answers on small pieces of papers to help you comment on them while elaborating the methods of conflict resolution from the Islamic perspective.

Answers for the application activity 5.3

1. Islam advises people to forgive others and admits that forgiving others is the act of those who are determined.

Allah says: *And whoever is patient and forgives - indeed, that is of the matters [requiring] determination. Quran 42:43*

2. Islam calls people for peace and harmony. Disputes among people disturb the relationship of peace. So Allah promises good rewards for those who settle disputes among people.

Allah says:

No good is there in much of their private conversation, except for those who enjoin charity or that which is right or conciliation between people. And whoever does that seeking means to the approval of Allah - then We are going to give him a great reward. Quran 4:114

3. Other methods of resolving conflicts include:

- **Ceasefire (al-Hudnah):** a temporary suspension of fighting; a truce.
- **Counseling (Nasihah):** it consists of giving sincere advice to another person or persons (including disputing parties) in an effort to resolve differences.
- **Arbitration (Tahkim):** it is a voluntary arbitration in which disputing parties appoint an arbitrator to resolve their dispute.

Lesson 5.4. Impacts of conflict resolution to the society

a) Revision

Link this lesson to the previous one. Ask learners some questions to check if they know why the above methods of conflict resolution are important to the society.

b) Teaching Resources

The Holy Quran, Hadith (Prophet Tradition's books), some books of Islamic theology.

c) Learning activities

Answers for the learning activity 5.4

The proverb: "*You destroy your enemies when you make peace with them*" means that whenever we try to ceasefire and make peace with our enemies, the enmity is eradicated and then we can work together as friends and reach to development.

Answers for the application activity 5.4

In groups, let learners discuss on importance of conflict resolution to the society.

All conflicts, whether they are interpersonal, or within the family and community, or national and international disturb this relationship of peace, so when conflicts are resolved, the society lives in peace and harmony.

The following are impacts of conflict resolution to the society.

1. 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 kill the weak.
2. 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.

Lesson 5.5. The importance of unity, peace and security in Islam

a) Revision

Link this lesson to the previous one. Islam as religion of peace has focused unity, peace and security as the fundamental demands of human beings that must be fulfilled.

b) Teaching Resources

The Holy Quran, Hadith (Prophet Tradition's books), some books of Islamic theology.

c) Learning activities

Answers for the learning activity 5.5

On round table, let learners discuss on their views about people who fear Muslims and hate Islam saying that Islam encourages terrorism.

After hearing from them, tell them the definition of Islam from which they will get to understand that Islam provided no place for any act that can harm the creatures of Allah.

The definition of Islam

The root of the word Islam, silm, refers to "making peace, being in a mutually peaceful environment, greetings, rescue, safety, being secure, finding peace, reaching salvation and well being or being far from danger, attaining goodness, comfort and favour, keeping away from troubles and disasters, submitting the self and obeying, respect, being far from wrong." The "submitting the self and obeying" here means "submitting to justice and righteousness in order to reach peace and safety and being in a peaceful environment by one's free will."

Answers for the application activity 5.5

1. There is so much we can gain just by uniting in good. We can use the power of Unity to change lives.
 - Unity teaches us to be selfless

The prophet Muhammad (pbuh) said: "None of you will have faith until he loves for his brother what he loves for himself." [Al-Bukhari]

Quite beautifully, this narration includes both Muslims and non-Muslims in relation to maintaining brotherhood. In this hadith our Prophet (saw) is directing us about dawah and how a believer should invite a non-believer to Islam just how he loves Islam for himself.

- Unity helps to know that we are like a structure
Our Prophet (pbuh) said, "*Verily, the believers are like a structure, each part strengthening the other,*" and the Prophet clasped his fingers together. [al-Bukhari]

This hadith highlights the importance of supporting one another during times of need willingly and sincerely. It also involves expressing a sense of joy and pleasure when helping one another, seeing it as an honour to be able to fulfil someone else's need, thus the importance of unity.

2. Peace and security are the fundamental demands of human beings and Islam carries the message of security, peace and health.
 - Allah said: "Surely We have sent you with the truth as a bearer of good
 - news and as a Warner" [Quran, 2: 119].
 - Primarily, this good news is about living a peaceful life in which justice exists. Besides, this lifestyle is based on people's natural make up.
 - "There has come to you light and a clear Book from Allah. With it Allah guides him who will follow His pleasure into the ways of safety and bring them out of utter darkness into light by His will" [Quran, 5: 15-16].

5.7. Unit Summary

Unit five emphasise on conflict resolution, types of conflicts that exist, methods of conflict resolution in Islamic perspective, impact of conflict resolution to the society and the importance of Unity, peace and security in Islam.

5.8. Additional information for teacher

In order to be able portray a fair image of Islam; we have to consider its divinely inspired purposes, which yield, as a result, a just worldly order. By applying preventive measures to ensure security of wealth, life, mind, religion, and reproduction, Islam aims to build a society in peace, serenity, friendship, collaboration, altruism, justice, and virtue.

According to the Qur'an, all Muslims are brothers and sisters to each other and if a disagreement appears among them they make peace and correct it (Qur'an, 49:10). They help each other to avoid what God forbids and to observe their religious awareness at every stage in their life (Qur'an, 5:2); they carry out important tasks after shura, that is, consultation (Qur'an, 3:159; 42:38); and they always witness truthfully and are just even if it is against their close relatives (Qur'an, 4:135).

Again, as mentioned in the Qur'an, a true Muslim follows the straight path. That means that he or she is faithful, honest, and just, is calm, lives to perfectly observe his or her religion and in guidance of reason.² Pursuing the straight path can be understood as being absolutely truthful and honest in all circumstances, as well as embracing a moderate way of life that encourages good relations with everyone.

5.9. End unit assessment

1. The Qur'an describes the desirability of peace and the means of attaining it in various passages, including the verse, "If they incline toward peace, then seek you peace also," which clearly demonstrates that peace is a desired state to be striven for. Another verse describes the blessings of peace: "'Peace,' a word from a Merciful Lord" (Qur'an,

36: 58). Furthermore, Salaam alaikum – “peace be upon you” – is the universal Islamic greeting; and as-Salaam is one of the 99 names of God, meaning “The Giver of Peace.” One of the best-known prophetic supplications is: “O God, You are peace, peace comes from You. Blessed are You O Possessor of Glory and Honor.” Furthermore, one of the various names for heaven is Dar al-Salam, “Abode of Peace.”

2. Muslims should teach peace because Islam is the religion of peace. The prophet Muhammad (pbuh) encouraged Muslims to wish peace and greet people wishing them peace.

Muhammad (pbuh) once told his followers that there are five responsibilities each Muslim has toward their brothers and sisters in Islam: greeting each other with salaam, visiting each other when someone is sick, attending funerals, accepting invitations, and asking Allah to have mercy on them when they sneeze.

The Prophet Muhammad (pbuh) again said: “You will not enter Paradise until you believe, and you will not believe until you love one another. Shall I tell you about something which, if you do it, will make you love one another? Greet each other with salaam.”

3. Causes of Intrapersonal Conflict and Measures to Control

Frustration in work: In such situation workers do not like to work properly in organization. ...

Goal conflict: The workers show dissatisfaction towards the common goals of organization.

Role conflict or ambiguity: The workers become disagree in the matter of role.

4. Mediation and Conciliation are two methods of conflicts resolutions in which a third-party is involved. His role varies from one method to another Mediation and Conciliation refer to the dispute resolution process in which two or more parties attempt to reach an amicable agreement with the help of a third party.

The basic difference between mediation and conciliation is based on the role played by the third party who is selected by the parties seeking a settlement, in consensus. In mediation, the mediator acts as a facilitator who helps the parties in agreeing. Conversely, in conciliation, the conciliator is more like an interventionist who provides probable solutions to the parties concerned, to settle disputes.

5.10. Additional activities

In groups, let learners discuss about the following questions.

5.10.1. Remedial Activity

Explain how Islam is against conflicts from its meaning.

Answer: The root of the word Islam, silm, refers to “making peace, being in a mutually peaceful environment, greetings, rescue, safety, being secure, finding peace, reaching salvation and well being or being far from danger, attaining goodness, comfort and favour, keeping away from troubles and disasters, submitting the self and obeying, respect, being far from wrong.” The “submitting the self and obeying” here means “submitting to justice and righteousness in order to reach peace and safety and being in a peaceful environment by one’s free will.”

From the above meaning of Islam, we realise that Islam is against all forms of conflicts and anything that can harm not only human beings but also all the creatures of Allah.

5.10.2. Consolidation Activity

What is the meaning and importance of “As- Salam-U- Alaikum wa rahmatullahi wa barakatuh”?

“As- Salam-U- Alaikum wa rahmatullahi wa barakatuh”

Means “May the peace of Allah be upon you and His mercy and His blessings”. In fact; it is more than being just a greeting, it has much deeper meanings.

In Islam, exchanging greetings has big rewards in both this life and the hereafter. To understand its importance, you have first

to realize its meaning and rules.

What does it mean?

Saying “As- Salam-U- Alaikum wa rahmatullahi wa barakatuh” means a guarantee that I will not harm you, as it is a very strong bond of security and peace.

It is also a kind of invocation, as you pray Allah to make this person in peace in his mind, his body, his social life ...etc.

Greeting also is a kind of worshipping God, as Prophet Muhammad (pbuh) advised people to offer greetings to spread kind feelings between them and to acquire high ranks in paradise. This shows the great reward that one can attain by offering greeting.

Islam encourages its followers to spread greetings among themselves, as the Prophet (pbuh) said:

O people, exchange greetings of peace (i.e., say: As-Salamu 'Alaikum to one another), feed people, strengthen the ties of kinship, and be in prayer when others are asleep, you will enter Jannah in peace.”

5.10.3. Extended activity

How do the Quran and Hadith explain the reason to difference in human beings creation which is most of the time the cause of conflicts?

Answer: According to the Messenger of God, people are equal before God as the teeth of a comb are equal. Characteristics like language, ancestry, race, wealth, and poverty are not signs of superiority. In the thirteenth verse of the chapter Al-Hujurat, the creation of humankind from a female and a male, the division of humanity into ethnic groups or nations and tribes in order to know one another, and the importance of fearing God in order to become valued in God’s view are pointed out.

The verse approves having an identity and being known by an identity; nonetheless, it rejects the abuse of affiliation (to different gender, social or ethnic groups) as a means of superiority. Thus, it assesses a person’s honour and value in terms of universal values that he or she gains through his or her own will and

effort, and not in terms of gender or ethnic ties, which are not obtained through free will. Quran 49:13.

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