

SOCIAL AND RELIGIOUS STUDIES

TEACHER'S GUIDE

P2

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FOREWORD

Dear teacher,

Rwanda Basic Education Board is honoured to present P2 Social and Religious studies. Teacher guide's 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. The Rwandan educational philosophy is to ensure that learners achieve full potential at every level of education which will prepare them to be well integrated in society and exploit employment opportunities.

This Teacher's guide is comprises two parts: Social studies part and Religious studies part. Religious studies again is subdivided into Christian and Islamic Religious studies part. Each school will only choose one part to teach. In every part, you supposed to use it in developing students' competences that will enable them to live well with others in the society and respect all God Creatures.

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

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

In addition, such active learning engages learners in doing things and thinking about the things they are doing and they are encouraged to bring their own real

experiences and knowledge into the learning processes. In view of this, your role is to:

- Plan your lessons and prepare appropriate teaching materials.
- Organize group discussions for learners considering the importance of social constructivism suggesting that learning occurs more effectively when the learner works collaboratively with more knowledgeable and experienced people.
- Engage learners through active learning methods such as inquiry methods, group discussions, research, investigative activities and group and individual work activities following Religion teaching and learning methodology.
- 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, as earlier mentioned, this teacher's book is comprised of 2 parts: Christian and Islamic Religious studies part. Your guidance will depend on which Religion the school has chosen. Each part is divided into 3:

- **Part I:** Highlights the structure of this book and gives you general methodological guidance;
- **Part II:** presents sample lesson plans as reference for your lesson planning process;
- **Part III:** Details the teaching guidance for each concept given in the pupil's book.

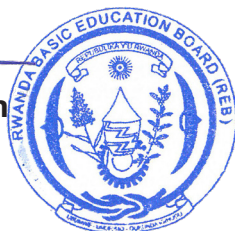
Even though the book contains the answers to all activities given in the pupil's book, you are requested to work through each question before judging pupil's findings.

I wish to sincerely extend my appreciation to the people who contributed towards the development of this teacher's guide, particularly REB staff who organized the whole process. Any comment or contribution would be welcome to the improvement of this textbook for the next versions.



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PART I. GENERAL INTRODUCTION

1.0. About the teacher's guide

This book is a teacher's guide for Social and Religious studies. It was designed to accompany P2 pupil's book and intends to help teachers in the implementation of competence based curriculum specifically social and religious studies syllabus.

As the name says, it is a guide that teachers can refer to when preparing their lessons. Teachers may prefer to adopt the guidance provided but they are also expected to be more creative and consider their specific classes' contexts and prepare accordingly.

1.1 The structure of the guide

This section presents the overall structure, the unit and sub-heading structure of Religious studies content. It will help teachers to understand the different sections of this guide and what they will find in each section. Specifically, concerning units development, this book is subdivided into two major parts: Social studies part and Religious studies part. Religious studies part is also subdivided into Christian and Islamic religious studies part.

Overall structure

The whole guide has three main parts as follows:

- **Part I: General Introduction.**

This part provides general guidance on how to develop the generic competences, how to integrate cross cutting issues, how to cater for learners with special educational needs, active methods and techniques of teaching Religious studies and guidance on assessment.

- **Part II: Sample of a lesson plan**

This part provides a sample lesson plan, developed and designed to help the teacher develop their own lesson plans.

- **Part III: Unit development**

This is the core part of the guide. Each unit is developed following the structure below. The guide ends with references.

Structure of a unit

Each unit is made of the following sections:

- **Unit title:** from the syllabus
- **Key unit competence:** from the syllabus
- **Prerequisites (knowledge, skills, attitudes and values)**

This section indicates knowledge, skills and attitudes required for the success of the unit. The competence-based approach calls for connections between units/topics within a subject and interconnections between different subjects. The teacher will find an indication of those prerequisites and guidance on how to establish connections.

- **Cross-cutting issues to be addressed**

This section suggests cross cutting issues that can be integrated depending on the unit content. It provides guidance on how to come up with the integration of the issue. Note that the issue indicated is a suggestion; teachers are free to take another cross-cutting issue taking into consideration the learning environment.

- **Guidance on the introductory activity:**

Each unit starts with an introductory activity in the learner’s book. This section of the teacher’s guide provides guidance on how to conduct this activity and related answers. Note that learners may not be able to find the right solution but they are invited to predict possible solutions or answers. Solutions are provided by learners gradually through discovery activities organized at the beginning of lessons or during the lesson.

- **List of lessons/sub-heading**

This section presents lesson objectives copied or adapted from the syllabus and duration for each lesson. Each lesson /subheading is then developed.

- **End of each unit**

At the end of each unit the teacher’s guide provides the following sections:

- Summary of the unit which provides the key points of content developed in the student’s book.
- Additional information which provides additional content compared to the student’s book for the teacher to have a deeper understanding of the topic.
- End unit assessment which provides the answers to questions of end unit assessment in the textbook and suggests additional questions and related answers to assess the key unit competence.
- Additional activities: remedial, consolidation and extended activities). The purpose of these activities is to accommodate each learner (slow, average and gifted) based on end unit assessment results.

Structure of each sub heading

Each lesson/sub-heading is made of the following sections:

- **Lesson /Sub heading title 1**
- **Prerequisites/Revision/Introduction:**

This section gives a clear instruction to teacher on how to start the lesson

- **Teaching resources**

This section suggests the teaching aids or other resources needed in line with the activities to achieve the learning objectives. Teachers are encouraged to replace the suggested teaching aids by the available ones in their respective schools and based on learning environment.

- **Learning activities**

This section provides a short description of the methodology and any important aspect to consider. It provides also answers to learning activities with cross reference to text book:

- **Exercises/application activities**

This provides questions and answers for exercises/ application activities.

1.2 Methodological guidance

1.2.1 Developing competences

Since 2015, Rwanda shifted from a knowledge based to a competency based curriculum for pre-primary, primary and general secondary education. This called for changing the way of learning by shifting from teacher centered to a learner-centered approach. Teachers are not only responsible for knowledge transfer but also for fostering children's learning achievement, and creating safe and supportive learning environment. It implies also that a learner has to demonstrate what he/she is able to do using the knowledge, skills, values and attitude acquired in a new or different or given situation.

The competence-based curriculum employs an approach of teaching and learning based on discrete skills rather than dwelling on only knowledge or the cognitive domain of learning. It focuses on what learner can do rather than what learners know. Learners develop basic competences through specific subject unit competences with specific learning objectives broken down into knowledge, skills and attitudes. These competences are developed through learning activities disseminated in learner-centered rather than the traditional didactic approach. The student is evaluated against set standards to achieve before moving on. .

In addition to specific subject competences, learners also develop generic competences which are transferable throughout a range of learning areas and situations in life. Below are examples of how generic competences can be developed in Religious studies in Senior Two.

Generic competence	Examples of activities that develop generic competences
Critical thinking	<p>Basing on your Christian and personal life show how the communicable attributes of God help you to live in relationship with God by:</p> <ul style="list-style-type: none"> - Drawing a lesson from your personal experience of who God is to you, then; - Relate your experience to the biblical message of God's attributes. - Analysing a case studies - Describing the gender issue relating it to the Christian life and the gender issue in Rwanda.
Research and Problem solving	<ul style="list-style-type: none"> - Research using internet or books from the library - Propose a solution to the presented case studies
Innovation and creativity	<ul style="list-style-type: none"> - Discussing how to overcome the causes of sins - Proposing a solution to the problems that affect families today. - Choosing alternative behaviour in case of a moral problem - Discussing how Dawat change people's lives?
Cooperation, Personal and Interpersonal management and life skills	<ul style="list-style-type: none"> - Work in small groups - Work in Medium groups - Work in Large group

Communication	<ul style="list-style-type: none"> - Learners present their findings/arguments/reports either in written or verbal form - Reading and listening to the Sacred Scriptures - Select and use appropriate formats and presentations.
Lifelong learning	<ul style="list-style-type: none"> - Exploit all opportunities available to improve on knowledge and skills. Daily reading the word of God.

1.2.2 Addressing cross cutting issues

Among the changes in the competence Based Curriculum is the integration of cross cutting issues as an integral part of the teaching learning process-as they relate to and must be considered within all subjects to be appropriately addressed. The eight cross cutting issues identified in the national curriculum framework are the following:

- Genocide Studies,
- Environment and sustainability,
- Gender,
- Comprehensive sexuality education,
- Peace and Values Education,
- Financial Education,
- Standardization Culture
- Inclusive Education

Some cross cutting issues may seem specific to particular learning areas/ subjects but the teacher need to address all of them whenever an opportunity arises. In addition, learners should always be given an opportunity during the learning process to address these cross cutting issues both within and out of the classroom.

Below are examples on how crosscutting issues can be addressed in Religious studies

Peace and values education: the overall purpose of Religious studies is the behavioral and positive attitude change in the learners. In all activities, after exploring the biblical passages, learners are helped to live and apply what they have learnt in everyday life. Precisely peace and values education is included

in each and every lesson more especially in the application activities and in the end unit assessment tasks. In some units, learners are called to respect unit in diversity and to respect other people’s beliefs, and to live in harmony as Children of the same Heavenly Father.

Gender equality: This cross-cutting issue is dealt with in Religious studies in the activities of Unit 5 about Christian family where the interdependence and complementarity of family members is highlighted. The following are other examples on how the cross-cutting issues are integrated in Religious studies .

Cross-cutting issue	Examples on how to integrate the cross-cutting issue
Inclusive education	Involve all learners in all activities without any bias. E.g. Allow a learner with physical disability (using wheelchair) to take notes or lead during the assigned tasks.
Gender	Involve both girls and boys in all activities: No activity is reserved only to girls or boys. Boys and girls should read equally the Holy Scriptures in the classroom without discrimination. Teachers should ensure equal participation of both girls and boys during reading the Word of God and during carrying out other assigned tasks
Peace and Values Education	During group activities, debates and presentations, the teacher will encourage learners to help each other and to respect opinions and religious views of colleagues as well sharing values and convictions in more respectful manner. They are all the Children of the same Heavenly Father.
Standardization culture	All lessons involve scripture readings from which we get the moral behaviour to adopt in our daily life. Students are invited to stick and stand for their values. Decision making and right use of the conscience will help them to live a standard life in matters of morality.
Environment and sustainability	In all lessons Learners glorify God by protecting and respecting his creatures and taking positive attitudes of the beautifying world.
Financial Education	Sound spirit in using Money and more especially using money for the wellbeing of others.

1.2.3 Attention to special educational needs

In Religious studies, every learner is considered as a creature of God which enjoys all rights and privileges in the classroom. When we think about inclusive education, often we just think about getting children *into school*, i.e. making sure they are physically present in school and they are helped according to their learning. However, we also need to ensure that children are *participating* in lessons and school life, and that they are *achieving* academically and socially as a result of coming to school. So we need to think about presence, participation and achievement.

Some people may think that it is difficult to address the needs of a diverse range of children. However, by working as a team within your school, with support from families and local communities, and by making small changes to your teaching methods, you will be able to meet the needs of all children; including those with disabilities. So Teaching and learning Religious studies should make a powerful contribution to learning and development of children with a wide range of learning difficulties.

Teachers need to:

- Remember that children learn in different ways so they have to offer a variety of activities (e.g. role-play, music and singing, word games and quizzes, and outdoor activities).
- Always demonstrate the objective of the activity; show children what they expect them to do.
- Using learner's own experiences of difficulty to explore profound concepts in Religious studies.
- Build on learner's interest and activities and recognizing their intuitive responses on religious matters.
- Allowing learners to engage explicitly with learning materials through use of sensory resources and personal first-hand experience where applicable.
- Vary their pace of teaching to meet the needs of each child. Some children process information and learn more slowly than others.
- Use clear consistent language and explain the meaning (and demonstrate or show pictures) if you introduce new words or concepts.
- Make full use of positive facial expressions, gestures and body language.
- Pair a child who has a disability with a friend. Let them do things together and learn from each other. Make sure the friend is not over

protective and does not do everything for the child. Both children will benefit from this strategy.

- Matching work and activities with the learner's previous experience.
- Providing imaginative experiences which arouse and sustain interests.
- Have a multi-sensory approach to your activities.

Below are strategies related to each main category of disabilities and how to deal with every situation that may arise in the classroom. However, the list is not exhaustive because each child is unique with different needs that should be handled differently.

Strategies to help children with developmental disabilities:

- Be patient! If you find that the child takes longer than others to learn or to do an activity, allow more time.
- Do activities together with the child.
- Gradually give the child less help.
- Value much the learner's emotional life and be patient with their attitudes in the learning process.
- Let the child do the activity with other children and encourage them to help each other.
- Divide the activity into small achievable steps.
- Appreciate every step done.
- Remember to praise and say 'Well done' when the child learns something new or makes a strong effort.
- Strategies to help children with physical disabilities or mobility difficulties:
 - Adapt activities so that children who use wheelchairs or other mobility aids, or other children, who have difficulty of moving, can participate.
 - Ask parents/caregivers to assist with adapting furniture. E.g. the height of a table may need to be changed to make it easier for a child to reach it or fit their legs or wheelchair under.
 - Encourage peer support; friends can help friends.
 - Involve them in the reading the Word of God.
 - Get advice from parents or a health professional about assistive devices.

Strategies to help children with hearing disabilities or communication difficulties:

- Always get the child's attention before you begin to speak.
- Encourage the child to look at your face.
- Use gestures, body language and facial expressions.
- Use pictures and objects as much as possible.
- Ask the parents/caregivers to show you the signs they use at home for communication; use the same signs yourself and encourage other children to also use them.
- Keep background noise to a minimum.

Strategies to help children with visual disabilities:

- Help children to use their other senses (hearing, touch, smell and taste) to play and carry out activities that will promote their learning and development.
- Use simple, clear and consistent language.
- Use tactile objects to help explain a concept.
- If the child has some sight, ask them what they can see. Get information from parents/caregivers on how the child manages their remaining sight at home.
- Make sure the child has a group of friends who are helpful and who allow the child to be as independent as possible.
- Plan activities so that children work in pairs or groups whenever possible.

Adaptation of assessment strategies

Each unit in the teacher's guide provides additional activities to help learners achieve the key unit competence. Results from assessment inform the teacher which learner needs remedial, consolidation or extension activities. These activities are designed to cater for the needs of all categories of learners; slow, average and gifted learners respectively.

1.2.4 Guidance on assessment

Assessment is an integral part of teaching and learning process. The main purpose of assessment is for improvement. Assessment for learning/ **Continuous/ formative assessment** intends to improve learners' learning and teacher's teaching whereas assessment of learning/summative assessment intends to improve the entire school's performance and education system in general.

Continuous/ formative assessment

It is an ongoing process that arises out of interaction during teaching and learning between. It includes lesson evaluation and end of sub unit assessment. This formative assessment should play a big role in teaching and learning process. The teacher should encourage individual, peer and group evaluation of the work done in the classroom and uses appropriate competence-based assessment approaches and methods.

Summative assessment

The assessment can serve as summative and formative depending to its purpose. The end unit assessment will be considered summative when it done at end of unit and want to start a new one.

It will be formative assessment, when it is done in order to give information on the progress of students and from there decide what adjustments need to be done. The assessment done at the end of the term, end of year, is considered as summative assessment so that the teacher, school and parents are informed of the achievement of educational objective and think of improvement strategies. There is also end of level/ cycle assessment in form of national examinations.

1.2.5 Students' learning styles and strategies to conduct teaching and learning process.

There are different teaching styles and techniques that should be catered for. The selection of teaching method should be done with the greatest care and some of the factors to be considered are: the uniqueness of subjects; the type of lessons; the particular learning objectives to be achieved; the allocated time to achieve the objective; instructional available materials; the physical/sitting arrangement of the classroom, individual students' needs, abilities and learning styles.

There are mainly **four different learning styles** as explained below:

a. Active and reflective learners

Active learners tend to retain and understand information best by doing something active with it; discussing or applying it or explaining it to others. **Reflective learners** prefer to think about it quietly first.

b. Sensing and intuitive learners

Sensing learners tend to like learning facts; **intuitive learners** often prefer discovering possibilities and relationships. Sensors often like solving problems by well-established methods and dislike complications and surprises; intuitive learners like innovation and dislike repetition.

c. Visual and verbal learners

Visual learners remember best what they see: pictures, diagrams, flow charts,

time lines, films, demonstrations, etc; verbal learners get more out of words: written and spoken explanations.

d. Sequential and global learners

Sequential learners tend to gain understanding in linear steps, with each step following logically from the previous one. **Global learners** tend to learn in large jumps, absorbing material almost randomly without seeing connections, and then suddenly “getting it.”

1.2.6 Teaching methods and techniques that promote the active learning

The different student learning styles mentioned above can be catered for, if the teacher uses active learning whereby learners are really engaged in the learning process.

What is Active learning?

Active learning is a pedagogical approach that engages students in doing things and thinking about the things they are doing. In active learning, learners are encouraged to bring their own experience and knowledge into the learning process.

The role of the teacher in active learning

- The teacher engages learners through active learning methods such as inquiry methods, group discussions, research, investigative activities and group and individual work activities.
- He/she encourages individual, peer and group evaluation of the work done in the classroom and uses appropriate competence-based assessment approaches and methods.
- He provides supervised opportunities for learners to develop different competences by giving tasks which enhance critical thinking, problem solving, research, creativity and innovation, communication and cooperation.
- Teacher supports and facilitates the learning process by valuing learners’ contributions in the class activities.

The role of learners in active learning

Learners are key in the active learning process. They are not empty vessels to fill but people with ideas, capacity and skills to build on for effective learning. A learner engaged in active learning:

- Communicates and shares relevant information with other learners through presentations, discussions, group work and other learner-

centred activities (role play, case studies, project work, research and investigation).

- Actively participates and takes responsibility for their own learning.
- Develops knowledge and skills in active ways.
- Carries out research/investigation by consulting print/online documents and resourceful people, and presents their findings.
- Ensures the effective contribution of each group member in assigned tasks through clear explanation and arguments, critical thinking, responsibility and confidence in public speaking.
- Draws conclusions based on the findings from the learning activities.

Main steps for a Religious studies lesson

All the principles and characteristics of the active learning process highlighted above are reflected in steps of a lesson as displayed below. Generally, the lesson is divided into three main parts whereby each one is divided into smaller steps to make sure that learners are involved in the learning process. Below are those main part and their small steps:

1. Preamble/Introduction

Introduction is a part where the teacher makes connection between the current and previous lesson or prior knowledge through appropriate technique. The teacher opens short discussions to encourage learners to think about the previous learning experience and connect it with the current instructional objective. The teacher reviews the prior knowledge, skills and attitudes which have a link with the new concepts to create good foundation and logical sequencings.

2. Dialogue/ development of the new lesson

The development of a lesson that introduces a new concept will go through the following small steps: presentation, exploitation, and word of God, presentation of learners' findings, exploitation, and synthesis/summary and exercises/application activities, explained below:

- **Discovery activity**

Step 1

- The teacher discusses convincingly with students to take responsibility of their learning.
- He/she distributes the task/activity and gives instructions related to the tasks (working in groups, pairs, or individual to instigate collaborative learning, to discover knowledge to be learned).

Step 2

- The teacher let the students work collaboratively on the task.
- During this period the teacher refrains to intervene directly on the knowledge.
- **Presentation of learners' productions**
- In this episode, the teacher invites representatives of groups to presents the students' productions/findings.
- After three/four or an acceptable number of presentations, the teacher decides to engage the class into exploitation of the students' productions.
- **Exploitation of learner's productions**
- The teacher asks the students to evaluate the productions: which ones are correct, incomplete or false.
- Then the teacher judges the logic of the students' products, corrects those which are false, completes those which are incomplete and confirms those which correct.
- **Institutionalization (summary/conclusion/ and examples)**
- The teacher summarises the learned knowledge and gives examples which illustrate the learned content.
- **Exercises/Application activities/Response**
- Exercises of applying processes and products/objects related to learned unit/sub-unit,
- Exercises in real life contexts,
- Teacher guides learners to make the connection of what they learnt to real life situations. At this level, the role of a teacher is to monitor if the fixation of process and product/object being learned is well connected/ linked to the main content.

3. Assessment

In this step the teacher asks some questions to assess achievement of instructional objective. During assessment activity, learners work individually on the task/activity. The teacher avoids intervening directly. In fact, results from this assessment inform the teacher on next steps for the whole class and individuals. In some cases, the teacher can end with a homework assignment.

Specific approach in teaching Religious studies subject

Religious studies aims at helping students to nurture spiritually and morally. It promotes positive values and attitudes which enable the youth to live together

in harmony and to make good decisions. Emphasis in teaching Religious studies is based on individual development and self-fulfillment. So sound moral and religious values help the youth to grow up into self-disciplined and accountable people. It helps learners to face the current social, political, religious, and economic issues affecting the world today with objectivity and good conscience. Such contemporary issues include globalization, technological development, environmental degradation, drug and substance abuse, terrorism, gender based violence, sexual abuse and human trafficking among others.

In teaching Religious studies , the teacher is expected to apply appropriate teaching methods based on the learners' experiences. The teacher should be equipped with relevant skills to enable him/her to deliver the subject contents effectively through selection of methods which aim at making teaching learner-centered and to bring about positive behaviour change as specified in the Competence Based Curriculum. The teacher should use creativity and innovativeness in whatever methods or techniques to help promote and sustain the positive change identified in the learners.

Life approach in teaching Religion

Of the proposed approach is the life approach method in the teaching of Religious studies in secondary schools. Life approach is defined as starting to teach with the real and concrete and the present situation of the learners, and letting them arrive at a religious understanding of those experiences as well as applying these religious principles and teaching in the everyday life. The approach implies that God speaks to people through their situations and experience and emphasizes the use of the learners' day-to-day experiences as the basis of teaching Religious studies .

Religious beliefs cannot be taught as if they were facts; they are by nature experiential (Grimmit, 1973). This calls for emphasis on the students' own experiences, needs and interests and the need to encourage the learners to look more deeply into their feelings, acts, and experience, and to express what they discover in everyday language. *This helps the learner to connect knowledge to their real day to day life experiences rather than cramming naked facts without application. This is the whole rationale of competence based curriculum.*

Stages in the use of the Life Approach

The following are the generally proposed stages of life approach in teaching Religious studies . This may have other sub-stages in the concrete Religious studies lesson in the classroom.

a. Human Experience

In this stage, the lesson begins with the teacher involving the learners in reflecting on their day-to-day experiences related to the subject matter.

Activities, scenario, case studies are presented to learners in order to identify today's lesson. Its purpose is to arouse the learners' interest, attention and to stimulate his/her imagination specific to the topic of the day. This could be a scenario, questions, demonstration, interesting stories or even drama which is relevant to the lesson and to the learner's life. The teacher is expected to show how God is revealed in the experience.

b. The Biblical Experience

The teacher introduces the relevant text from the Bible and then guides the learners to read the references where applicable while giving appropriate explanation. The teachers draw some elements for the activities of the learners in the introductory activity to the concrete lesson. This stage involves reading the word of God on the specific lesson.

c. Explanation

The teacher explains the main points by use of various teaching aids to make the lesson more real, lively and interesting. Methods such as discussion, question and answer, note making, lecture can be used for in-depth comprehension of knowledge of the content necessary for application and choice of values. He also highlights explicitly the Religious particular doctrine or principles for the learners to know and understand.

d. Application and Response

At this stage, the teacher tries to show the relevance of the content to the learners' lives and assesses whether the attitudinal objective has been achieved or not. Using application activities, the teacher assesses whether learners are able to match the learnt doctrine with their everyday life. In this stage learners exhibit changes or promise to changes their attitudes and values. The teachers should then uphold this change by encouraging the learners to think and apply Religious content in their lives. The teacher provides the learners with an opportunity to react and respond to the message of the lesson. Since life approach focuses on critical thinking, it encourages interactive and participatory learning.

The teacher is required to help or stimulate the student to reflect, analyse and synthesize information and eventually apply it to their own life. Appropriate methods used are those that enhance acquisition of values such as small group discussion and valuing methods (value clarification, self-exploratory, analysing a case study and drawing). This is very important for CBC and this is why a teacher may give an exercise that carries a similar idea/theme with the forthcoming topic/knowledge though not necessarily exactly the same. This helps the learner to connect knowledge to other areas of knowledge rather than cramming it and this is the whole rationale of

CBC.

e. Conclusion

This is the summary of what has been covered and the teacher can ask oral questions based on the content to help consolidate the lesson or give a brief overview of what has been covered while putting emphasis on the significance of values, Religious attitudes acquired to practice in day-to-day life. The teacher highlights the key point of the lesson and helps the learners to take commitment to abide by the religious doctrine learnt.

1.2.7 Teaching and learning in the second language

A Rwandan child enters school with the accumulated experience of his/her pre-school years (ECD Centers and Nursery school) in the Kinyarwanda language which is also used at home. The child has already absorbed and processed few amounts of information about the Kinyarwanda language and customs of his/her society and the variety of objects and experiences that his/her environment offers: objects, houses, animals, trees, etc. Other experiences can be gotten “from outside” through the radios or TV and they are equally part of his everyday life. As the child enters the Primary one (P1), the Kinyarwanda teacher will have to guide the child to deepen this information because the medium of instruction for other subjects is the English, a second language for the child.

The Religious studies teacher is well instructed to use a Religious studies syllabus, He/she will need to reflect to the Rwandan context and use examples and illustrations from real life experience of the child to help this child reflect to his/her environment and motivate him/her to enjoy school at first and to discover new experiences.

This means that the pupil will need to learn the content and the language at the same time where both the subject matter and the foreign language (L2) are developed simultaneously and gradually, depending on the age of pupil and other variables.

The method related to this way of teaching is called Content and Language Integrated Learning (CLIL) (O’Malley and Chamot, 1990).

As a teacher, the following elements are emphasized during CLIL,

Presentation:

Introduce to the classroom a tangential theme related to the concept you want to discuss. Use graphics, images and multimedia materials and write keywords on the chalk board.

Ne words and expressions are to be written in colors, circled or underlined on the chalkboard to watch out for.

Communication:

Boost your pupils' ability to communicate while also allowing them to focus on learning the Religious studies concept. Along the way, you'll build their positive vibes for the target concept and its application in the real life. So, the best strategy is to aim for communicating rather than accuracy when your pupils exchange ideas during the discussion.

Feedback and conclusion:

It is sometimes necessary not to interrupt students during activities, even when their language may not be completely accurate. This may break the flow of the activity and may even cause pupils to lose their confidence. Rather, take notes and try to recap each activity by giving pupils language-and content-related feedback. To let them benefit all the pupils, try to give feedback to the entire class rather than to pupils individually.

Later, ask for feedback from pupils, monitor results and adjust accordingly.

Religious studies learning strategies in CLIL

The teacher has to carefully organize good environment where all learning strategies will be catered. For Oxford (1990, p. 8), learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self directed, more effective and more transferable to new situations.

Basic classification of learning strategies was provided by O'Malley and Chamot (1990): Cognitive strategies, Meta-cognitive strategies, Social strategies and Affective strategies.

When leaning is done in the second language, the teacher will facilitate the above mentioned learning strategies in the following ways:

1. Cognitive strategies

- **Contextualization:** Placing the task into a meaningful mathematical or real life experiences for the child. For example, the teacher can use word problems involving objects or animals frequently seen by the child in the family.
- **Resourcing:** Using local teaching and learning materials and text books with simplified and adapted activities to the level of understanding for pupils.
- **Elaboration and transfer:** Relating new information to prior knowledge where the new concept must be built basing on the prerequisites, relating new information to the previous ones, making meaningful personal association to information presented where pupils are asked to provide their own examples and point of views.

Therefore, guide the learner to use previously acquired knowledge to facilitate a new task.

- **Substitution:** Where necessary, one can select alternative approaches and revise the plan to accomplish a task; For example the use of induction and recombination.

2. Meta-cognitive strategies

- **Problem identification:** for example in a word problem, help the learner to explicitly identify the central points which need resolution in a task, you can use pictures or highlight key words in the problem.
- **Self-management:** Understanding and arranging for the conditions that help accomplish the task successfully. This requires that after identifying the requested, one organizes data, and thinks of the way of solving towards the solution.
- **Self-monitoring:** Checking, verifying or correcting one's comprehension or performance in the course of problem solving. This requires to verify if the answer you find can justify the Religious studies sentence given.

3. Social strategies

- **Cooperation:** Working with others to facilitate problem solving. Learners are facilitated to work in groups where they can feel free to discuss and explain to each other in the simple language.
- **Mediation:** Asking questions for clarification. Learners are given opportunity to feel free to ask questions any time for they need more clarification.

PART II: SAMPLE OF THE LESSON PLANS

B. RELIGIOUS STUDIES LESSON

The following is a sample lesson plan in Religious studies

School Name: Teacher's name:

Term	Date	Subject	Class	Unit No	Lesson No	duration	Class size
2	16/5/2019	Religious studies	P2	1	2/6	40 minutes	35
Types of special needs to be catered for in this lesson and numbers of learners in each category.			Learner with low/short visual (1): to sit on the front desk to facilitate the sight on the chalkboard and follow up the teacher. Physical challenged (1): to sit on the front desk on the walls for safe support and be in integrated in the groups.				
Unit title	Creation and fall of Man						
Key unit competence	The pupils will be able to respect God the creator, other creatures and avoid sin						
Lesson title	Human beings were created in the image of God						
Instructional objective	With biblical text, pictures and games, pupils will be able to differentiate human beings from others creatures by identifying abilities that human beings have other animals do not have						
Knowledge and understanding	Identify human qualities that other animals do not have						
Skills	Differentiate human beings from other creatures						
Attitudes and values	Respect his fellow pupils and others as special creatures because they were created in the image of God						
Plan for this class	In the classroom						
Learning materials	Bible, pictures, songs						
References	Holy Bible, pupil's textbooks.						
Description of teaching and learning activity:							
Through performing some activities in the classroom, listening to the word of God, the pupil will realize that human beings have various abilities that other animals do not have and that they were created in the image of God							

Timing for each step	Teacher's activities	Learners' activities	Generic competences and crosscutting issues to be addressed
Introduction 5 min	PREAMBLE: Welcome the pupil ensure them Introduce learners by asking questions what God has created in various ways. This will be done in form of a game	Feel comfortable and respond to the greetings. Respond to the questions about what God created such as plants, animals in their variety, heaven, earth, water, sun, moon, stars, human beings,...	Listening skills Communication skills and cooperation as learners pairing and expressing ideas.
Development 25 Min	PREPARATION: Ask pupils if human beings are different from animals and plants and let them come up with some similarities and differences	Identify common characteristics and differences between animals, plants and human beings Read the Bible (Acts2:1-13)	Peace and Values education especially value of respect of God as the creator, of fellow human beings
	PRESENTATION: Reads biblical reference about creation of Adam and Eve in the Image EXPLANATION: Guide the analysis of biblical passage and the game they have played which shows the abilities of human beings which other creatures do not have. The teacher helps the pupil to understand the new words	Analyze the biblical text and the games they have played which show the abilities of human beings as special creatures, created in the image of God, and come up to the conclusion	and of other creatures. The competence of cooperation and collaboration will be developed

	<p>INTERIORISATION</p> <p>Give detail explanation on the opinion from different groups</p> <p>Ask questions for deep learners' understanding</p> <p>APPLICATION TO LIFE:</p> <p>Guide pupils to realize their ability and use their ability in to serve others at home, in the school and in Rwandan community in general</p> <p>SYNTHESIS AND PRAYER:</p> <p>Ask questions that sum up the lesson about abilities that distinguish human beings from other creatures</p>	<p>Pupils answer short questions on the word of God read about creation of human being in the image of God and what they actually know about human beings in the families and surrounding environment</p> <p>Respond to the questions of deep understanding of the lesson</p> <p>Identify the necessity of respect of God, human beings and other creatures</p> <p>Synthesize the lesson by praying a song about God as creature and other things as creatures</p>	<p>Critical thinking</p> <p>Cooperation and communication. Peace and values education as well as gender are addressed through the emphasis that God created Men and Women in his Image, hence all are equal</p>
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<p>Conclusion</p> <p>10 Min</p>	<p>SUMMARY:</p> <p>Ask pupil's questions about what they will do to be real children of God at home at school and in community in general</p>	<p>Respond the questions on what they will do to be the real children of God at home, in school and in community in General</p>	<p>Co-operation and Communication as learners are doing application activity</p>
<p>Teacher self-evaluation</p>			

SOCIAL STUDIES

UNIT 1

EXTENDED FAMILY

1.1 Topics in unit 1

Number	Topics
1	The family/tree
2	Extended family made up of children, parents, grandfather and grand Mother
3	Extended family made up of children, parents, grandfather, grand Mother, uncles, aunts, cousins, etc.
4	Extended family made up of children, parents, greatgrandfather, greatgrandmother, uncles, aunts, cousins, etc

Lesson 1: The family

Key unit competence: Be able to understand the members of the family.

Learning objectives:

Knowledge and understanding

- Explain the members of the family

Skills

- Draw the family relationship tree

Attitudes and values

- Show love for the family members
- Respect for the family members

Teaching aids

- Pictures and photos showing the formation of the family.
- Sources

- Pupil's book and social studies curriculum

Sub-topic areas:

Brainstorming

- Prepare where the lesson will be conducted from and the required teaching materials showing the family members and their relationships.
- Pupils mention the members of their families.
- Pupils show the relationships of family members.

Teacher's activities:

- Prepare enough teaching aids that can help a learner show the relationships of family members.
- Giving pupils learning activities that help them to draw the family tree.
- Be able to conduct all activities and ensure that no learner is left behind.
- To encourage learners to be careful in whatever they do.
- Use the curriculum appropriately.
- Lead group discussions and help learners observe carefully pictures showing family members.

Learner's activities:

- Observe pictures of family members.
- Discuss and identify family members.
- Do exercises on the relationships of the family members.

Skills acquired by the learner

- Explain clearly the relationships between family members.

Additional knowledge required of a teacher:

The teacher should understand cross cutting issues in every lesson:

- **Peace culture:** This will be seen in the way learners listen to and respect others in whatever they do.
- **Inclusive education:** Attention should be paid to learners with special education needs. Gifted learners should be given more work in the book. Slow learners should be given medium exercises. Those with disabilities should be given special care, e.g. those with low vision and the deaf should sit in front – and if possible, use special teaching aids.
- **Gender equity:** This is seen in how the boys and girls work together in

- groups, other activities and how they study together without problems.
- More activities:
 - Draw a picture of an extended family made up of children, parents, grandfather and grandmother.
 - Exercise:
 - Learners discuss among themselves on the relationships of extended family members made up of children, parents, grandfather and grandmother.
 - Draw a family tree made up of children, parents, grandfather and grandmother.

Lesson 2: Extended family made up of children, parents, grandfather and grandmother

Key unit competence: Be able to understand members of the extended family.

Learning objectives:

Knowledge and understanding

- Explain members of the extended family made up of children, parents, grandfather and grandmother.

Skills

- Draw the extended family relationship tree comprising/made up of children, parents, grandfather and grandmother.
- Differentiate the extended family relationships comprising children, parents, grandfather and grandmother.

Attitudes and values

- Show love for the extended family members
- Respect for the extended family members

Teaching aids

- Pictures and photos showing the formation of the extended family.

Sources

- Pupil's book, teacher's book and social studies curriculum

Sub-topic areas:

Brainstorming

- Prepare where the lesson will be conducted from and the required

teaching materials showing the extended family members and their relationships.

- Pupils mention the names of the extended members of their families.
- Pupils show the relationships of the extended family members.

Teacher's activities:

- Prepare enough teaching aids that can help a learner show the relationships of extended family members.
- Giving pupils learning activities that help them to draw the extended family tree.
- Help learners do exercises by observing pictures showing extended family members.

Learner's activities:

- Observing pictures of extended family members.
- Discuss and identify extended family members.
- Do exercises on the relationships of the extended family members.

Skills acquired by the learner

- Explaining clearly the relationships between extended family members.

Additional knowledge required of a teacher:

The teacher should understand cross cutting issues in every lesson:

- **Peace culture: This will be seen in the way learners listen to and respect others in whatever they do.**
- **Inclusive education:** Attention should be paid to learners with special education needs. Gifted learners should be given more work in the book. Slow learners should be given medium exercises. Those with disabilities should be given special care, e.g those with low vision and the deaf should sit in front – and if possible, use special teaching aids.
- **Gender equity:** This is seen in how the boys and girls work together in groups, other activities and how they study together without problems.
- Extra activities:
- Draw a picture of an extended family comprising children, parents, grandfather and grandmother.
- Exercise:
- Learners discuss among themselves on the relationships of extended

family members made up of children, parents, grandfather and grandmother.

- Draw an extended family tree made up of children, parents, grandfather and grandmother.

Lesson 3: Extended family made up of children, parents, grandfather and grandmother, uncles, aunts and their children.

Key unit competence: Be able to understand members of the extended family.

Learning objectives:

Knowledge and understanding

- Explain members of the extended family made up of children, parents, grandfather and grandmother, uncles, aunts and their children.

Skills

- Draw the extended family relationship tree made up of children, parents, grandfather and grandmother, uncles, aunts and their children.
- Differentiate the extended family relationships made up of children, parents, grandfather and grandmother, uncles, aunts and their children.

Attitudes and values

- Show love for the extended family members.
- Respect for the extended family members.

Teaching aids

- Pictures and photos showing the formation of the extended family made up of children, parents, grandfather, grandmother, uncles, aunts and their children.

Sources

- Pupil's book, teacher's book and social studies curriculum

Sub-topic areas:

Brainstorming

- Prepare where the lesson will be conducted from and the required teaching materials showing the extended family members and their relationships.
- Pupils mention the names of the extended members of their families.
- Pupils show the relationships of the extended family members.

Teacher's activities:

- Prepare enough teaching aids that can help a learner to show the relationships of extended family members.
- Give learners learning activities that help them to draw the extended family tree.
- Help learners do exercises by observing pictures showing extended family members.

Learner's activities:

- Observe pictures of extended family members.
- Discuss and identify extended family members.
- Do exercises on the relationships of the extended family members.

Skills acquired by the learner

- Explain clearly the relationships between extended family members.

Additional knowledge required of a teacher:**The teacher should understand cross cutting issues in every lesson:**

- **Peace culture:** This will be seen in the way learners listen to and respect others in whatever they do.
- **Inclusive education:** Attention should be paid to learners with special education needs. Gifted learners should be given more work in the book. Slow learners should be given medium exercises. Those with disabilities should be given special care, e.g. those with low vision and the deaf should sit in front – and if possible, use special teaching aids.
- **Gender equity:** This is seen in how the boys and girls work together in groups, other activities and how they study together without problems.

More activities:

- Draw a picture of an extended family made up of children, parents, grandfather and grandmother.
- Exercise:
- Learners discuss among themselves on the relationships of extended family members made up of children, parents, grandfather and grandmother.
- Draw an extended family tree made up of children, parents, grandfather and grandmother.

Lesson 4: Extended family made up of children, parents, grandfather and grandmother, uncles, aunts and their children, great grandfather and great grandmothers

Key unit competence: Be able to understand members of the extended family.

Learning objectives:

Knowledge and understanding

- Explain members of the extended family made up of children, parents, grandfather and grandmother, uncles and aunts and their children, great grandfathers, great grandmothers.

Skills

- Draw the extended family relationship tree made up of children, parents, grandfather and grandmother, uncles and aunts and their children, great grandfather and great grandmothers
- Differentiate the extended family relationships made up of children, parents, grandfather and grandmother, uncles and aunts and their children, great grandfathers and great grandmothers.

Attitudes and values

- Show love for the extended family members
- Respect for the extended family members

Teaching aids

- Pictures and photos showing the formation of the extended family made up of children, parents, grandfather and grandmother, uncles and aunts and their children, great grandfathers and great grandmothers.

Sources

- Pupil's book, teacher's book and social studies curriculum

Sub-topic areas:

Brainstorming

- Prepare where the lesson will be conducted from and the required teaching materials showing the extended family members and their relationships.
- Pupils mention the names of the extended members of their families.
- Pupils show the relationships of the extended family members.

Teacher's activities:

- Prepare enough teaching aids that can help a learner to show the relationships of extended family members made up of children, parents, grandfather and grandmother, uncles and aunts and their children, great grandfathers and great grandmothers.
- Give learners activities that help them to draw the extended family tree.
- Help learners do exercises by observing pictures showing extended family members.

Learner's activities:

- Observe pictures of extended family members.
- Discuss and identify extended family members.
- Do exercises on the relationships of the extended family members.

Skills acquired by the learner

- Explain clearly the relationships between extended family members.

Additional knowledge required of a teacher:

The teacher should understand cross cutting issues in every lesson:

- **Peace culture:** This will be seen in the way learners listen to and respect others in whatever they do.
- **Inclusive education:** Attention should be paid to learners with special education needs. Gifted learners should be given more work in the book. Slow learners should be given medium exercises. Those with disabilities should be given special care, e.g. those with low vision and the deaf should sit in front – and if possible, use special teaching aids.
- **Gender equity:** This is seen in how the boys and girls work together in groups, other activities and how they study together without problems.

Extra activities:

- Draw a picture of an extended family made up of children, parents, grandfather and grandmother, uncles and aunts and their children, great grandfathers and great grandmothers.

Exercise:

- Learners discuss among themselves on the relationships of extended family members made up of children, parents, grandfather and grandmother.

- Draw an extended family tree made up of children, parents, grandfather and grandmother, uncles and aunts and their children, great grandfathers and great grandmothers.

1.2 Answers to exercises on unit 1

1. Fill in using the relationship
 - a. The last child in a family is the last born.
 - b. Your mother's elder sister is your aunt.
 - c. You are the nephew to your uncle.
 - d. You are the niece to your aunt.
2. Answer
 - a. What is the relationship between you and your aunt's children?
They are my cousins.
 - b. What is the relationship between you and your uncle's children?
They are my cousins.
 - c. What is the relationship between you and your grandmother's husband?
He is my grandfather.
 - d. What is the relationship between you and your grandfather's wife?
She is my grandmother.
 - e. What is the relationship between you and your great grandmother's husband?
He is my great grandfather.
 - f. What is the relationship between you and your great grandfather's wife?
She is my great grandmother.

1.3 answers to revision on unit 1

1. Fill in the missing word.
 - a. My father's parents are my grandfather and grandmother.
 - b. The child who was born first is known as the first born.
 - c. The child who was born last is known as the last born.
 - d. The children of my grandfather's and grandmother's child are known as grandchildren.
 - e. The second child is known as the second born.

2. Explain the relationship between you and:

- a. Your maternal uncle: I am his niece/nephew
- b. Your aunt: I am her niece/nephew
- c. Your uncle: I am his niece/nephew
- d. Your aunt: I am her niece/nephew
- e. Your grandfather: I am his grandchild.
- f. Your grandmother: I am her grandchild.

3. Explain the following words:

- a. A nephew: is a son of your sister or brother
- b. A niece: is a daughter of your sister or brother
- c. A great grandchild: is a child of your grandchild.

4. What is your relationship with the following people?

- a. Your father's sister: paternal aunt
- b. Your father's elder brother: paternal uncle
- c. Your father's father or your mother's father: grandfather
- d. Your father's mother or your mother's mother: grandmother
- e. Your mother's brother: maternal uncle
- f. Your mother's sister: maternal aunt
- g. Your uncle's children: Cousins
- h. Your aunt's children: cousins.
- i. Your sister's children: nieces/nephews
- j. Your brother's children: nieces/nephews

5. Match those that mean the same:

- 1) c 4) f 7) i 10) d
- 2) h 5) b 8) k 11) e
- 3) a 6) g 9) j

6. Answer the following:

- a. What is the relationship between you and your aunt's children?**

They are my cousins

- b. What is the relationship between you and your uncle's children?**

They are my cousins

- c. What is the relationship between you and your grandmother's husband?**

He is my grandfather

- d. **What is the relationship between you and your grandfather's wife?**

She is my grandmother

- e. **What is the relationship between you and your great grandmother's husband?**

He is my great grandfather

- f. **What is the relationship between you and your great grandfather's wife?**

She is my great grandmother.

7. **Fill in the missing word:**

- a. A nuclear family is composed ofand.....
children and parents.

- b. A family that is not nuclear is.....
Extended family.

UNIT 2

SCHOOL, VILLAGE AND CELL

Number	Topics
1	Pupils' responsibilities at school and home
2	Good things of doing responsibilities/work and dangers of not doing responsibilities
3	Rwanda national flag
4	Village property and ways of caring and handling them
5	Village leaders and their responsibilities
6	Cell property and ways of caring and handling them
7	Cell leaders and their responsibilities

Lesson 1: Pupils' responsibilities at school and home

Key unit competence: Be able to understand the responsibilities of a pupil, property of a village and cell.

Learning objectives:

Knowledge and understanding

- Explain responsibilities/work of pupils at home and at school

Skills

- Perform the pupil's responsibilities

Attitudes and values

- Respect school leaders, rules and regulations and live in harmony with others at school and at home

Teaching aids

- Pictures and photos showing the responsibilities/work of pupils at school and at home

Sources

- Pupil's book, teacher's book and social studies curriculum

Sub-topic areas:

Brainstorming

- Prepare where the lesson will be conducted from and the needed teaching materials showing pupils' work at school and at home
- Pupils mention what they are supposed to do and what they are not supposed to do at school and at home
- Pupils show their roles at school and at home, and explain how they do them.

Teacher's activities:

- Prepare enough teaching aids that can help a learner to show how they do their work
- Guide group discussions and help learners observe carefully pictures showing pupils doing their responsibilities at school and at home.
- Give learners activities that will help them explain their responsibilities/work at school and at home

Learner's activities:

- Observe pictures showing learners doing their responsibilities at school and at home
- Discuss and explain how they do their responsibilities
- Do exercises on explaining their work at school and at home.

Skills acquired by the learner

- Help each other, explain clearly his/her ideas and doing his/her responsibilities at school and at home.

Additional knowledge required of a teacher:

The teacher should understand cross cutting issues in every lesson:

- **Environmental protection:** This is shown by how pupils protect and keep them as one of their work.

- **Inclusive education:** Paying attention to learners with special education needs. Gifted learners should be given more work in the book. Slow learners should be given medium exercises. Those with disabilities should be given special care, e.g. those with low vision and the deaf should sit in front – and if possible, use special teaching aids.
- **Gender equity:** This is shown by how the boys and girls work together in groups, other activities and how they study together without problems.
- **Peace culture:** This is shown by how learners respect each other's rights without separation.

Extra activities:

- Learners identify their work at school and at home and explain how they do them.

Exercise:

- Learners discuss among themselves on their work at school and at home and how each do them.
- Talk to parents and they explain to them their work at home and seek their advice on how best they can do them.

Lesson 2: Good things of doing work and dangers of not doing work at school

Key unit competence: Be able to understand the good things of doing work and dangers of not doing them.

Learning objectives:

Knowledge and understanding

- Identify the benefits of doing responsibilities/work at school and at home and the dangers of not doing them.

Skills

- Perform well one's responsibilities at school and at home.

Attitudes and values

- Show the culture of doing work at school and at home.

Teaching aids

- Pictures and photos showing the benefits of doing work at school and at home and the dangers of not doing them.

Sources

- Pupil's book, teacher's book and social studies curriculum

Sub-topic areas:

Brainstorming

- Learners mention the benefits of doing work at school and at home and the dangers of not doing them – by observing the pictures showing the two structures.

Teacher's activities:

- Prepare enough teaching aids that can help a learner showing the benefits of doing work at school and at home and dangers of not doing them.
- Guide learners in observing the pictures on the benefits of doing work at school and at home and the dangers of not doing them.
- Give learners activities that help them to explain the benefits of doing work at school and at home and the dangers of not doing them.

Learner's activities:

- Observe and discuss pictures on the benefits of doing work at school and at home and the dangers of not doing them.
- Do exercises on the topic.

Skills acquired by the learner

- Help each other in doing work at school and at home.

Additional knowledge required of a teacher:

The teacher should understand cross cutting issues in every lesson:

- **Environmental protection:** This is shown by how pupils protect and keep them as one of their work.
- **Inclusive education:** Paying attention to learners with special education needs. Gifted learners should be given more work in the book. Slow learners should be given medium exercises. Those with disabilities should be given special care, e.g. those with low vision and the deaf should sit in front – and if possible, use special teaching aids.
- **Gender equity:** This is shown by how the boys and girls work together in groups, other activities and how they study together without problems.
- **Peace culture:** This is shown by how learners respect each other's rights without separation.

More activities:

- Observe wherever they go for the benefits of doing work at school and

at home and the dangers of not doing them.

- Exercise:
- Learners discuss among themselves on the benefits of doing work at school and at home and the dangers of not doing them.
- Everyone to talk about him/herself.

Lesson 3: Rwanda national flag

Key unit competence: Be able to draw Rwanda national flag and explain its features.

Learning objectives:

Knowledge and understanding

- Identify the colours of Rwanda national flag.

Skills

- Draw the colours making up Rwanda national flag.

Attitudes and values

- Show the culture of respecting national symbols.

Teaching aids

- Rwanda National Flag, Picture of the national flag.

Sources

- Pupil's book, teacher's book and social studies curriculum

Sub-topic areas:

Brainstorming

- Activity: Get out of the classroom and observe the national flag.
- Questions related to the national flag.

Example:

- a. How many colours make up the Rwanda national flag?
 - b. They are three. Blue, Yellow and Green plus the sun.
 - b. Where else do you see the raised national flag?
- Government institutions.
 - c. How do people behave when they are singing the national anthem by the national flag?

- They stand at attention to pay respect.

Teacher's activities:

- Ask learners to observe the national flag carefully, draw it showing its colours as they follow each other, and include the sun.
- Give instructions on how to draw the national flag and the time it will take, then check if they are doing it well.

Learner's activities:

- Follow the teacher's instructions and draw the national flag well – according to its colours, and other features on it.
- Everyone shows others how he/she has drawn it and they make comparisons.

Skills acquired by the learner

- Explain clearly his/her ideas, observing and working together with others and respect government symbols wherever they are.

Additional knowledge required of a teacher:

The teacher should understand cross cutting issues in every lesson:

- **Inclusive education:** Attention should be paid to learners with special education needs. Gifted learners should be given more work in the book. Slow learners should be given medium exercises. Those with disabilities should be given special care, e.g. those with low vision and the deaf should sit in front – and if possible, use special teaching aids.
- **Gender equity:** This is seen in how the boys and girls work together in groups, other activities and how they study together without problems.
- **Peace culture:** This will be seen in the way learners listen to and respect others in whatever they do.

More activities:

- Everyone to draw the Rwanda National Flag without looking at it and then show his/her picture.

Exercise:

- Identify countries whose national flags have similar colours with those of the Rwanda National Flag and explain the differences.

Lesson 4: Property of a village and ways of caring and handling them

Key unit competence: Be able to understand the features of the cell and how to keep them

Learning objectives:

Knowledge and understanding

- Identify the main property of a village and explain how they can be kept.

Skills

- Differentiate main property of a village and explain ways of protecting and keeping them.

Attitudes and values

- Appreciate the property of a village and show the culture of protecting and keeping them.

Teaching aids

- Pictures and photos showing the main property of a village and how they can be protected and kept.

Sources

- Pupil's book, teacher's book and social studies curriculum

Sub-topic areas:

Brainstorming

- Pupils mention the main property of a village and explain ways of protecting and keeping them – after observing pictures and photos and discussing them. They can as well go and see them.

Teacher's activities:

- Prepare enough teaching aids that can help a learner show the main property of a village and explain the ways of protecting and keeping them.
- Guide learners do exercises on observing pictures and photos showing main property of a village.
- Give learners activities that help them to explain the main property of a village and explain ways of protecting and keeping them.

Learner's activities:

- Observe, discuss and identify the main property of a village and explain ways of protecting and keeping them.
- Do exercises on the topic.

Skills acquired by the learner

- Observe and explain clearly the differences between the main property of a village and a cell.

Additional knowledge required of a teacher:

The teacher should understand cross cutting issues in every lesson:

- **Environmental protection:** This is shown by how pupils protect and keep the property of the village and the cell they live in.
- **Inclusive education:** Paying attention to learners with special education needs. Gifted learners should be given more work in the book. Slow learners should be given medium exercises. Those with disabilities should be given special care, e.g. those with low vision and the deaf should sit in front – and if possible, use special teaching aids.
- **Gender equity:** This is shown by how the boys and girls work together in groups, other activities and how they study together without problems.
- **Peace culture:** This is shown by how learners respect each other's rights without separation.

More activities:

- Apart from the exercises in the pupil's book, learners can be asked to discuss the main property of their village and match them with the cell where their school is located.

Exercise:

- Learners discuss with their parents the main property of their cell and how they can protect and keep them – and then present to their fellow pupils.

Lesson 5: Village leaders and their responsibilities/work.

Key unit competence: Be able to understand village leaders and their work.

Learning objectives:

Knowledge and understanding

- Identify the village leadership committee members and their responsibilities.

Skills

- Differentiate the village leadership committee members and their work.

Attitudes and values

- Respect village leaders and seek their help when need arises.

Teaching aids

- Pictures and photos showing village leadership committee members and their work.

Sources

- Pupil's book, teacher's book and social studies curriculum

Sub-topic areas:

Brainstorming

- Pupils themselves brainstorm on what they are going to learn after observing the pictures and photos.

Teacher's activities:

- Prepare enough teaching aids that can help a learner show village leadership committee members and their responsibilities/work.
- Guide learners to do exercises on observing pictures and photos showing leadership committee members, discussions or visiting them.
- Give learners activities that help them to differentiate village leadership committee members and explain their responsibilities/work.

Learner's activities:

- Observe, discuss and identify the village leadership committee members and explain their work.
- Do exercises on the topic.

Skills acquired by the learner

- Explaining clearly the importance of leadership giving their work.

Additional knowledge required of a teacher:

The teacher should understand cross cutting issues in every lesson:

- **Environmental protection:** This is shown by how pupils protect and maintain the environment they live in.
- **Inclusive education:** Paying attention to learners with special education needs. Gifted learners should be given more work in the book. Slow learners should be given moderate exercises. Those with

disabilities should be given special care, e.g. those with low vision and the deaf should sit in front – and if possible, use special teaching aids.

- **Gender equity:** This is shown by how the boys and girls work together in groups, other activities and how they study together without problems.
- **Peace culture:** This is shown by how learners respect each other's rights without separation.

Extra activities:

- Apart from the exercises in the pupil's book, learners can be asked to discuss the work of the leadership committee members.

Exercise:

- Learners discuss with their parents on the leadership committee members and their work.

Lesson 6: Cell property and ways of caring and handling them

Key unit competence: Be able to understand the property of a cell and how to protect and keep them.

Learning objectives:

Knowledge and understanding

- Identify the main property of a cell and different ways of protecting and keeping them.

Skills

- Differentiate the main property of a cell and explain different ways of protecting and keeping them.

Attitudes and values

- Appreciate the main property of a cell and show the culture of protecting and keeping them.

Teaching aids

- Pictures and photos showing main property of a cell and how they can be protected and kept.

Sources

- Pupil's book, teacher's book and social studies curriculum

Sub-topic areas:

Brainstorming

- Learners themselves identify the main property of a cell and explain the different ways of protecting and keeping them – after observing the pictures and photos showing this property. They can also go out and see the property.

Teacher's activities:

- Prepare enough teaching aids that can help a learner show the main property of a cell and explain the different ways of protecting and keeping them.
- Guide learners to do exercises on observing pictures and photos showing main property of a cell, discussions or going out and see them.
- Give learners activities that help them to explain the main property of a cell and explain different way of protecting and keeping them.

Learner's activities:

- Observe, talk about and identify the main property of a cell and explain different ways of protecting and keeping them.
- Do exercises on the topic.

Skills acquired by the learner

- Explain clearly and differentiating the main property of a cell.

Additional knowledge required of a teacher:

The teacher should understand cross cutting issues in every lesson:

- **Environmental protection:** This is shown by how pupils protect and keep the property of the cell they live in and their school.
- **Inclusive education:** Paying attention to learners with special education needs. Gifted learners should be given more work in the book. Slow learners should be given medium exercises. Those with disabilities should be given special care, e.g. those with low vision and the deaf should sit in front – and if possible, use special teaching aids.
- **Gender equity:** This is shown by how the boys and girls work together in groups, other activities and how they study together without problems.
- **Peace culture:** This is shown by how learners respect each other's rights without separation.

More activities:

- Apart from the exercises in the pupil's book, learners can be asked to talk about the main property of their cell and how they can protect and keep them – and then present to their fellow pupils.

Exercise:

- Learners discuss with their parents on the main property of a cell and how best they can protect and keep them – and then present to their fellow pupils.

Lesson 7: Cell leaders and their Works

Key unit competence: Be able to understand cell leaders and their work.

Learning objectives:**Knowledge and understanding**

- Identify the leadership committee members of the cell and their work.

Skills

- Differentiate the leadership committee members of the cell and their work.

Attitudes and values

- Respect cell leaders and seek their help when there is a need.

Teaching aids

- Pictures and photos showing leadership committee members of a cell and their work.

Sources

- Pupil's book, teacher's book and social studies curriculum

Sub-topic areas:**Brainstorming**

- Pupils themselves brainstorm on what they are going to learn after observing the pictures and photos.

Teacher's activities:

- Prepare enough teaching aids that can help a learner show cell leadership committee members and their work.
- Guide learners to do exercises on observing pictures and photos showing

cell leadership committee members and their work, discussions or visiting them.

Learner's activities:

- Observe, discuss and identify cell leadership committee members and explain their work.
- Do exercises on the topic.

Skills acquired by the learner

- Explain clearly the importance of leadership giving their work.

Additional knowledge required of a teacher:

The teacher should understand cross cutting issues in every lesson:

- **Inclusive education:** Paying attention to learners with special education needs. Gifted learners should be given more work in the book. Slow learners should be given medium exercises. Those with disabilities should be given special care, e.g. those with low vision and the deaf should sit in front – and if possible, use special teaching aids.
- **Gender equity:** This is shown by how the boys and girls work together in groups, other activities and how they study together without problems.
- **Peace culture:** This is shown by how learners respect each other's rights without separation.

More activities:

- Apart from the exercises in the pupil's book, learners can be asked to talk about mostly the work of the leadership committee members.
- Ask the names of cell leadership committee where the school is located.

Exercise:

- Learners discuss with their parents on cell leadership committee members and their work.

2.2 Answers to exercises on unit 2

1. Explain the school rules and how you obey them

- Going to school on time, putting on school uniform
- Respecting the school time table, cleanliness and protecting the environment
- Respecting teachers and fellow pupils.

2. Give examples of what you do at school

- Cleaning the classroom, materials and the school compound

3. What duty/work are you allowed to do at home?

- Fetching water, cleaning utensils, keeping away utensils after using them, keeping things safely, making my bed, making errands nearby.

4. Studying hard is your role. Do you do it as required: Explain?

Yes, because I have to study hard so that in future I can become someone who can help myself and others.

Answer to the exercise on page 11 in the pupil's book

Mention something good that happened to you after doing your work at school. Explain how it happened.

I studied hard and passed – coming first. My parents were happy, my teachers and all others we stay with gave me gifts. I was also happy and committed to continue performing well.

Answers to the exercise on page 12 in the pupil's book

Are there any benefits of doing your work at school and at home?

Yes.

a. Which ones?

It pleases the parents and other people we stay together like me for that.

b. Was it of any use to you?

It pleased and showed me that there are things that I can do very well or better.

c) From now onwards, what will you do so that you keep doing better?

I will try to do my work and help others to do theirs. I will try to be self-motivated.

Answers to exercises on page 18 in the pupil's book

1. Give four examples of the main property of the cell where your school is located.

It depends on the cell.

2. Which property of the cell are not in the cell where your school is located?

It depends on the school and where it is located

3. Which property are not found in the cell where your school is located?

It depends on the cell and the location of the school.

Answers to exercises on page 20 in the pupil's book

1. Give examples of the work done during Umuganda/community work in your cell.
Building of important places, building houses for the poorest families, etc.
2. Explain why the people living in the village must protect and keep its main property.
To make them useful to the people.
3. State your role in protecting and maintaining the property of your village.
Protecting and keeping the property.
4. What can you do if you find people destroying important places in your village?
Reporting them to the elders.
5. Give examples of important places found in your village.
Roads, schools, dispensaries, markets, etc.
6. Fill in the following using:

Protecting the environment	Destroying the environment
Dumping rubbish in a pit	Littering papers in the road
Cleaning classrooms	Damaging water pipes
Planting trees along the road	

Answers to exercises on page 22 of the pupil's book

1. All members of the village leadership committee abide by the government policies.
2. It is made up of five people:
 - The village chief
 - In charge of social welfare
 - In charge of security
 - In charge of information
 - In charge of development
3. a) In charge of development
b) In charge of security

Answer to exercises on pages 18-24 in the pupil's book

All answers depend on the cell where they live.

Answer to exercises on page 21-24 in the pupil's book

1. Make follow up of government policies in the cell
2. Leadership committee and the Executive Secretary
3. a) Leadership committee
b) In charge of social welfare
c) Executive Secretary

2.3 Answers to revision on unit 2

1.

Responsibilities/work of the learner at school	Responsibilities/work of the learner at home
Studying well	Helping parents
Respecting time	Cleaning your bedroom
Behaving well	Behaving well
Respecting teachers	Doing home work
Handling well school equipment	Respecting parents
Obedying school rules and regulations	Handling well home equipment
Wearing school uniform	

2. Answer Yes or No.
a) Yes b) Yes c) Yes
d) No e) Yes f) Yes
3. Match the parts of the national flag and the actual meaning
a) Blue Peace and happiness
b) Yellow Development
c) Green Transparency
d) Sunrays Hope to achieve wealth
4. Put a circle on the work of the In-charge of social welfare in the village

- Education
- Development
- Information
- Security
- Hygiene
- Health
- Village leadership
- Health insurance
- Government policies
- Family planning
- Village representative
- Immunization

5. Fill in with the appropriate word

- a) The village is the smallest unit of administration.
- b) The cell is made up of villages.
- c) After the village, the next level is the cell.
- d) The cell advisory committee assists cell leadership.

6. Complete the table below putting responsibilities/work in the proper place

Responsibilities/work of cell advisory committee	Responsibilities/work of the cell executive secretary
Reviewing and approving the budget	Administering the cell and representing it on other levels
Follow up of government policies in the cell	Follow up on Project operating in the cell

UNIT 3

HYGIENE

Number	Topics
1	Water hygiene
2	Hygiene for foods and drinks and its importance
3	Dangers of not having hygiene for food and drinks

Lesson 1: Water hygiene

Key unit competence: Be able to adopt the virtue of food hygiene and avoid poor hygiene related diseases.

Learning objectives:

Knowledge and understanding

- Explain how water is treated.

Skills

- Being able to treat water for personal use.

Attitudes and values

- Support the goodness of treating water and the habit of drinking clean water

Teaching aids

- Pictures and photos showing water treating processes.

Sources

- Pupil's book, teacher's book and social studies curriculum

Sub-topic areas:

Brainstorming

- Pupils brainstorm what they are going to study after observing the

pictures and photos.

Teacher's activities:

- Prepare enough teaching aids that can help learner showing water treating processes and keeping it.
- Guide group discussions on water treatment processes.
- Give learners activities that will help them differentiate the processes of water treatment.

Learner's activities:

- Discuss different processes of water treatment.
- Do exercises on water treatment processes.

Skills acquired by the learner

- Observe, discuss and explain the different processes of water treatment.
- Work with others in groups.

Additional knowledge required of a teacher:

The teacher should understand cross cutting issues in every lesson:

- **Welfare** resulting from using treated water.
- **Inclusive education:** Paying attention to learners with special education needs. Gifted learners should be given more work in the book. Slow learners should be given medium exercises. Those with disabilities should be given special care, e.g. those with low vision and the deaf should sit in front – and if possible, use special teaching aids.
- **Gender equity:** This is shown by how the boys and girls work together in groups, other activities and how they study together without problems.
- **Peace culture:** This is shown by how learners respect each other's rights without separation.

More activities:

- Apart from the exercises in the pupil's book, learners can be asked to treat water together with learners from other classes.

Exercise:

- Ask learners to treat water at home and bring it to school and show it to their peers.

Lesson 2: Hygiene for foods and drinks and its importance

Key unit competence: Be able to explain hygiene for food and drinks and its importance

Learning objectives:

Knowledge and understanding

- Explore ways of cleaning food and drinks and its importance

Skills

- Treat foods and drinks.

Attitudes and values

- Have good health and support the goodness of cleaning food and safe keeping drinks

Teaching aids

- Pictures and photos showing the processes of cleaning food and drinks

Sources

- Pupil's book, teacher's book and social studies curriculum

Sub-topic areas:

Brainstorming

- Pupils brainstorm what they are going to study by looking at the pictures and photos.

Teacher's activities:

- Prepare enough teaching aids that show the processes of cleaning food and drinks
- Guide them in exercises and discussions on the processes of cleaning food and water.
- Give learners activities that help them to differentiate foods from drinks.

Learner's activities:

- Observe and discuss the processes of cleaning food and drinks.
- Do exercises on the topic.

Skills acquired by the learner

- Observe and work with others and do well the work allocated to him/her.

Additional knowledge required of a teacher:

The teacher should understand cross cutting issues in every lesson:

- **General welfare** resulting from the use of clean food and drinks.
- **Inclusive education:** Paying attention to learners with special education needs. Gifted learners should be given more work in the book. Slow learners should be given medium exercises. Those with disabilities should be given special care, e.g. those with low vision and the deaf should sit in front – and if possible, use special teaching aids.
- **Gender equity:** This is shown by how the boys and girls work together in groups, other activities and how they study together without problems.
- **Peace culture:** This is shown by how learners respect each other's rights without separation.
 - **The teacher should be able to know how to treat water.**
 - **The teacher should how to clean his/her hands.**

More activities:

- Apart from exercises in the pupil's book, learners can be asked to clean other foods and drinks.

Exercise:

- Ask learners to clean foods and drinks at home and bring them to school and show their peers.

Lesson 3: Dangers of poor hygiene for foodstuffs and drinks

Key unit competence: Be able to explain the dangers of not cleaning food stuffs and drinks.

Learning objectives:

Knowledge and understanding

- Describe dangers of not cleaning food stuffs and drinks.

Skills

- Explain dangers of not cleaning food stuffs and drinks.

Attitudes and values

- Have good health and support the goodness of cleaning food and safe keeping drinks

Teaching aids

- Pictures and photos showing dangers of not cleaning foods and drinks.

Sources

- Pupil's book, teacher's book and social studies curriculum

Sub-topic areas:

Brainstorming

- Learners brainstorm on what they are going to study by looking at the pictures and photos.

Teacher's activities:

- Prepare enough teaching aids on dangers of not cleaning food and drinks.
- Guide learners in do exercises, observations, discussions on the dangers of not cleaning foods and drinks.
- Give learners activities that enable them to understand the dangers of not cleaning foods and drinks.

Learner's activities:

- Observe, discuss and describe the dangers of not cleaning foods and drinks.
- Do exercises on the topic.

Skills acquired by the learner

- Observe and work with others, and do well assigned work.

Additional knowledge required of a teacher:

The teacher should understand cross cutting issues in every lesson:

- **General welfare** resulting from cleaning foods and drinks.
- **Inclusive education:** Attention should be paid to learners with special education needs. Gifted learners should be given more work in the book. Slow learners should be given medium exercises. Those with disabilities should be given special care, e.g. those with low vision and the deaf should sit in front – and if possible, use special teaching aids.
- **Gender equity:** This is seen in how the boys and girls work together in groups, other activities and how they study together without problems.
- **Peace culture:** This will be seen in the way learners listen to and respect others in whatever they do.

- **The teacher should know how to treat water using chemicals**
- **The teacher should know how to clean his/her hands**
- **All diseases resulting from the dangers of not cleaning foods and drinks.**

More activities:

- Apart from exercises in the pupil's book, learners can visit patients suffering from diseases resulting from unclean foods and drinks.
- Exercise:
- Ask learners to discuss on the dangers of eating unwashed fruits, contaminated foods, etc.
- Discuss children who eat food from dustbins.

2.3 Answers to revision questions on unit 3

Exercises on page 25 in the pupil's book

1. Why do we boil water?
To kill germs/microbes
2. Mention how they keep water for drinking.
It is kept in a clean container that has a cover.

Exercises on page 25 in the pupil's book

1. Look at the pictures carefully and put on bad habits and on good habits.
 1.
 2.
 3.
 4.
2. Have you ever fallen sick as a result of drinking unclean water? What did you do? Explain.
It depends on what happened to them.
3. Why are we advised to drink boiled water?
To avoid diseases resulting from drinking unclean water.
4. Give examples of diseases resulting from drinking unclean water.
Diarrhoea, worms, typhoid

Exercises on page 26 in the pupil's book

1. Washing hands before washing food stuffs.

It helps cleaning them thoroughly well.

2. It is necessary because it avoids diseases caused by uncleanliness.
3. Fruits, vegetables, root tubers, cereals
4. Explanations change depending on what happened to individual learners.
5. Explanations change depending on what happened to individual learners.

Exercises on page 28 in the pupil's book

Look at the pictures carefully and mention good habits and bad ones, giving reasons.

1. It is bad
2. It is good
3. It is bad
4. It is bad
5. It is good
6. It is bad
7. Why should we wash our hands before drinking water?
To avoid contaminating the cup we drink from.
8. Explain why it is important to drink from clean cups.
When they are unclean, they contaminate the drink.
9. Explain some of the dangers of eating or drinking unclean food stuffs and drinks.
Diseases like worms, diarrhoea, etc.

Exercises on page 28 in the pupil's book

1. Explain the best way of avoiding the dangers of drinking unclean drinks.
Keeping our drinks clean, keeping the cups clean, keeping all water containers clean, and keeping ourselves clean as well.
2. State what you would do to avoid dangers caused by eating unclean food stuffs.
Keeping the food stuffs clean, cooking food in clean containers with covers, eating food from clean plates, keeping the food covered, keeping clean ourselves as well.

3.3 Answers to revision questions on unit 3

1.

Disease	Causes	Prevention
Diarrhoea	Drinking unclean water or eating unclean food stuffs	Drinking boiled water and eating clean food stuffs
Worms	Drinking unclean water or eating unclean food stuffs	Drinking boiled water and eating clean food stuffs
Typhoid	Drinking unclean water or eating unclean food stuffs	Drinking boiled water and eating clean food stuffs

2. Also these:

1. Clean the sauce pan
 2. Pour the water in a clean sauce pan
 3. Put the covered sauce pan on a stove
 4. Wait for the water to boil
 5. Remove the sauce pans from the stove
 6. Clean the jerry can for keeping in the water
 7. Filter and put the boiled watering the jerry can
 8. Put a cover on the jerry can
 9. Keep the jerry can in a clean place
3. Vegetables, fruits, root tubers, cereals, legumes
 4. Water, tea, banana beer, juice, sorghum beer, etc.

Number	Topics
1	Non-infectious diseases caused by poor hygiene
2	Diseases caused by poor feeding

Lesson 1: Non-infectious diseases caused by poor hygiene

Key unit competence: Be able to avoid non-infectious diseases.

Learning objectives:

Knowledge and understanding

- List non-infectious diseases.

Skills

- Explain how we can avoid non-infectious diseases.

Attitudes and values

- Support the culture of cleanliness and support good habits of avoiding non-infectious diseases.

Teaching aids

- Pictures and photos showing different diseases caused by poor hygiene.

Sources

- Pupil's book, teacher's book and social studies curriculum

Sub-topic areas:

Brainstorming

- Learners themselves brainstorm on what they are going to study after looking at the pictures and photos.

Teacher's activities:

- Prepare enough teaching aids that can help learner identify diseases

caused by poor hygiene.

- Guide group discussions and help learners observe carefully pictures and photos showing diseases caused by poor hygiene.
- Give learners activities that will help them explain the different diseases caused by poor hygiene.

Learner's activities:

- Observe, discuss and identify different diseases caused by poor hygiene.
- Do exercises on the topic.

Skills acquired by the learner

- Study and explain ideas about diseases caused by poor hygiene.

Additional knowledge required of a teacher:

The teacher should understand cross cutting issues in every lesson:

- **Inclusive education:** Paying attention to learners with special education needs. Gifted learners should be given more work in the book. Slow learners should be given medium exercises. Those with disabilities should be given special care, e.g. those with low vision and the deaf should sit in front – and if possible, use special teaching aids.
- **Gender equity:** This is shown by how the boys and girls work together in groups, other activities and how they study together without problems.
- **Peace culture:** This is shown by how learners respect each other's rights without separation.
- **The teacher should know the different symptoms of non-infectious diseases caused by poor hygiene.**

More activities:

- Apart from the exercises in in the pupil's book, learners can visit a nearby dispensary and they tell them more about diseases caused by poor hygiene.

Exercise:

- Ask learners to do an activity on how to avoid diseases caused by poor hygiene.

Lesson 2: Diseases caused by poor feeding

Key unit competence: Be able to avoid non-infectious diseases caused by poor feeding

Learning objectives:

Knowledge and understanding

- Identify different non-infectious diseases caused by poor feeding.

Skills

- Explain how to avoid non-infectious diseases caused by poor feeding.

Attitudes and values

- Show the culture of cleanliness and avoid non-infectious diseases caused by poor feeding.

Teaching aids

- Pictures and photos showing non-infectious diseases caused by poor feeding.

Sources

- Pupil's book, teacher's book and social studies curriculum

Sub-topic areas:

Brainstorming

- Learners themselves brainstorm on what they are going to study after looking at the pictures and photos.

Teacher's activities:

- Prepare enough teaching aids that can help a learner showing non-infectious diseases caused by poor feeding.
- Lead them in exercises and discussions on non-infectious diseases caused by poor feeding.
- Give learners activities that help them to explain the dangers of poor feeding.

Learner's activities:

- Observe, identify and discuss non-infectious diseases caused by poor feeding.
- Do exercises on the topic.

Skills acquired by the learner

- Analyse/study and explain ideas on non-infectious diseases caused by poor feeding.

Additional knowledge required of a teacher:

The teacher should understand cross cutting issues in every lesson:

- **Inclusive education:** Paying attention to learners with special education needs. Gifted learners should be given more work in the book. Slow learners should be given medium exercises. Those with disabilities should be given special care, e.g. those with low vision and the deaf should sit in front – and if possible, use special teaching aids.
- **Gender equity:** This is shown by how the boys and girls work together in groups, other activities and how they study together without problems.
- **Peace culture:** This is shown by how learners respect each other's rights without separation.
- **The teacher should know the different symptoms of non-infectious diseases caused by poor feeding.**

More activities:

- Apart from the exercises in the pupil's book, learners can visit patients suffering from non-infectious diseases caused by poor feeding and see how they are.

Exercise:

- Ask learners to discuss non-infectious diseases caused by poor feeding.

4.2 Answers to exercises on unit 4

Exercises on page 35 in the pupil's book

1. Give different examples of non-infectious diseases caused by poor hygiene.
 - Worms, jiggers, etc.
2. Explain the appropriate ways of avoiding non-infectious diseases caused by poor hygiene.
 - Body cleanliness, clean clothes, clean environment, clean food stuffs, etc.
3. Using two examples, differentiate infectious and non-infectious diseases caused by poor hygiene.
 - Diarrhoea and cholera are infectious
 - Worms and non-infectious.

Exercises on page 44 in the pupil's book

1. Give two examples of diseases caused by poor feeding.

- Kwashiorkor, stunt growth
2. What are the components of a balanced diet?
 - Proteins
 - Carbohydrates
 - Vitamins
 3. Give two examples on each components of a balanced diet.
 - Proteins: meat, eggs, fish
 - Carbohydrates: sweet potatoes, cassava, Irish potatoes
 - Vitamins: vegetables, fruits
 4. I am not selective and I eat a balanced diet.

4.3. Answers to revision questions on unit 4

1.

Infectious diseases caused by poor hygiene	Infectious diseases caused by poor hygiene	Infectious diseases caused by poor feeding
Cholera	Worms	Stunt growth
Diarrhoea	Jiggers	Kwashiorkor,
Skin diseases	Typhoid	Diarrhoea

2.

Carbohydrates	Proteins	Vitamins
Sweet potatoes	Meat	Vegetables
Cassava	Egg	Fruits
Irish potatoes	Fish	
Cereals	Beans	

UNIT 5

RELATIONSHIPS AND GOOD BEHAVIOUR

Number	Topics
1	Respecting Children's rights and its importance
2	Child abuse and its avoidance
3	The culture of peace
4	Good behaviour at school
5	Private parts
6	Disability

Lesson 1: Respecting the rights of children and its importance

Key unit competence: Be able to support respect and being careful in everyday life.

Learning objectives:

Knowledge and understanding

- Explain the rights of children

Skills

- Explain the rights of children and the importance of respecting them.

Attitudes and values

- Favour the rights of children.

Teaching aids

- Pictures and photos showing the rights of children.

Sources

- Pupil's book, teacher's book and social studies curriculum

Sub-topic areas:

Brainstorming

- The learners themselves brainstorm on what they are to study after looking at the pictures and photos.

Teacher's activities:

- Prepare enough teaching aids that can help learner on the rights of children.
- Guide group discussions on the rights of children and the importance of respecting them.
- Give learners activities that will help them explain the rights of children.

Learner's activities:

- Discuss and explain the rights of children and the importance of respecting them.
- Do exercises on the topic.

Skills acquired by the learner

- Study and explain clearly ideas on the rights of children.

Additional knowledge required of a teacher:

The teacher should understand cross cutting issues in every lesson:

- **Inclusive education:** Paying attention to learners with special education needs. Gifted learners should be given more work in the book. Slow learners should be given medium exercises. Those with disabilities should be given special care, e.g. those with low vision and the deaf should sit in front – and if possible, use special teaching aids.
- **Gender equity:** This is shown by how the boys and girls work together in groups, other activities and how they study together without problems.
- **Peace culture:** This is shown by how learners respect each other's rights without separation.
- **The teacher should understand Human Rights.**

More activities:

- Apart from the exercises in the pupil's book, learners can observe in school neighbourhood and see if the rights of children are respected.

Exercise:

- Ask learners to discuss the importance of respecting the rights of

children.

Lesson 2: Child abuse and its avoidance

Key unit competence: Be able to define/ child abuse, explain its causes and how to avoid it.

Learning objectives:

Knowledge and understanding

- Identify the causes for child abuse.

Skills

- Explain how child abuse can be avoided.

Attitudes and values

- Advocate/favour for child abuse avoidance.

Teaching aids

- Pictures and photos showing people abusing children.

Sources

- Pupil's book, teacher's book and social studies curriculum

Sub-topic areas:

Brainstorming

- Learners themselves brainstorm what they are going to study after looking at the pictures and the photos.

Teacher's activities:

- Prepare enough teaching aids that can help a learner identify causes for child abuse.
- Guide exercises and discussions on child abuse and its avoidance.
- Give learners activities that help them to explain the causes of child abuse and how it can be avoided.

Learner's activities:

- Observe, discuss and identify causes for child abuse and how it can be avoided.
- Do exercises on the topic.

Skills acquired by the learner

- Study, explaining clearly ideas on child abuse.

Additional knowledge required of a teacher:

The teacher should understand cross cutting issues in every lesson:

- **Inclusive education:** Paying attention to learners with special education needs. Gifted learners should be given more work in the book. Slow learners should be given medium exercises. Those with disabilities should be given special care, e.g. those with low vision and the deaf should sit in front – and if possible, use special teaching aids.
- **Gender equity:** This is shown by how the boys and girls work together in groups, other activities and how they study together without problems.
- **Peace culture:** This is shown by how learners respect each other's rights without separation.
- **The teacher should be knowledgeable of the different types of child abuse.**

More activities:

- Apart from the exercises in the pupil's book, learners can act a play showing how they were abused at school and at home – and explain how they should avoid that abuse.

Exercise:

- Ask learners to discuss the causes of child abuse and decide on what to do to avoid child abuse.

Lesson 3: The culture of peace

Key unit competence: Be able to explain the best way of living in harmony and spread the culture of peace in games and studies.

Learning objectives:

Knowledge and understanding

- Identify the actions that promote peace.

Skills

- Explain ways of living together in harmony.

Attitudes and values

- Show actions of peace building.

Teaching aids

- Pictures and photos showing learners doing actions that promote the culture of peace.

Sources

- Pupil's book, teacher's book and social studies curriculum

Sub-topic areas:

Brainstorming

- Learners themselves brainstorm what they are going to study after looking at the pictures and photos.

Teacher's activities:

- Prepare enough teaching aids to enable a learner explain how to live with their peers in peace.
- Guide learners in exercises and discussion on the best ways of living together in peace and promoting the culture of peace.

Learner's activities:

- Study, discuss, identify and explain the best way of living together in peace and how to promote the culture of peace.
- Do exercises on the topic.

Skills acquired by the learner

- Study and explain clearly ideas on the culture of peace.

Additional knowledge required of a teacher:

The teacher should understand cross cutting issues in every lesson:

- **Inclusive education:** Attention should be paid to learners with special education needs. Gifted learners should be given more work in the book. Slow learners should be given medium exercises. Those with disabilities should be given special care, e.g. those with low vision and the deaf should sit in front – and if possible, use special teaching aids.
- **Gender equity:** This is seen in how the boys and girls work together in groups, other activities and how they study together without problems.
- **Peace culture:** This will be seen in the way learners listen to and respect others in whatever they do.
- **The teacher should be able to understand actions and behaviours that promote the culture of peace.**

More activities:

- Apart from the exercises in the pupil's book, learners can act a play on the best way to live together in peace and how they should promote the culture of peace.

Exercise:

- Ask learners to discuss the best way of living together in peace and how they should promote the culture of peace.

Lesson 4: Good behaviour at school

Key unit competence: Be able to explain the best way to behave towards peers and school leaders

Learning objectives:**Knowledge and understanding**

- Explain different ways of good behaviour and its importance.

Skills

- Explain different ways of supporting good behaviour at school and its importance

Attitudes and values

- Support respect, honesty, patience and give value to people and property
- Live in harmony with others
- Self-assessment on how he or she relates with others

Teaching aids

- Pictures and photos showing how learners live together in harmony at school.

Sources

- Pupil's book, teacher's book and social studies curriculum

Sub-topic areas:**Brainstorming**

- Learners themselves brainstorm on what they are going to study after looking at the pictures and photos.

Teacher's activities:

- Prepare enough teaching aids that can help a learner to explain how

he/she and the peers behave at schools.

- Ask learners to self-examine themselves and see if their behaviours are good or not.
- Guide learners in do exercises and explain how they should respect their peers, elders and school leaders.
- Give learners activities that help them to explain how they should show respect and patience.
- Respect rules and regulations of the school.

Learner's activities:

- Observe, discuss, identify and explain how learners should respect their peers, elders and school leaders.
- Do exercises on the topic.
- Revise school rules and regulations and respect them as required.

Skills acquired by the learner

- Study and explain ideas on good behaviour at school.

Additional knowledge required of a teacher:

The teacher should understand cross cutting issues in every lesson:

- **Inclusive education:** Paying attention to learners with special education needs. Gifted learners should be given more work in the book. Slow learners should be given medium exercises. Those with disabilities should be given special care, e.g. those with low vision and the deaf should sit in front – and if possible, use special teaching aids.
- **Gender equity:** This is shown by how the boys and girls work together in groups, other activities and how they study together without problems.
- **Peace culture:** This is shown by how learners respect each other's rights without separation.
- **The teacher should be able to explain the punishments for those who do not respect school rules and regulations.**

Extra activities:

- Apart from the exercises in the pupil's book, learners can do the following exercises:
1. Explain the importance of behaving well at school.
 2. Do you take time to self-examine yourself to see if you behave well? Explain.

3. How do you behave in front of the school leaders?
4. What do school rules and regulations say? Explain.

Exercise:

- Ask learners to discuss the importance of respecting school rules and regulations.
- Why are we required to show honesty and patience and respect people and property?
- Learners discuss with their parents the main property of their cell and how they can protect

Lesson 5: Private parts

Key unit competence: To show honesty, study, and avoid overspending in life.

Learning objectives:

Knowledge and understanding

- Identify acts that disrespect private parts.

Skills

- Explain how to avoid acts that disrespect private parts.

Attitudes and values

- Avoid sexual abuse and have a good life.

Teaching aids

- Pictures and photos showing bad acts that disrespect private parts.

Sources

- Pupil's book, teacher's book and social studies curriculum

Sub-topic areas:

Brainstorming

- Learners themselves brainstorm on what they are going to study after looking at the pictures and photos.

Teacher's activities:

- Prepare enough teaching aids that can help a learner to explain some of the acts interfering with private parts.
- Ask them to tell their experiences without fear.

- Guide learners do exercises on how they should avoid acts that disrespect private parts.
- Give learners activities that help them to explain the dangers of acts that disrespect private parts.
- Give learner an activity of making strategies to avoid acts that disrespect private parts.

Learner's activities:

- Observe, discuss and explain how they are going to avoid acts that disrespect private parts.
- Do exercises on the topic.
- Explain the good behaviours that can help avoid acts that disrespect private parts.
- Explain what he/she can do when a peer is being disrespected

Skills acquired by the learner

- Study, clear explanation of ideas on avoiding acts that disrespect his/her private parts.

Additional knowledge required of a teacher:

The teacher should understand cross cutting issues in every lesson:

- **Inclusive education:** Paying attention to learners with special education needs. Gifted learners should be given more work in the book. Slow learners should be given medium exercises. Those with disabilities should be given special care, e.g. those with low vision and the deaf should sit in front – and if possible, use special teaching aids.
- **Gender equity:** This is shown by how the boys and girls work together in groups, other activities and how they study together without problems.
- **Peace culture:** This is shown by how learners respect each other's rights without separation.
- **The teacher should be able to explain how to protect private parts and keeping them clean.**

More activities:

- Apart from the exercises in the pupil's book, learners can do the following:
 1. Explain the importance of behaving well at school.
 2. Do you ever take time to self-examine yourself? Explain.

3. How do you behave in front of the school leaders?
4. What do your school rules and regulations say?

Exercise:

- Ask learners to discuss the importance of respecting school rules and regulations.
- Why should we show honesty and respect other people wherever we are?

Lesson 6: Disability

Key unit competence: Be able to show honesty.

Learning objectives:

Knowledge and understanding

- Explain a disability.

Skills

- Explain the rights of people with disabilities.

Attitudes and values

- Behave well towards people with disabilities.
- Self-acceptance by those with disabilities.

Teaching aids

- Pictures and photos showing people with different categories of disabilities.

Sources

- Pupil's book, teacher's book and social studies curriculum

Sub-topic areas:

Brainstorming

- Learners themselves brainstorm on what they are going to study after looking at the pictures and the photos.

Teacher's activities:

- Prepare enough teaching aids that can help a learner explain the word 'disability' using his/her own words.
- Be able to explain some causes of disabilities.

- Guide learners in discussions on the rights of people with disabilities.
- Give learners activities that help them explain the necessity of giving people with disabilities their rights.
- Give learners an activity on the strategies to punish those who abuse people with disabilities.

Learner's activities:

- Observe, discuss, identify and explain how they are going to show respect for people with disabilities.
- Do exercises on the topic.
- Explain why people with disabilities should be given their rights.
- Explain what he/she can do in case a fellow peer abuses or disrespects the rights of a person with disabilities.

Skills acquired by the learner

- Analyse, explaining clearly ideas on disabilities.

Additional knowledge required of a teacher:

The teacher should understand cross cutting issues in every lesson:

- **Inclusive education:** Paying attention to learners with special education needs. Gifted learners should be given more work in the book. Slow learners should be given medium exercises. Those with disabilities should be given special care, e.g. those with low vision and the deaf should sit in front – and if possible, use special teaching aids.
- **Gender equity:** This is shown by how the boys and girls work together in groups, other activities and how they study together without problems.
- **Peace culture:** This is shown by how learners respect each other's rights without segregation.
- **The teacher should know how to handle people with disabilities in his/her class.**
- **The teacher should be able to console learners with disabilities especially when they recall what caused the disability.**

More activities:

- Apart from the exercises in the pupil's book, learners can do the following activity:
- Explain what you would do in case you found someone violating/abusing people with disabilities.

Exercise:

- Discuss on the benefits of including people with disabilities in their activities.
- Why should we care for people with disabilities?
- Is it in order to deny children with disabilities the right to education? Explain.

5.2 Answers to revision questions on unit 5

Exercises on page 37 in the pupil's book

Read and mention the rights respected

- a. Mutesi got wet in the rain and she was given warm clothes to put on.
 - Dressing is protection against dangers
- b. Kagabo was given food on coming back from school.
 - Eating.
- c. Keza fell down as she was playing football. She had a broken bone and they took her to the dispensary.
 - Treatment
- d. Muhire lost all his parents and is now looked after by Mbabazi.
 - Looked after.
- e. My brother will start school tomorrow.
 - Studying.

Exercises on page 37 in the pupil's book

1. Explain the importance of respecting the rights of children.
 - It helps the child grow well and have a healthy life and good living.
2. Are your rights respected? If they are respected, what do you think will be the use of that?
 - It depends on how every child is looked after – but the answers should be in line with the first question.

Exercise on page 40 in the pupil's book

1. Explain what you would do
 - a) When you are abused.
 - b) When you find your friend being abused.
 - I would report to the school authorities, village leaders, parents

and other elderly people who can help. I can also report it to the police.

2. Have you ever been abused? What did you do?
 - It depends on what happened on individual learner.

Exercises on page 41 in the pupil's book

1. Give ways how you live in harmony with others while:
 - a) Playing together: We avoid harming one another, conflicting and fighting.
 - b) Learning together: Avoiding making noise and working together in groups
2. State things you should avoid when playing with your friends
 - Avoid selfishness, fighting, denying them the ball, pushing them, etc.
3. Give examples of the things to avoid when learning with others
 - Disturbing during the lesson, obstructing them from seeing on the blackboard, denying them materials, etc.
4. Mutesi
 - a) Plays with her friends only
 - b) Lends her friends books and explains to them happily.
 - c) She makes noise when in group work.

Exercises on page 43 in the pupil's book

1. We discuss and listen to one another as we talk.
2. Main things to avoid when talking with your friends:
 - Monopolizing the talk, abusing them, mocking them, laughing at them, disturbing them, etc.

Exercise on page 43 in the pupil's book

Main things you should do when you are in a group work with your friends

- Listening to others
- Avoid making noise
- Ask for forgiveness when we wrong others
- Forgiving when asked for
- Respecting other people's ideas
- Speaking only when given time to do so

Exercise on page 44 in the pupil's book

Three school rules and regulations

- Wear school uniform
- Respect teachers
- Avoid coming to school late
- Avoid making noise in class

Exercise on page 45 in the pupil's book

How I behave in front of the school leader

- I first knock on the door
- I enter when he tells me to come in
- I greet him respectfully and calmly
- I talk to him while seated
- I say bye to him before I leave

Exercises on page 47 in the pupil's book

1. Give examples of what you should do to help your classmates with disabilities
 - Assisting them in difficult tasks
 - Avoid inconveniencing them
2. Explain the way you behave towards your classmates.
 - We love one another other
 - We help one another other
 - We respect one another, etc.

Exercises on page 48 n the pupil's book

1. What would you do once someone abuses you?
 - I would tell my parents, teachers and other leaders very fast.
2. If someone gives you biscuits, chocolates, and others so that he/she touches your sexual parts, would you accept? Explain.
 - No. It is not good. It is just deceiving me. It is not right to allow him/her touch my sexual parts.

Exercises on page 49 in the pupil's book

1. Explain the word 'disability'

- This is the failure of some parts of the body to function well.
2. Mention some of the causes of disabilities.
 - Diseases, accidents, being born with the disability

Exercises on page 50 in the pupil’s book

1. Do people with disabilities have the rights like yours? Give reasons why?
 - Yes, every child has rights like others.
2. Explain what you would do in case you saw a person abusing a person with disabilities.
 - I would report him/her to teachers, parents and leaders.
3. Give four examples of the rights of the people with disabilities.
 - Entertainment, appearing in public like others, education, treatment, access to buildings with stairs/steps
4. Why should we protect our classmates with disabilities from abuse?
 - Because there are some people who abuse them simply because they cannot resist them – yet they are children like others.
 - Assisting one another is a good practice that we should show.

5.3 Answers to revision questions on unit 5

1. (a) Yes (b) Yes (c) No (d) Yes (e) No (f) Yes
- 2.

Rights	Abuse
Right to be listened to	Beating
Right to play	Punishing
Right to be treated	
Right to life	Abusing
Right to clothes	Overburdening

3. (a) In discussions, it is important to speak when given the floor.
 (b) Working in groups helps us gain more knowledge
 (c) When I make a mistake, I ask for forgiveness.
 (d) It is important to listen to every person without interruptions
 (e) It is a bad habit to hurt your friends while playing together

- (f) We should stop being selfish and share with our friends
- (g) Shouting in class interrupts /disorganises your class mates
- (h) We are encouraged to obey people who give us advice.
- (i) When some parts of the body are not working well, then you have a disability

Number	Topics
1	Basic needs
2	Problems to gain basic needs
3	Importance of money and dangers of not having gain to it
4	Proper ways of controlling money and dangers of misusing it
5	Main components of public assets and their control

Lesson 1: Basic needs in life

Key unit competence: Be able to differentiate basic needs from non-basic needs

Learning objectives:

Knowledge and understanding

- Identify basic needs and non-basic needs

Skills

- Explain basic needs and non-basic needs

Attitudes and values

- Avoid misuse of resources

Teaching aids

- Pictures and photos showing basic needs and non-basic needs

Sources

- Pupil's book, teacher's book and social studies curriculum

Sub-topic areas:

Brainstorming

- Learners themselves brainstorm on what they are to study after looking at the pictures and photos.

Teacher's activities:

- Prepare enough teaching aids that can help a learner explain basic needs and non-basic needs.
- Ask learners to mention basic needs and non-basic needs in their life
- Guide learners in do exercises on how to access basic needs
- Give learners activities that will help them explain basic needs and non-basic needs
- Give learners an activity on strategies to differentiate basic needs from non-basic needs.

Learner's activities:

- Observe, discuss and explain basic needs and non-basic needs.
- Do exercises on the topic.
- Explain the proper ways of using basic needs in life
- Explain how to differentiate basic needs from non-basic needs when making priorities

Skills acquired by the learner

- Study and explain clearly ideas on basic needs and non-basic needs in life

Additional knowledge required of a teacher:

The teacher should understand cross cutting issues in every lesson:

- **Inclusive education:** Paying attention to learners with special education needs. Gifted learners should be given more work in the book. Slow learners should be given medium exercises. Those with disabilities should be given special care, e.g. those with low vision and the deaf should sit in front – and if possible, use special teaching aids.
- **Gender equity:** This is shown by how the boys and girls work together in groups, other activities and how they study together without problems.
- **Peace culture:** This is shown by how learners respect each other's rights without separation.

The teacher should:

- **Explain fully basic needs and non-basic needs in life**
- **Differentiate groups of people and how they have different needs**

More activities:

- Apart from the exercises in the pupil's book, learners can do exercises of observing buyers in the market and differentiate basic needs from non-basic needs.

Exercise:

- Ask learners to discuss the importance of differentiating basic needs from non-basic needs.

Lesson 2: problems to gain basic needs

Key unit competence: Be able to explain the problems to gain basic needs

Learning objectives:

Knowledge and understanding

- Identify problems to basic needs and its result

Skills

- Explain the problems to basic needs and its result

Attitudes and values

- Avoid problems to basic needs and its result
- Proper use of basic needs

Teaching aids

- Pictures and photos showing problems caused by lack of basic needs and its result

Sources

- Pupil's book, teacher's book and social studies curriculum

Sub-topic areas:

Brainstorming

- Learners themselves brainstorm what they are going to study after looking at the pictures and the photos.

Teacher's activities:

- Prepare enough teaching aids that can help a learner explain the problems caused by lack of basic needs and its result
- Ask learners to mention problems caused by lack of basic needs and its result
- Guide learners in exercises on problems caused by lack of basic needs and its result
- Give learners activities that help them to explain the problems caused by lack of basic needs and its result
- Give learners an activity to make strategies on proper use and control of basic needs

Learner's activities:

- Observe, discuss and explain the problems caused by lack of basic needs and its result.
- Do exercises on the topic.
- Explain the best ways of using basic needs and avoid problems caused by lack of them.

Skills acquired by the learner

- Analyse/study, explaining clearly ideas on child abuse.

Additional knowledge required of a teacher:

The teacher should understand cross cutting issues in every lesson:

- **Inclusive education:** Paying attention to learners with special education needs. Gifted learners should be given more work in the book. Slow learners should be given medium exercises. Those with disabilities should be given special care, e.g. those with low vision and the deaf should sit in front – and if possible, use special teaching aids.
- **Gender equity:** This is shown by how the boys and girls work together in groups, other activities and how they study together without problems.
- **Peace culture:** This is shown by how learners respect each other's rights without separation.

The teacher should know how to:

- **Explain fully basic needs and non-basic needs**
- **Differentiate groups of people and how they need different basic needs, problems and its result**

More activities:

- Apart from the exercises in the pupil's book, learners can go out and visit people who had problems caused by lack of basic needs and its result
- Play games on the theme.

Exercise:

- Ask learners to discuss the problems to gain basic needs and its result.

Lesson 3: Importance of money and dangers of not having access to it

Key unit competence: Be able to explain the importance of money

Learning objectives:**Knowledge and understanding**

- Identify the importance of money, problems to getting money

Skills

- Explain the importance of money and problems to getting money

Attitudes and values

- Show proper ways of using money and develop a culture of saving

Teaching aids

- Pictures and photos showing the importance of money and problems to getting money.

Sources

- Pupil's book, teacher's book and social studies curriculum

Sub-topic areas:**Brainstorming**

- Learners themselves brainstorm what they are going to study after looking at the pictures and photos.

Teacher's activities:

- Prepare enough teaching aids to enable a learner explain the importance of money and the problems to getting it
- Ask learners to mention the importance of money and the problems to getting it
- Guide learners in exercises to explain the importance of money and the

problems to getting it

- Give learners activities that help them to explain the importance of money and the problems to getting it
- Give learners an activity on strategies to proper ways of using money and develop a culture of saving.

Learner's activities:

- Study, discuss and explain the importance of money and the problems to gaining it.
- Do exercises on the topic.
- Explain the proper ways of using money and saving
- Explain the problems to gaining money

Skills acquired by the learner

- study, observe, explain clearly ideas on the importance of money and problems to gaining / getting it

Additional knowledge required of a teacher:

The teacher should understand cross cutting issues in every lesson:

- **Inclusive education:** Attention should be paid to learners with special education needs. Gifted learners should be given more work in the book. Slow learners should be given medium exercises. Those with disabilities should be given special care, e.g. those with low vision and the deaf should sit in front – and if possible, use special teaching aids.
- **Gender equity:** This is seen in how the boys and girls work together in groups, other activities and how they study together without problems.
- **Peace culture:** This will be seen in the way learners listen to and respect others in whatever they do.
- **The teacher should know and explain fully how young children should use money without becoming wonderers**

Extra activities:

- Apart from the exercises in the pupil's book, learners can go out and visit nearby families and see if they have enough money for using in their daily life and find out the problems they have in gaining money.

Exercise:

- Ask learners to act a play on the topic.

Lesson 4: Proper ways of controlling money and dangers of misusing it

Key unit competence: Be able to explain the proper ways of using money and the dangers of misusing it.

Learning objectives:

Knowledge and understanding

- Identify the proper ways of using money and the dangers of misusing it

Skills

- Explain the proper ways of using money and the dangers of misusing it.

Attitudes and values

- Use money properly and develop a culture of saving
- Avoid the dangers of misusing money

Teaching aids

- Pictures and photos showing the proper use of money and the dangers of misusing it

Sources

- Pupil's book, teacher's book and social studies curriculum

Sub-topic areas:

Brainstorming

- Learners themselves brainstorm on what they are going to study after looking at the pictures and photos.

Teacher's activities:

- Prepare enough teaching aids that can help a learner to explain the proper ways of using money and the dangers of misusing it
- Ask learners to mention the proper ways of using money and the dangers of misusing it.
- Guide learners in doing exercises explaining the proper ways of using money and the dangers of misusing it
- Give learners activities that help them to understand the proper ways of using money and the dangers of misusing it
- Give learners an activity to make strategies of using money properly and to support the culture of saving – by avoiding misusing it

Learner's activities:

- Observe, discuss, identify and explain how learners should respect their classmates, elders and school leaders.
- Do exercises on the topic.
- Revise school rules and regulations and respect them as required.

Skills acquired by the learner

- Study, observe and explain clearly the proper ways of using money and the dangers of misusing it
- Do exercises on the topic
- Explain the best way that can help in proper use of money and saving – avoiding misusing it

Additional knowledge required of a teacher:

The teacher should understand cross cutting issues in every lesson:

- **Inclusive education:** Paying attention to learners with special education needs. Gifted learners should be given more work in the book. Slow learners should be given medium exercises. Those with disabilities should be given special care, e.g. those with low vision and the deaf should sit in front – and if possible, use special teaching aids.
- **Gender equity:** This is shown by how the boys and girls work together in groups, other activities and how they study together without problems.
- **Peace culture:** This is shown by how learners respect each other's rights without separation.
- **The teacher should be able to explain fully how young children should use money without becoming wonderers.**

More activities:

- Apart from the exercises in the pupil's book, learners can do an activity on using money well – avoiding misusing it

Exercise:

- Ask learners to act plays on the topic.

Lesson 5: Main components of public assets and their control

Key unit competence: Be able to explain the public assets in the village and the cell and how they should be controlled

Learning objectives:

Knowledge and understanding

- Identify public assets

Skills

- Explain the main components of public assets in the village and the cell

Attitudes and values

- Support the culture of controlling public assets
- Support the culture of praising, accepting and being pleased with the tourist attractions/beautiful places in the area.

Teaching aids

- Pictures and photos showing main components of public assets

Sources

- Pupil's book, teacher's book and social studies curriculum

Sub-topic areas:

Brainstorming

- Learners themselves brainstorm on what they are going to study after looking at the pictures and photos.

Teacher's activities:

- Prepare enough teaching aids that can help a learner to identify the components of public assets
- Guide learners do make a study visit to observe nearby public assets.
- Ask learners to mention proper ways of controlling public assets.
- Guide learners in doing exercises to explain the best ways of controlling public assets.
- Give learners activities that help them to mention every public asset found in the village and the cell they live in – and what they should do to control them well.
- Make strategies to take care of public assets.

Learner's activities:

- Observe, discuss and identify the public assets in the village and the cell they live in

- Do exercises on the topic.
- Explain the best ways of controlling public assets in in the village and the cell in which they live.

Skills acquired by the learner

- Study, observe, clear explanation of ideas on public assets found in the village and cell they live in.

Additional knowledge required of a teacher:

The teacher should understand cross cutting issues in every lesson:

- **Inclusive education:** Paying attention to learners with special education needs. Gifted learners should be given more work in the book. Slow learners should be given medium exercises. Those with disabilities should be given special care, e.g. those with low vision and the deaf should sit in front – and if possible, use special teaching aids.
- **Gender equity:** This is shown by how the boys and girls work together in groups, other activities and how they study together without problems.
- **Peace culture:** This is shown by how learners respect each other's rights without separation.
- **The teacher should be able to explain fully the components of public assets in the village and cell and where they are found.**

More activities:

- Apart from the exercises in the pupil's book, learners can explain how the village and cell residents take care of the public assets

Exercise:

- Ask learners to make posters on the need to maintain/take care of public assets found in villages and cells - and put them up in the classroom and where school announcements are put.

6.2 Answers to revision questions on unit 6

Exercises on page 52 in the pupil's book

1. Explain the word 'basic needs in life'
 - Things needed in order to live
2. Give 4 examples of basic needs in life.
 - Food and drinks
 - Shelter

- Clothes
 - Medicine
3. A child who is not provided with basic needs does not grow well, he/she becomes a wonderer and is ever sick

Exercises on page 53 in the pupil's book

1. Four examples of non-basic needs
 - Radio, television set, a car, a computer, etc.
2. Non-basic needs are needs we want to have but we can live without them.
3. The difference between basic needs and non-basic needs in life is that when basic needs are not provided, a person dies – while for non-basic needs, we can still live without them.

Exercises on page 54 in the pupil's book

1. Examples of disasters that can make people lose basic needs:
 - Heavy rains, strong winds, sunshine, earthquakes, volcanic eruption, etc.
2. Have you ever lost basic needs in life? What were the causes?
 - This will depend on individual experience.

Exercise on page 55 in the pupil's book

Have you ever been affected by the loss of basic needs? Explain.

- This will depend on individual experience

Exercise on page 56 in the pupil's book

1. The importance of money to children of your age is:
 - They use it for buying a domestic animal
 - They buy school materials
 - They buy clothes and other materials/things.

The importance of money to a family is:

- They buy food stuffs
- They pay school fees and medical insurance
- They pay transport fees
- They buy other materials needed at home.

Exercises on page 57 in the pupil's book

1. The role of every pupil in avoiding the problems to gaining money

Everyone gives individual opinion

2. Give practices that can make a family fail to get money

- Poverty
- Laziness
- Drunkenness
- Many children in a family
- Disasters, etc.

Exercises on page 59 in the pupil's book

1. Have you ever had money problem in your family? What did you do?

- Everyone tells his/her peer his/her experience
- The teacher should listen to them and see to it that everyone pays attention to what is being said.

2. Give examples of failure to get money at home.

- Poor living style, lack of clothes, lack of food, lack of medicine, etc.

Exercises on page 60 in the pupil's book

1. Make a list of what you want to buy before going to the market.

- It helps you to buy the things you need most, it helps you to use money properly and avoid misusing it.

2. Explain the proper ways of keeping money.

- Keeping it safely in the bank, it in a safe, buying a property, etc.

Exercises on page 61 in the pupil's book

1. Have your parents ever been affected by the dangers of misusing money? What did they do? Explain.

- Everyone tells his/her classmates what happened, the teacher should listen to them and make sure everyone listens to what is being said.

2. Dangers of misusing money

- Unhappiness, regret, quarrels, aggressiveness, hunger, poverty,

Exercises on page 61 in the pupil's book

a. Public assets are made up of:

- Dispensaries, markets, schools, bore holes, taxi park, roads, etc.
- b. Who takes care of public assets?
 - The government with the assistance of local administration.

Exercise on page 63 in the pupil's book

Explain the role you would play in the proper caring of public assets in your village and cell

- I would avoid destroying them and making them dirty.

6.3 Answers to revision questions on unit 6

1. Separate the following and put them in their appropriate groups

Basic needs in life, needs

Basic needs in life	Non-basic needs
Food	A car
Medicine	A computer
Water	A television set
Clothes	Exercise books
Shelter	

2. Main problems to obtaining basic needs are:
 - Poverty, hunger, laziness, drunkenness, disasters, diseases
3. People who were denied basic needs in life are characterised by the following:
 - Wandering, begging, ever falling sick, running away
4. If I am paid money, I would do the following:
 - Keeping it in a box, buying a domestic animal, buying books, keeping it with my parents.
5. Dangers/ problems hindering a family from getting money are:
 - Unemployment, overspending, misuse of money, laziness, diseases, producing many children.
6. The following crimes are committed by people who do not have money:
 - Theft, prostitution, defaulting, coning

7. The importance of making a list of goods to buy is:
- Counting well, to ensure that all you need are included, be organized in making your purchases, helps you not to buy what is not on the list.
8. Public assets are things used by all people without requesting the owner. Private/personal assets belong to an individual and is not public.
9. Put the following in their groups:

Public assets	Private/personal assets
A market	Rugira's house
A dispensary	Keza's garden
A road	Parents' school

Number	Topics
1	Directions
2	Environment
3	School population

Lesson 1: Directions

Key unit competence: Be able to do self-direction, direct others well and care for environment.

Learning objectives:

Knowledge and understanding

- show where things and people are found using directions

Skills

- Show where thing sand people are found using directions

Attitudes and values

- Direct yourself and others
- Observe the surroundings

Teaching aids

- Pictures and photos showing public assets and people keeping them

Sources

- Pupil's book, teacher's book and social studies curriculum

Sub-topic areas:

Brainstorming

- The learners themselves brainstorm on what they are to study after looking at the pictures and photos.

Teacher's activities:

- Prepare enough teaching aids that can help learner to explain directions for things near the home or school
- Guide learners out of the school and trace what they are looking for using directions.
- Ask learners to mention the main directions used to locate things.
- Guide learners to do exercises on giving directions of their homes and public assets found in the village and the cell where they live
- Give learners activities that help them to understand directions.
- Give learners an activity of making strategies of using directions studied whenever locating things.

Learner's activities:

- Observe, discuss and identify the locations using directions.
- Do exercises on the topic.
- Explain better ways of giving directions.

Skills acquired by the learner

- Study, observe and explaining clearly ideas on how to show directions.

Additional knowledge required of a teacher:

The teacher should understand cross cutting issues in every lesson:

- **Inclusive education:** Paying attention to learners with special education needs. Gifted learners should be given more work in the book. Slow learners should be given medium exercises. Those with disabilities should be given special care, e.g. those with low vision and the deaf should sit in front – and if possible, use special teaching aids.
- **Gender equity:** This is shown by how the boys and girls work together in groups, other activities and how they study together without problems.
- **Peace culture:** This is shown by how learners respect each other's rights without separation.
- **The teacher should know different words used in giving directions.**
- **Use different types of a compass.**

More activities:

- Apart from the exercises in the pupil's book, learners can identify their

homes or public assets in the village or cell using directions.

Exercise:

- Ask learners to identify the direction of the school in comparison with other schools using directions.

Lesson 2: Environment

Key unit competence: Be able to direct him/herself, direct others and protect the environment

Learning objectives:

Knowledge and understanding

- Identify the components of the environment where the school is found

Skills

- Explain ways of protecting the environment

Attitudes and values

- Show the culture of environmental protection

Teaching aids

- Pictures and photos showing different environmental components around the school and people doing communal work to protect them.

Sources

- Pupil's book, teacher's book and social studies curriculum

Sub-topic areas:

Brainstorming

- Learners themselves brainstorm what they are going to study after looking at the pictures and the photos.

Teacher's activities:

- Prepare enough teaching aids that can help a learner identify the components of the environment around the school
- Guide learners out of the class to observe the environment around the school.
- Ask learners to mention the best ways of protecting the environment around the school.
- Guide them in doing exercises to explain the best ways of protecting the

environment around the school.

- Give learners activities that help them to explain how they should show the culture of protecting the environment at school and along the way and at home.
- Give learners an activity of strategies to show the culture of protecting the environment at school, along the way to school and at home.

Learner's activities:

- Observe, discuss and identify the components of the environment around the school
- Do exercises on the topic.
- Explain how they should show the culture of protecting the environment.

Skills acquired by the learner

- Study, observe and explain clearly ideas on environmental components around the school and how best they can be protected.

Additional knowledge required of a teacher:

The teacher should understand cross cutting issues in every lesson:

- **Inclusive education:** Paying attention to learners with special education needs. Gifted learners should be given more work in the book. Slow learners should be given medium exercises. Those with disabilities should be given special care, e.g. those with low vision and the deaf should sit in front – and if possible, use special teaching aids.
- **Gender equity:** This is shown by how the boys and girls work together in groups, other activities and how they study together without problems.
- **Peace culture:** This is shown by how learners respect each other's rights without separation.
- **The teacher should know well the location of the school and have the map of the area to help explain well to the learners.**

More activities:

- Apart from the exercises in the pupil's book, learners can identify environmental components around the school using directions.

Exercise:

- Ask learners to explain how best they can protect the environment around the school.

Lesson 3: Environment

Key unit competence: Be able to direct him/herself, direct others and protect the environment

Learning objectives:

Knowledge and understanding

- Show the importance of protecting the environment

Skills

- Explain the dangers of not protecting the environment

Attitudes and values

- Show the culture of environmental protection

Teaching aids

- Pictures showing the importance of protecting the environment and the dangers of not protecting it.

Sources

- Pupil's book, teacher's book and social studies curriculum

Sub-topic areas:

Brainstorming

- Learners themselves brainstorm what they are going to study after looking at the pictures and the photos.

Teacher's activities:

- Prepare enough teaching aids that can help a learner explain the importance of protecting the environment
- Guide learners out of the classroom and carry out environmental protection around the school.
- Ask learners to mention the dangers of not protecting the environment.
- Guide learners in exercises to explain the importance of environmental protection.
- Give learners activities to explain why it is important to protect the environment.
- Give learners an activity to make strategies on avoiding the dangers of not protecting the environment.

Learner's activities:

- Observe, discuss and explain the importance of protecting the environment and the dangers of not protecting the environment
- Do exercises on the topic.

Skills acquired by the learner

- Study, observe and explain clearly ideas the dangers of not protecting the environment.

Additional knowledge required of a teacher:

The teacher should understand cross cutting issues in every lesson:

- **Inclusive education:** Paying attention to learners with special education needs. Gifted learners should be given more work in the book. Slow learners should be given medium exercises. Those with disabilities should be given special care, e.g. those with low vision and the deaf should sit in front – and if possible, use special teaching aids.
- **Gender equity:** This is shown by how the boys and girls work together in groups, other activities and how they study together without problems.
- **Peace culture:** This is shown by how learners respect each other's rights without separation.
- The teacher should know well the location of the school and have its map to help him/her explain the environmental components in the area – how they are cared for and where failure to protect them has led to negative result.

More activities:

- Apart from the exercises in the pupil's book, learners can do an activity on protecting the environment and the dangers of not protecting it.

Exercise:

- Ask learners to explain the importance of protecting the environment and the dangers of not protecting it.

Lesson 4: School population

Key unit competence: Be able to direct oneself and others in protecting the environment.

Learning objectives:

Knowledge and understanding

- Collect and give the number of classmates.

Skills

- Counting and putting classmates in different groups.

Attitudes and values

- Show the culture of observation, analysis and comparison.

Teaching aids

- Pictures showing people carrying out general counting of people.

Sources

- Pupil's book, teacher's book and social studies curriculum

Sub-topic areas:

Brainstorming

- Learners themselves brainstorm what they are going to study after looking at the pictures and photos.

Teacher's activities:

- Prepare enough teaching aids to enable a learner explain how to collect numbers of similar items and compare their groups.
- Guide learners in counting classmates in the class and group them according to age and sex.
- Ask learners to mention the ways of collecting numbers on similar things and comparing their groups.
- Guide learners in exercises explaining the importance of knowing the population totals of citizens or pupils.
- Give learners activities that enable them to explain the ways of collecting numbers of similar items and compare their groups.
- Respect the activity of knowing the total number of people in the family and their group – and explain to their peer.

Learner's activities:

- Observe, discuss and explain the best way to collect figures of similar items and compare their groups.
- Do exercises on the topic.
- Explain the importance of knowing the total number of classmates and the people they live together at home – and their groups.

Skills acquired by the learner

- Study, observe and explain clearly ideas on how pupils in the school are counted.

Additional knowledge required of a teacher:

The teacher should understand cross cutting issues in every lesson:

- **Inclusive education:** Attention should be paid to learners with special education needs. Gifted learners should be given more work in the book. Slow learners should be given medium exercises. Those with disabilities should be given special care, e.g. those with low vision and the deaf should sit in front – and if possible, use special teaching aids.
- **Gender equity:** This is seen in how the boys and girls work together in groups, other activities and how they study together without problems.
- **Peace culture:** This will be seen in the way learners listen to and respect others in whatever they do.
- **The teacher should know the school well, total number of the pupils and school staff.**

More activities:

- Apart from the exercises in the pupil's book, learners can count their classmates and put them in groups basing on age, sex, height, size, tall, short, etc.

Exercise:

- Ask learners to explain the importance of knowing the total number of family members and their groups – and tell their classmates.

7.2 Answers to exercises on unit 7

Exercises on page 67 in the pupil's book

1,2,3 the answers depend on where every item is. The teacher should ensure that the answers given are in accordance with the reality of where they are.

Exercises on page 68 in the pupil's book

1. People who use compass in their work:
 - Tourists, pupils and teachers, long distance travellers, soldiers, etc.
2. What you can use to direct someone:
 - Directions, maps, compass, sign posts, fingers, etc.

Mention the cardinal points of a compass:

- North (N), South (S), East (E) and West (W).

Exercise on page 70 in the pupil's book

1. My role in protecting the environment around my school:
 - I avoid destroying trees and flowers, I avoid throwing rubbish about, I avoid burning trees, etc.
2. The main ways of protecting the environment in my area:
 - Caring for them, protecting them, etc.

Exercises on page 71 in the pupil's book

1. Why should we protect the environment around our school?
 - Because they are useful to us.
2. How do people in your area protect the environment?
 - The organize communal work to care for them and add fertilizers, etc.
3. Mention the type of mosquito that spreads malaria.
 - Anopheles mosquito.

Exercises on page 73 in the pupil's book

1. Examples of diseases caused by not protecting the environment:
 - Malaria, cholera, diarrhoea, etc.
2. Explain the result of erosion and landslides.
 - Fertile top soil is washed away, landslides cause accidents, etc.

Exercise on page 73-74 in the pupil's book

1. How does your teacher tell those who are present and absent?
 - Roll calling
2. What do your teachers do to know the total number of all pupils in the school?
 - They register pupils according to their classes.

7.3 Answers to revision questions on unit 7

1. When you want to identify places, you use a compass, sign posts and a map.
2. Ten words that you can use to identify things nearby:
 - Downwards, upwards

- In front, behind
 - Right, left
 - On, under
 - In between, below
3. Different examples of environmental components I see while going to school:
 - Gardens, houses,
 - A market, a dispensary,
 - A church, roads,
 - Bridges, shops,
 - A forest, a swamp,
 - A stream,
 - Parks
 4. Activities of environmental protection that pupils participate in include:
 - Planting trees and flowers
 - Watering the trees and flowers
 - Cleaning parks
 - Sweeping compounds
 5. Environmental protection is useful in the following ways:
 - We do not fall sick,
 - We live in a clean environment
 - We are safe from accidents and disasters
 - It controls soil erosion
 6. In our village, we faced danger of not protecting the environment. The parents and leaders took actions to protect the environment and punish those who destroy it.
 7. Population census aims at knowing the exact number of pupils or citizens so that they can be properly planned for.
 8. The main groupings to consider when counting pupils are:
 - Their names
 - Their parents' names
 - Sex

- Age
 - Place of residence
 - Place of birth
9. At the dispensary, at the sector, at the cell and at the village.

UNIT 8

TRANSPORT AND COMMUNICATION

Number	Topics
1	Types of transport and its importance
2	Types of communication, how it is carried out and its importance

Lesson 1: Types of transport and its importance

Key unit competence: Be able to differentiate types of transport and communication and their importance.

Learning objectives:

Knowledge and understanding

- Identify the types of transport.

Skills

- Explain the importance of transport in your area.

Attitudes and values

- Show the culture of protecting transport means.

Teaching aids

- Pictures showing different transport means.

Sources

- Pupil's book, teacher's book and social studies curriculum

Sub-topic areas:

Brainstorming

- The learners themselves brainstorm on what they are to study after looking at the pictures and photos.

Teacher's activities:

- Prepare enough teaching aids that can help learner explain transport means in his/her area.
- Guide learners in explaining the importance of transport in daily life.
- Mention all types of transport and how it is done
- Guide learners in doing exercises to explain the importance of transport.
- Giving learners activities that will help them explain how transport is done in their area.
- Give learners an activity to explain the means of transport in their area.

Learner's activities:

- Observe, discuss and explain the types of transport and how it is done in their area.
- Do exercises on the topic.
- Explain well the importance of transport.

Skills acquired by the learner

- Study, observe and explain clearly ideas on transport and its importance.

Additional knowledge required of a teacher:

The teacher should understand cross cutting issues in every lesson:

- **Inclusive education:** Paying attention to learners with special education needs. Gifted learners should be given more work in the book. Slow learners should be given medium exercises. Those with disabilities should be given special care, e.g. those with low vision and the deaf should sit in front – and if possible, use special teaching aids.
- **Gender equity:** This is shown by how the boys and girls work together in groups, other activities and how they study together without problems.
- **Peace culture:** This is shown by how learners respect each other's rights without separation.
- **The teacher should know the means of transport and how it is done**

Means activities:

- Apart from the exercises in the pupil's book, learners can make a study tour to see how means of transport used in the cell where the school is found.

Exercise:

- Ask learners to explain the types of transport used in the area, how it is done and their importance.

Lesson 2: Types of communication, how it is carried out and its importance

Key unit competence: Be able to differentiate types of transport from types of communication and its importance.

Learning objectives:**Knowledge and understanding**

- Identify the types of communication and how it is done

Skills

- Explain the importance of communication in the area.

Attitudes and values

- Show the culture of using communication tools well.

Teaching aids

- Pictures and photos showing communication tools and people using them

Sources

- Pupil's book, teacher's book and social studies curriculum

Sub-topic areas:**Brainstorming**

- Learners themselves brainstorm what they are going to study after looking at the pictures and the photos.

Teacher's activities:

- Prepare enough teaching aids that can help a learner explain the types of communication used in the area.
- Guide learners in the activity of explaining the importance of communication in daily life.
- Ask learners to mention the names of communication tools used at home and at school and the proper ways of using them.
- Guide learners in the exercises explaining the importance of communication.

- Give learners activities that help them to explain how communication is carried out in their area.
- Give learners an activity to explain how communication tools are used and using them properly.

Learner's activities:

- Observe, discuss and explain the types of transport and how they are carried out in the area.
- Do exercises on the topic.
- Explain properly/well the importance of communication to the people in their village.

Skills acquired by the learner

- Study, observe, explain clearly ideas on means used in communication and its importance.

Additional knowledge required of a teacher:

The teacher should understand cross cutting issues in every lesson:

- **Inclusive education:** Paying attention to learners with special education needs. Gifted learners should be given more work in the book. Slow learners should be given medium exercises. Those with disabilities should be given special care, e.g. those with low vision and the deaf should sit in front – and if possible, use special teaching aids.
- **Gender equity:** This is shown by how the boys and girls work together in groups, other activities and how they study together without problems.
- **Peace culture:** This is shown by how learners respect each other's rights without separation.
- **The teacher should be informed on the means used in communication and how they are done.**

More activities:

- Apart from the exercises in the pupil's book, learners can use some of the communication tools available at school and act a play on communication.

Exercise:

- Ask learners to explain the means of communication, how they are carried out and its importance to the people in the area where the school is located/found.

8.2 Answers to revision questions on unit 8

Exercises on page 78 in the pupil's book

1. Mention the types of transport:
 - a) Road transport
 - b) Water transport
 - c) Air transport

Exercises on page 77-78 in the pupil's book

1. Explain the importance of transport.
 - It enables trade, helps in travelling, move from one area to another.
2. Transport in our cell helps people do trade, and travel to wherever they want.

Exercise on page 79 in the pupil's book

1. Communication means mostly used in the area are telephones, radios, letters, internet, etc.

Exercises on page 87 in the pupil's book

1. Communication means mostly used in the area helps people exchange news, get information, communicate among themselves, send money to one another, etc.

8.3 Answers to revision questions on unit 8

1.

Road transport	Air transport	Water transport
Vehicles	Helicopters	Boats
Motorcycles	Aeroplanes	
Bicycles	Satellites	

2. Transport in our village helps people to make money, transport their produce to markets, etc.
3. Two examples of communication means you have at home are: radio and telephone.
4. Complete the following table:

Communication tools	Importance of communication tools
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Radio	Audio information
Television set	Audio-visuel information
Computer	Audio-visuel information
Telephone	Audio-visuel information
Letter	Written information
Sign post	Written information

UNIT 9

HOME AND SCHOOL MAIN HISTORICAL EVENTS

Number	Topics
1	Home main historical events
2	School main historical events

Lesson 1: Home main historical events

Key unit competence: Be able to research and remember the history of your home and school.

Learning objectives:

Knowledge and understanding

- Identify the main historical events at home and school

Skills

- Explain the main historical events at home and school

Attitudes and values

- Show the culture of remembering history
- Recognize where someone has come from and where he/she is going
- Show the culture of research

Teaching aids

- Pictures and photos showing the history of the school, or some other place.

Sources

- Pupil's book, teacher's book and social studies curriculum

Sub-topic areas:

Brainstorming

- Learners themselves brainstorm on what they are to study after looking at the pictures and photos.

Teacher's activities:

- Prepare enough teaching aids that can help a learner explain historical events of the school or home.
- Guide learners in the activity of the historical events that represented/described their families or where they live.
- Ask learners to mention in brief the history of where they live.
- Guide learners in exercises of explaining the importance of knowing the history of the school and area where you live or your family.
- Give learners activities that help them explain how understanding history helps one to know where he/she has come from and where he/she is going.
- Ask the school leaders the main historical events of the school.

Learner's activities:

- Observe, discuss and explain the main historical events of the area, school or the family.
- Do exercises on the topic.
- Explain properly the importance of history to people.

Skills acquired by the learner

- Study, observe and explain clearly ideas on the historical events that represented the place where he/she live and the area where the school is found.

Additional knowledge required of a teacher:

The teacher should understand cross cutting issues in every lesson:

- **Inclusive education:** Paying attention to learners with special education needs. Gifted learners should be given more work in the book. Slow learners should be given medium exercises. Those with disabilities should be given special care, e.g. those with low vision and the deaf should sit in front – and if possible, use special teaching aids.
- **Gender equity:** This is shown by how the boys and girls work together in groups, other activities and how they study together without problems.
- **Peace culture:** This is shown by how learners respect each other's rights without separation.
- **The teacher should know very well the history of Rwanda especially where the school is found and where the pupils live.**

More activities:

- Apart from the exercises in the pupil's book, learners can ask school leaders about the history of the school or they can ask the village leaders about its history.

Exercise:

- Ask learners to discuss the importance of respecting the rights of children.

Lesson 2: School main historical events

9.2 Answers to revision questions on unit 9

1. Read and put ✓ on the main historical events on an area.
 - Heroic deeds ✓
 - War ✓
 - Research ✓
 - Bad deeds ✓
 - Famine ✓
 - Holidays ✓
 - Games ✓
 - Rescue ✓
 - A famous person ✓
 - Good governance ✓
 - Bad governance ✓
 - Violent behaviour ✓
 - Insecurity ✓
2. The history of the past
3. Draw a circle around the main historical events of the school
 - a) Gifts given to the school
 - b) Donations given to the school
 - c) People who did not wish the school well
 - d) People who built the school
 - e) Pupils who were indisciplined
 - f) Pupils who disobeyed the school

- g) The person who officially opened the school
- h) Pupils who disobeyed the school leaders
- i) Old boys and old girls of the school who became leaders

9.3 Answers to revision 1 end of year

1. A family is made up of children and parents. Extended family includes others who have relationships up to great grandfathers.
2. At school the pupils have the following responsibilities/work:
 - Studying well
 - Obeying school rule and regulations
 - Wearing school uniform and keep clean
 - Behaving well by respecting teachers and our classmates
 - Observing the school time table
 - Protecting the environment and school equipment/tools
 - Avoid late coming and absenteeism.
3. At home, pupils have the work of helping their parents with work like cleaning.
4. When pupils do their work at school, they perform well and are known for that. When pupils do their work at home, it pleases the parents.
5. The national flag of Rwanda is made up of three colours: Blue, Yellow and Green.
6. It changes depending on where they live.
7. The village leadership committee is made up of five people:
 - The village chief
 - In-charge of social welfare
 - In-charge of security
 - In-charge of information
 - In-charge of development
8. Answers change depending on where they live.
9. Administration levels of a cell:
 - Advisory Council
 - Executive Secretary
 - Executive Committee

10. How we clean water at home:
 - Cleaning the utensils
 - Putting it in a utensil with a cover.
 - Heating it to the boiling point
 - Cleaning the container for keeping in the water
 - Filtering the water
 - Keeping it in a container with a cover
11. We have to clean fruits before eating them to avoid diseases resulting from poor hygiene.
12. Poor hygiene for foods and drinks results into diseases like worms, diarrhoea, typhoid, cholera, etc.
 - . Different diseases caused by poor hygiene: lice, jiggers, etc.
13. Non-infectious diseases caused by poor feeding: *Kwashiorkor*, *stunt growth*
14. A child has rights to:
 - Life
 - Medicine and protection
 - Food
 - Citizenship
 - Living in the family
 - Play
 - Education
 - Clothes
15. It depends on the location of the school.
16. When you do not protect the environment:
 - People are surrounded by bushes which are fearful
 - Soil erosion destroys crops and the soil.
 - People suffer from malaria and other diseases caused by poor hygiene.

9.4 Answers to revision 2 end of year

1. Child abuse is due to wickedness, drunkenness, ignorance, etc.
2. Abuse is characterised by:
 - Beating the child

- Denying the child education
 - Denying the child the right to play
 - Criticizing the child
 - Heavy punishments
 - Denying the child medical treatment
 - Denying the child clothes
 - Denying the child freedom of expression
 - Harassing the child
3. In obeying school rules and regulation, I:
 - I wear school uniform and keep clean
 - I respect my teachers and classmates
 - I respect the school time table
 - I protect the environment and school tools
 - I am never late and absent
 4. People with disabilities have the rights like: Food, drinks, medicine, clothes, shelter, etc.
 5. Basic needs include: food stuffs and drinks, medicine, clothes, shelter, etc.
 6. Dangers of lacking basic needs: poverty, death, wandering, begging, hunger, insecurity, etc.
 7. We use money to buy food stuffs, paying school fees, buying medicine, buying clothes, transport fees, wages, etc.
 8. Causes of lack of money: unemployment, laziness, disasters, disease outbreaks, big number of children, misuse of money, conflicts, etc.
 9. Dangers of lacking money: Theft, wandering, conning, jealousy, lack of medicine, hostilities, defaulting, conflicts, endless debts, etc.
 10. Good ways of using money: making a list of needs before going to the market, buying at cheaper prices, buying goods that meet the required standards, counting well the money, don't buy what is not on the list you made, keeping the money in the bank, avoid misusing the money.
 11. and 12. Schools, dispensaries, roads, wells, springs, playgrounds, etc.
 12. Upwards, downwards, in between, in front, behind, below, above, down, etc.
 13. It depends on the location of the school.

RELIGIOUS STUDIES
CHRISTIAN RELIGIOUS STUDIES

1.1. Key Unit Competence

The pupil will be able to differentiate humans from other creatures.

1.2. Prerequisite

Before undertaking this unit, the pupil should show clear knowledge on the sequence of creation from day one to day six. Again, he or she should have clear knowledge of the people God created first.

1.3. Cross-cutting issues

- **Inclusive education:** As a professional teacher, you will cater and treat equally for all learners, equally boys and girls, more especially those with special needs.
- **Gender equality:** Let all learners participate equally in your lessons, more especially in forming groups or choosing group leaders.
- **Peace and values:** Help learners to understand that as creatures of God, they should live in peace, love, and unity. This will lead to perfect peace. The teacher explains religious freedom where everyone has the right to choose his or her religion. Emphasize that people should respect the beliefs of others.
- **Environment and sustainability.** Try to explain to students the role of the environment and encourage them to participate in the activities of protecting it at home and at school.

1.4. Introductory activity

The introductory activity is carried out outside the classroom where the teacher takes students outside to watch various things in the environment, answering questions related to creation. If carrying out the activity is not possible, show learners pictures of various animals and plants, then ask them questions of the introductory activity.

1.5. List of lessons

	Unit 1	Objectives	No of periods
1	Humans were created in the image of God	Using the images of creatures, and reading from Holy scriptures the pupil will be able : <ul style="list-style-type: none"> • know the dignigty of human being among other creatures. • Explain the difference between Human being and other creatures. • Show values and help others to buid unity in the society. 	2
2	Rwandese names that regard to God	Following the given examples, the pupil will be able: <ul style="list-style-type: none"> • To show that Rwandese Know God through the names Rwandese give to their Children 	1
3	God is the creator, Father and Love	From Biblical passage and religious experience the puoil will be able: <ul style="list-style-type: none"> • Clear understanding of God's love. • to love God and neighbours 	1

4	Human being of the Universe	Using various role play about how Human beings were given responsibilities by God, The pupil will be able to : <ul style="list-style-type: none"> To show the values of human beings among other creature 	1
5	End Unit assessment		1

1.6 Guideline on lessons

1.6.1 Humans were created in the image of God

Using the images of creatures, and reading from Holy scriptures the pupil will be able to :

- Know the dignity of human being among other creatures.
 - Explain the difference between Human being and other creatures.
 - Show values and help others to build unity in the society
- a. Learning and teaching materials:** Bible, Images, Projector, ubusitani bw'ishuri.
- b. Introductory of the lesson**

The teacher uses the images of the creatures and other learning materials and asks learners some questions related to the images helps learners to recall the account of creation. the teacher may also take them outside the classroom to show them the nature and asks questions related to the lesson.i.

Lesson planning

Teachers activities	Learners activities
<p>To lead student outside to observe different.</p> <p>To help learners to communicate what they have seen to their fellow learners.</p> <p>Form groups of learners of average numbers.</p> <p>Gve out pictures, textbooks and images to pupils so that they may observe and answer related questions.</p> <p>Reading and explaing the word of God.</p> <p>Giving instructions of what to do in groups.</p> <p>Help learners in presenting fings and summaring the key points in the lesson</p>	<p>Work actively in the groups following the given instruction.</p> <p>Answer correctly assigned tasks :</p> <p>To discuss and present findings in groups.</p> <p>To listen to the word of God (intangiro 1 :27).</p> <p>Relate the word of God and everyday life.</p> <p>Take good actions about how they can concretize the word of God</p>

Answers to the introductory 1

1. Human beings, animals, water, Sun, stars, moon, universe, trees
2. **First day** : Light to separate night and day
Second day: Universe to separate earthly and Heavens water .
Third day: Plants of all kinds .
Fourth: Lights (moon, sun, stars).
Fifth day: aquating animals. ibisimba, and flying animals in the sky.
Sixth day: Different animals that live on earth, and ended with creating Human beings: He created Adam and Eve
3. It is a human being

Answers to the learning activity 1.1

1. People that were created are Adam and Eve
2. Human being is different from animals and other creature because he was created in the image of God`

Answers to the application activity 1.1.

1. Fish, Crocodile, Hipopotamus.
2. Multiply, Be the master of earth .
3. In the Garden of Eden

4. He was created in the image of God, God gave him intelligence. and a loving heart.

1.6.2 Names in Rwandan culture that regard God

- a. **Learning objectives** : Following the given examples, the pupil will be able to show that Rwandese Know God through the names Rwandese give to their Children
- b. **Teaching and learning materials** : Images .
- c. **Lesson delivery**

Introduction

In groups, the learners discuss what happens after having a baby in the family. They will discuss the ceremony of naming a child in the family and give Kinyarwanda names Rwandese like to give to their children, after they will sort out the names that regard God showing his power as the creature.

Lesson delivery

Teacher's activity	Learners activity
<p>The teacher introduces the lesson .</p> <p>Read to the learners the word of God (1Johni 3, 1-3).</p> <p>Form groups respecting gender balance and inclusion.</p> <p>Prepare clear instructions for the group activities</p> <p>Give out pictures and other materials related to the group activities Help and follow up group activities to monitor if all learners are participating actively.</p> <p>Help learners to present and summarize findings from groups.</p> <p>Help the learners to keep key information from the lesson</p>	<p>Listen to the word of God</p> <p>Listen to the explanation of the word of God and link it with the topic of the day.</p> <p>Work in group respecting given instruction from the teacher answering provided questions.</p> <p>Present findings from group discussions</p> <p>Write on board names of Rwandese and differentiate names regarding God and other names.</p> <p>Explain how God is the creator, Father and Love, Lord of whatever exists basing on examples of Rwandese names provided names.</p> <p>Link the Word of God with the discussion from the groups.</p> <p>Link the word of God with the everyday life.</p> <p>Take positive actions basing on the lesson of the day.</p>

Answers to the learning activity 1.2

1. Men, women, children, parents, animals (cows, birds), Bible
2. Holding a baby, Eating, giving names of children, praying.
3. Habimana, Atete.
4. Data, Papa (God)
5. Protect, Love our neighbour, pray to God.

Answers to the application activity 1.2

1. Uwimana, Iyakaremye, Izabayo, Abimana.
- 2.

Names regarding God	Other names
Bizumuremyi	Habumugisha
Iradukunda	Turatsinze
Niyomwungeri	Gatete
Tuyisabe	Manzi
Uwiduhaye	Atete
Ihimbazwe	Ineza
Dukundimana	Mukakayumba
Uwayo	Nzitabakuze

1.6.3 God the Father, Creator and Love

- a. Learning objectives:** From Biblical passage and religious experience the pupil will be able:
 - Clearly understand God's love.
 - to love God and neighbours
- b. Teaching and learning materials:** Bible, Images.
- c. Lesson delivery**

Introduction: Group discussion on all things which show that God is creator starting from what is visible: your parents are gifts from the parents from which we respect our creation.

Teacher's activity	Learner's activity
<p>The teacher introduces the lesson .</p> <p>Read to the learners the word of God</p> <p>Form groups respecting gender balance and inclusion. .</p> <p>Prepare clear instructions for the group activities</p> <p>Give out pictures and other materials related to the group activities Falitate and follow up group activities to monitor if all learners are participating actively.</p> <p>Help learners to present and summarize findings from groups. Help the learners to keep key information from the lesson</p>	<p>Listen to the word of God</p> <p>Listen to the explanation of the word of God and link it with the topic of the day.</p> <p>Work in group respecting given instructions from the teacher answering provided questions.</p> <p>Present findings from group discussions</p> <p>Write on board names of Rwandese and differentiate names regarding God and other names.</p> <p>Explain how God is creator, Father and Love, Lord of whatever exists basing on examples of Rwandese names provided names.</p> <p>Link the Word of God with the discussion from the groups.</p> <p>Link the word of God with the everyday life.</p> <p>Take positive actions basing on the lesson of the day.</p>

Answers 1.3 to the learning Activity

1. God is called creator because he is the one who created heaven and earth. He created humans beings and all other creatures.
2. God gives the power of procreation, he supports the needy, orphans and widows
3. Hakuzimana, Harerimana.
4. Visit the sick, helping the poor , helping the orphans.

Answers to the application activity 1.3

1.6.4 Human being the master of the earth

- a. Learning objectives : Using different role plays about how Human beings were given responsibilities by God, The pupil will be able to
 - To show the values of human beings among other creature
- b. Teaching and learning materials : Bible, images
- c. Lesson delivery

Introduction: Discuss in groups all things that show God as the creator of whatever exist

Lesson delivery

Teacher's activity	Learners activity
<p>The teacher introduces the lesson .</p> <p>Read to the learners the word of God</p> <p>Form groups respecting gender balance and inclusion. .</p> <p>Prepare clear instructions for the group activities.</p> <p>Give out pictures and other materials related to the group activities. Help and follow up group activities to monitor if all learners are participating actively.</p>	<p>Carry out assigned tasks</p> <p>Follow instructions in carrying out assigned tasks.</p> <p>Discuss on the environment.</p> <p>Share the findings to the whole group</p> <p>Give Examples of what God created</p> <p>Listen to the word of God and understand that Human being is the leaders of all creatures.</p> <p>Link the Word of God with the discussion from the groups.</p> <p>Link the word of God with the everyday life.</p> <p>Take positive actions basing on the lesson of the day.</p>

1.7. Summary of the unit

In the beginning God created the heaven and the earth. Now the earth was formless and empty, darkness was over the surface of the deep, and the Spirit of God was hovering/floating over the waters.

And God said, "Let there be light," and there was light. God saw that the light was good, and he separated the light from the darkness. God called the light "day," and the darkness he called "night." And there was evening, and there was morning the first day.

And God said, "Let there be a vault between the waters to separate water **from** water." So God made the vault and separated the water under the vault from

the water above it. And it was so. God called the vault “sky.” And there was evening, and there was morning the second day.

And God said, “Let the water under the sky be gathered to one place, and let dry ground appear.” And it was so. God called the dry ground “land,” and the gathered waters he called “seas.” And God saw that it was good.

Then God said, “Let the land produce vegetation: seed-bearing plants and trees on the land that bear fruit with seed in it, according to their various kinds.” And it was so. The land produced vegetation: plants bearing seed according to their kinds and trees bearing fruit with seed in it according to their kinds. And God saw that it was good. And there was evening, and there was morning the third day.

And God said, “Let there be lights in the vault of the sky to separate the day from the night, and let them serve as signs to mark sacred times, and days and years, and let them be lights in the vault of the sky to give light on the earth.” And it was so. God made two great lights the greater light to govern the day and the lesser light to govern the night. He also made the stars. God set them in the vault of the sky to give light on the earth, to govern the day and the night, and to separate light from darkness. And God saw that it was good. And there was evening, and there was morning the fourth day.

And God said, “Let the water teem with living creatures, and let birds fly above the earth across the vault of the sky.” So God created the great creatures of the sea and every living thing with which the water teems and that moves about in it, according to their kinds, and every winged bird according to its kind. And God saw that it was good (Genesis 1:1-21).

1.8 Addition information for the teacher

The teacher uses the Bible and read for the learners Biblical passage from(1 John 3, 1-3) in order to link what they studied and real life

Prayer

The teacher instructs learners to stand up for the prayer

The teachers says the following words and learners repeat

- Lord God, I thank you because you created me in your image
- Lord God, Lord God give the heart to respect everyone.

1.9. Answers to the end unit assessment 1

1. a) Image of God b) Intelligence and Love
2. a) Avoid sins b) Living well with everyone

3. Bizumuremyi → God is Love
 Harerimana → God is creator
 Niyomugenga → God is Father
 Iradukunda → God is the Lord of all creatures

1.10 Additional activities

Find in the table below Rwandese names that regard God.

G	I	R	A	N	E	Z	A	J	Y	N
A	B	I	M	A	N	A	M	O	N	I
T	Y	A	I	Z	A	B	A	Y	O	Y
A	I	N	Z	I	N	E	Z	A	P	O
R	S	Y	E	R	E	M	I	Y	A	M
A	H	I	S	H	A	K	I	Y	E	U
Y	A	R	U	T	A	N	G	A	R	G
I	K	A	M	A	N	A	D	N	I	E
H	A	N	D	A	H	A	Y	O	C	N
A	B	A	Y	I	S	E	N	G	A	G
D	U	S	E	N	G	I	M	A	N	A

2.1. Key Unit competence

The learner will be able to explain sin,, its roots, to prevent it and help others not to fall into it.

2.2. Prerequisite

- Differentiate right from wrong, good from bad
- Avoid doing bad.

2.3. Cross-cutting issues

- **Gender:** in all learning activities, the teacher will respect the gender by involving all learners in the activities.
- **Peace and values:** Learners will learn how to hate and prevent sin
- **Environment and sustainability:** senzitizing and encouraging learners to protect environment by reminding them that destroying environment is a sin.

2.4. Guidance to the introductory activity

The teacher uses role plays showing bad things than happen in the society and also how to hate and prevent sin in eveyday life.

2.5. List of lessons

	Lesson	Learning objectives	No of Lessons
1	Meaning of sin and roots of sin	Using the word of God, and images, the learner will be able to: <ul style="list-style-type: none"> • Identify and explain the roots of sin • Explain how the sin increases 	2
2	Consequences of sin to God and to people	Using the read word of God, illustrations and examples from everyday life, the learner will be able to: <ul style="list-style-type: none"> • Identify the consequences of sin to God and to people 	3
3	Ways of avoiding and preventing sin	Using the role play, stories and songs, the learner will be able to <ul style="list-style-type: none"> • Identify positive practices and values that help in preventing and avoiding sin 	2
4	End Unit assessment 2		1

2.6 Guidance to the lessons

2.6.1 Meaning and roots of sin

a. **Learning objectives:** Using the word of God, and images, the learner will be able to:

- Identify and explain the roots of sin
- Explain how the sin increases

a. **Teaching and learning materials:** Bible and Pictures

b. **Lesson delivery**

Intoduction

Discussing in groups about bad actions that people do which are obstacles to people wellbeing.

Lesson delivery

Teacher's activity	Learners activity
Introduce the new lesson. Reading the word of God to learners (Genesis 2,16-17. 3,1-6). Explaining the word of God Give out pictures that help to get more information on the topic Follow up what is being done in groups and provide necessary support. Help student to summarize information from groups Help learners to summarize and keep key information about what they have learnt	Listen to the word of God. Listen to the explanation of the Word of God. Working in groups Work in group respecting the given instruction. Presenting the findings from groups Link the word of God with the topic of the day and the everyday life Take positive action of putting into practice what they have learned.

Answers to the introductory activity 2

1. They have eaten the forbidden fruit in the middle of the garden.
1. In the garden of Eden,
2. God forbids them to eat the fruit in the middle of the garden. This was the tree of knowledge of Good and bad.
3. No, Human being desobeyed God and eat the fruits after being deceived by a snake.

Answers to the learning activity 2.1

1. A child stealing notebooks, selfish child
2. Selfishness, stealing

Answers to the end unit assessment 2.1

1. A sin is something that a person commits with full knowledge which is bad to God and the people.
2. A person commits sins when he does something wrong to God and neighbours with full knowledge and will.
3. Pride and jealousy.

b. Answers in the learner's book.

2.6.2 Consequences of sins to God and and poeple

Learning objectives: Using the read word of God, illustrations and examples from everyday life, the learner will be able to:

Identify the consequences of sin to God and to people.

- a. **Teaching and learning activities :** Bible, pictures, projector
- b. **Lesson delivery**

Introduction

The teacher will uses games and role plays that show the consequences of sins in life.

Lesson delivery

Teaching	Learners'introductivity
<p>The teacher will introduce the lesson</p> <p>The teacher will read the Holy Scripture which matches with what they have observed. (Genesis 3,23-24).</p> <p>Give clear instructions on group activities.</p> <p>Give out textbooks of social and religious studies and show clearly the pictures they have to observe.</p> <p>To help and provide support during group activities.</p> <p>Help learners to summarize the findings and keep important information related to the topic of the day.</p> <p>Give homework to learners</p>	<p>Listen to the word of God.</p> <p>Listen to the explanation</p> <p>Working in group respecting the given instruction and answering questions.</p> <p>Present the findings in groups</p> <p>Listen to the word of God (Genesis 3 :23-24).</p> <p>Link the word of God with what was present in groups.</p> <p>Link the word of God with the everyday life.</p> <p>Take positive action on how to put into practice the lesson learned.</p> <p>Do assigned homework.</p>

Answers to learning activity 2.2

1. Adam and Eve found out that they were naked. God sent them away from the Paradise
2. Death, To be put in prison, hatred,...

Answers to the application activity 2.2

1. We should hate sin because it has bad consequences to people and God
2. Hatred, War
3. We should avoid sins because committing sins is disobeying God and sin has bad consequences to people.

2.6.3 . Preventing and avoiding sins

Learning activities: Using the role play, stories and songs, the learner will be able to

Identify positive practices and values that help in preventing and avoiding sin.

- a. **Teaching and learning activities :** Bible, audio-visual devices, pictures

b. Methodology

Introduction

Tell a story to pupils regarding how to prevent and avoid sins

Teacher's activity	Learner's activity
<p>The teacher will introduce the lesson</p> <p>The teacher will read the Holy Scripture which matches with what they have observed (Exodus 20,1-17)</p> <p>Give clear instruction on group activities.</p> <p>Give out textbooks of social and religious studies and indicate clearly the pictures they have to observe.</p> <p>To help and provide support during group activities.</p> <p>Help learners to summarize the findings and keep important information related to the topic of the day.</p> <p>Give homework to learners</p>	<p>Listen to the word of God.</p> <p>Listen to the explanation</p> <p>Working in group respecting the given instruction and answering questions.</p> <p>Present the findings in groups</p> <p>Listen to the word of God (Exodus 20,1-17).</p> <p>Link the word of God with what was present in groups.</p> <p>Link the word of God with the everyday life.</p> <p>Take positive action on how to put into practice the lesson learned.</p> <p>Do assigned homework.</p>

Answers to the learning activity 2.3

1. A child who had an accident, a man giving money to a boy, a boy praying
2. The man is trying to trick him
3. A boy had an accident and other children came to help him.
4. Obey our parents and avoid people who lead us into sin

Answers to application activities 2.3

To obey parents, help my friends, respect people, praying, going to church, doing good things, avoid bad, following advice from elders.

2.7 Summary of the Unit

The sin of human being is disobedience to God. The sin has many bad consequences to God and to fellow humans. Human beings have freedom and intelligence given by God. They help him to differentiate bad and good.

2.8 Additional information for the teacher

A sin is something that breaks the heart of the doer and separate him from the love of God and his or neighbours. A person who commits a sin becomes psychologically troubled, isolate himself from people and from God. It is good to be very sorry about ours sins and repent so that the love of God and our neighbours is restored.

2.9 End Unit assessment 2

1. Adam and Eve disobeyed God
2. God sent them away from Eden
3. We should prevent sins because they are bad to God and to people
4. Children tell lies, do not respect their parents, refuse to go do bed, refuse to do homework, refuse to go school,..

2.10. Additional actitivities

Match the sins in column A with consequences in column B

A B

- Fornication - Being beaten,
- Stealing - Getting HIV/AIDS
- Disobeying our parents - People do not trust what you say

UNIT 3

GOD'S SALVATION PLAN OF HUMANITY

3.1. Key unit competence

The pupil will be able to explain how God fulfilled his plan of salvation of humanity choosing Israelites his people

3.2. Prerequisite

Before undertaking this unit, the pupil should have prior knowledge and experience how God loved humans after creation, and how he continues to cater for them in everyday life.

3.3. Cross-cutting issues

Gender: Emphasize that we were created equally men and women. God is our Father. All of us are equal before God.

Peace and values: God wants us to live in perfect happiness. We too should avoid sin, and wish others good things. We must be faithful to God and live in peace with everyone.

3.4. Guidance to the introductory activity

Use role play on the story of Prophet Isaie announcing the coming of the Messiah.

3.5. List of lessons

	Lesson	Learning objectives	No of lessons
1	The call of Abraham	using the word of God, the pupil will be able to <ul style="list-style-type: none">• Explain the plan of salvation of humanity and God's love from creation	1

2	The story of Joseph	Using the word of God, the pupil will be able <ul style="list-style-type: none"> • Tell the story of Joseph 	1
3	God saving Israel from Egypt	Using the word of God the pupil will be able to <ul style="list-style-type: none"> • Help others in need 	2
4	God showed to Israel his Love in the desert	Using the word of God, the pupil will be able to <ul style="list-style-type: none"> • Explain how God showed his love to Israel in the desert. 	2
5	The story of David	Using the word of God, the pupil will be able to <ul style="list-style-type: none"> • Explain the role of God in the choice of Leadership in Israel 	1
6	God revealed/himself in Jesus Christ	Using the word of God, the pupil will be able to <ul style="list-style-type: none"> • Show how God revealed himself in his son Jesus Christ. • Have faith in risen Lord Jesus Christ 	2
	End unit assessment		1

3.6 Guidance to the lessons

3.6.1 The call of Abraham

using the word of God, the pupil will be able to

Explain the plan of salvation of humanity and God's love from creation.

- a. **Learning and teaching materials:** Bible, pictures
- b. **Methodology**

Introduction

In groups, learners list examples of people who help us to know God in the Churches and during prayers

Lesson

Teacher's activity	Learner's activity
<p>The teacher will introduce the lesson</p> <p>The teacher will read the Holy Scripture which matches with what they have observed. (Genesis 12,1-5).</p> <p>Give clear instruction on group activities.</p> <p>Give out textbooks of social and religious studies and show clearly the pictures they have to observe.</p> <p>To Help and provide support during group activities.</p> <p>Help learners to summarize the findings and keep important information related to the topic of the day.</p> <p>Give homework to learners</p>	<p>Listen to the word of God.</p> <p>Listen to the explanation</p> <p>Working in group respecting the given instruction and answering questions.</p> <p>Present the findings in groups</p> <p>Listen to the word of God (Genesis 12 :1-15).</p> <p>Link the word of God with what was present in groups.</p> <p>Link the word of God with the everyday life.</p> <p>Take positive action on how to put into practice the lesson learned.</p> <p>Do assigned homework.</p>

Answers to the introductory activity 3

1. Priests, pastors, a muslim
2. The responsibility of teaching the word of God

Answers to the application activity 3.1

1. Old man, people carrying things, a horse, Old man with a knife, O boy lying on pieces of wood, Angel,...
2. Abraham is a man who was called by God to leave his country to a

- country that God would show him
3. Isaac
 4. God made a promise of making Abraham's family Very big and Father of all believers

Answers to the application activity 3.1

1. Abraham was a rich farmer. He lived in the country where people worshiped other gods. He did not have any child. He lived with his wife Sara, workers and animals. One day, God called and he listened and obeyed what he said.
2. God told Abraham to **leave his country to another country that God would show him**
3. God promised Abraham blessing of Many children as many as the stars in the sky and as many as the sand on the earth.

3.6.2 The story of Joseph

- a. **Learning objectives** : Using the word of God, the pupil will be able to tell the story of Joseph
- b. **Learning and teaching materials**: Bible, pictures
- c. **Methodology**

Intruduction/Revision

Correction of the homework on the call of Abraham. Read the word of God on story of Joseph

Lesson

Teacher's activity	Learner's activity
<p>The teacher will introduce the lesson</p> <p>The teacher will read the Holy Scripture which matches with what they have observed. (Genesis 37,3-4, 26-28).</p> <p>Give clear instruction on group activities.</p> <p>Give out textbooks of social and religious studies and indicate clearly the pictures they have to observe.</p> <p>To help and provide support during group activities.</p> <p>Help learners to summarize the findings and keep important information related to the topic of the day.</p> <p>Give homework to learners</p>	<p>Listen to the word of God.</p> <p>Listen to the explanation</p> <p>Working in group respecting the given instruction and answering questions.</p> <p>Present the findings in groups</p> <p>Listen to the word of God (Genesis 37,3-4, 26-28).</p> <p>Link the word of God with what was present in groups.</p> <p>Link the word of God with the everyday life.</p> <p>Take positive action on how to put into practice the lesson learned.</p> <p>Do assigned homework.</p>

Answers to the learning activity 3.2

1. Jacob produced 12
2. Jacob loved Joseph more than others
3. Jacob's sons sold him because they were Jealous. His father has bought for him a nice garment. I
4. His Brothers sold him to the Egyptian passengers who also sold him to Potifar the daughter of Pharaoh.
5. He explained the dreams of Pharaoh, he forgave his brothers, he became a good leader.

Answers to the application activity 3.2

1. They sold him because of Jealousy. His father loved him most
2. His brothers sold him to Egyptian passengers who also sold him to Potifar the daughter of Pharaoh.
3. a) Joseph explained the Dreams of **Pharaoh.**, b) Brothers of Joseph because they had **Jealousy about him.**
4. Joseph was a Great leader in Egypt, and forgave his brothers. Joseph invited his family to live with him in Egypt

5. Not to be jealousy

3.6.3 God saved israel from Egyptian captivity (Exodus, 1:8-14)

Learning objectives: Using the word of God, the pupil will be able to tell shortly the life of Israel in Egypt and their journey to the promised land.

- a. **Teaching and learning activity:** Bible, pictures
- b. **Methodology**

Introduction/Revision

To sing as song of praise remembering the journey of Israel from Egypt

Examples

- Psalm 107.
- Any other common song regarding the journey of Israel (Uko wayoboye Abayisiraheri ukabambutsa ya Nyanja itukura ukabageza i Kanani Mana utuyobore).

Lesson

Teacher's activity	Learner's activity
<p>Introduce a new lesson.</p> <p>Read the word of God (Exodus 1,8-14)</p> <p>Explain the word of God.</p> <p>Give out textbooks of social and religious studies and show clearly the pictures they have to observe.</p> <p>To Help and provide support during group activities.</p> <p>Help learners to summarize the findings and keep important information related to the topic of the day.</p> <p>Prepare a homework where pupil will ask their parents to read for them the story of Israel in Egypt</p>	<p>Listen to the word of God.</p> <p>Listen to the explanation</p> <p>Working in group respecting the given instruction and answering questions.</p> <p>Present the findings in groups</p> <p>Listen to the word of God and answer related questions.</p> <p>Link the word of God with what was present in groups.</p> <p>Link the word of God with the everyday life.</p> <p>Take positive action on how to put into practice the lesson learned.</p>

Answers of the learning activity 3.3

1. People carrying things. People crossing water, people on the host chasing them
2. They lived well before but after, they lived a bad life marked by hardships, slavery and lack of freedom
3. It is Moses who led Israel from Egypt.

Answers to the application activity 3.3

1. a) God used **Moses** to save Israelite from Egypt, b) When Israel were in Egypt, they were under slavery.
2. The family of Israelites was growing bigger and bigger than Egyptian

3.6.4 God showed his love to Israel in the desert.

Learning objective: Using the word of God, the pupil will be able to

Explain how God showed his love to Israel in the desert .

Reflect on the plan of salvation of humanity.

- a. **Teaching and learning materials: Bible, Pictures, audio visual materials, flip charts,...**
- b. **Methodology**

Introduction

Correct the homework on the life of Israel in the Egypt

Lesson delivery

Teacher's activity	Learner's activity
<p>The teacher will introduce the lesson</p> <p>The teacher will read the Holy Scripture which matches with what they have observed. (Exodus 1,12-14)</p> <p>Give clear instruction on group activities.</p> <p>Give out textbooks of social and religious studies and indicate clearly the pictures they have to observe.</p> <p>To Help and provide support during group activities.</p> <p>Help learners to summarize the findings and keep important information related to the topic of the day.</p>	<p>Listen to the word of God.</p> <p>Listen to the explanation</p> <p>Working in group respecting the given instruction and answering questions.</p> <p>Present the findings in groups</p> <p>Listen to the word of God (Exodus 1, 12-14).</p> <p>Link the word of God with what was present in groups.</p> <p>Link the word of God with the everyday life.</p> <p>Take positive action on how to put into practice the lesson learned.</p>

Learning activity 3.4

1. A person who hits the rock and water comes out (Moses)
2. Israelites reached the desert
3. They were thirsty and hungry
4. Manna and Quails' meat

Application activity 3.4

1. They were thirsty and hungry.
2. God provided Manna

3.6.5 : The story of David

Learning objectives : Using the word of God, the pupil will be able to

- Explain the role of God in the choice of Leadership in Israel.
- a. **Teaching and learning Materials:** Bible, Pictures.
 - b. **Methodology**

Introduction

The pupil will role play the story of call of David (David 16:1-13)

Lesson delivery

Teacher's activity	Learner's activity
<p>Introduce a new lesson.</p> <p>Read the word of God</p> <p>Explain the word of God.</p> <p>Give out textbooks of social and religious studies and show clearly the pictures they have to observe.</p> <p>To help and provide support during group activities.</p> <p>Help learners to summarize the findings and keep important information related to the topic of the day.</p> <p>Prepare a homework where pupil will ask their parents to read for them the story of Israel in Egypt</p>	<p>Listen to the word of God.</p> <p>Listen to the explanation</p> <p>Working in group respecting the given instruction and answering questions.</p> <p>Present the findings in groups</p> <p>Listen to the word of God and answer related questions.</p> <p>Link the word of God with what was present in groups.</p> <p>Link the word of God with the everyday life.</p> <p>Take positive action on how to put into practice the lesson learned.</p> <p>Do assigned homework.</p>

Answers to the learning activity 3.5

1. A small boy with sling in the hand, a big man with a spear and a shield
2. Big person is Goliath, small person is David. David has a stone.
3. David
4. David Salomon and Samuel

Answers to the application activity 3.5

1. He was elected King when he was Young, he defeated Goliath, liked to sing
2. He who believes in God is not defeated.

3.6.6. God revealed himself in Jesus Christ

Learning objectives: Using the word of God, the pupil will be able to show how God revealed himself in his son Jesus Christ.

Have faith in risen Lord Jesus Christ

Introduction

In groups, pupils will share what they know about Jesus.

Lesson delivery

Teacher’s Activity	Learner’s activity
<p>Introduce a new lesson. Read the word of God (Exodus 1,8-14) Explain the word of God (Matthew 3: 12-17). Give out textbooks of social and religious studies and indicate clearly the pictures they have to observe. To help and provide support during group activities. Help learners to summarize the findings and keep important information related to the topic of the day. Prepare a homework where pupil will ask their parents to read for them the story of Israel in Egypt</p>	<p>Listen to the word of God. Listen to the explanation Working in group respecting the given instruction and answering questions. Present the findings in groups Listen to the word of God and answer related questions. Link the word of God with what was present in groups. Link the word of God with the everyday life. Take positive action on how to put into practice the lesson learned.</p>

Answers to the learning activity 3.6

1. Jesus Christ is the Son of God
2. He died and was risen,
3. He did many miracles (change water in wine, raised the dead, healed the sick.
4. He went to Heaven

Application activity 3.6

1. Jesus was born in Jerusalem
2. Jesus died and was risen . Jesus opened the eyes of the blind and performed many other miracles.
3. John Baptiste
4. Lazarus

3.7 Summary of the Unit

From the beginning, God has a long plan of saving humanity. He used our patriarchs/fathers in faith such as Abraham, Joseph, Moses, David and prophets. When the time came God sent his Son Jesus. He came to reveal God his Father. In this time God reveals himself to us through pastors, priests, bishops, our parents, religious leaders.

God promised to Abraham that he will make him a great family. He reproduced a baby Isaac when he was old. Isaac begot Jacob, Jacob and Esau. Jacob reproduced twelve sons. Joseph is among them. Jacob loved Joseph more than others. When Israel came from Egyptian captivity, they crossed the red sea under the leadership of Moses. They passed some days in the desert towards the promised land.

3.8 Additional information for the teacher

The teacher should also read the following stories in the Bible.

The story of Abraham (Genesis 12-25)

The story of Joseph (Genesis 37-50)

God saving Israelites from Egypt (Exodus 1-15,21)

The Journey of Israel in the desert (Exodus 15, 22-17)

The life of Jesus (in the Gospels)

3.9 Additional activities

The teacher prepares questions which will help pupils to fix information about the plan of salvation and help them to understand and participate in his or her own salvation. The teacher also prepared remedial and extended activities for the learners

UNIT 4

Relationship between God's message and peace

4.1. Key unit competence

The pupil will be able to explain the relationship between God's message and peace as well as participate in the activities aiming at promoting peace.

4.2. Prerequisite

Before undertaking this unit, the pupil should have knowledge on the meaning of peace and consequences of lack of peace.

4.3. Cross-cutting issues

Peace and values: Emphasize the culture of peace and values among learners through respect and following the the word of God and Holy scriptures.

Inclusice education: Emphasize the right to live peacefully is for everyone without any discrimination.

Gender : The promotion of peace is the concern of all people without males and females. So no one should lack peace based on his or her gender.

Financial education: Lack of peace is an obstacle to development.

Environment and sustainability: Obstacles to peace also are dangerous to the environment. the promotion of peace helps also in protecting environment.

4.4. Guidance to the introductory activity

Role play of pupils showing security agences stopping strikes after the match between two teams.

4.5. List of lessons

	Lesson title	Learning objective	No of lessons
1	Meaning of peace and Message of God	Using different role plays and stories about peace. the learner will be able to <ul style="list-style-type: none"> • show the relationship between God’s message and peace 	1
2	Happy are those who sow peace, they will be called children of God	Using the word of God (Matthew 5:1) the learner will be able: <ul style="list-style-type: none"> • Master and memorize the beatitudes on peace • Participate actively in the activities geared to promote peace 	3
3	Peace and Justice	Using different stories and pictures, the pupil will be able to: <ul style="list-style-type: none"> • Explain different ways of promoting peace using the word of God. • Avoid activities that prevent peace and justice in the society 	3
6	End unit assessment		1

4.6 Metodology

4.6.1 Meaning of peace and God’s message

Learning objective: Using various role plays and stories about peace. the learner will be able to show the relationship between God’s message and peace .

- a. **Teaching and learning materials:** Bible, pictures and audio visua devices.
- b. **Methodology**

Introduction/revision

Discuss in groups the signs of lack of peace and to show the strategies in fighting against violence and conflicts in order to restore unity.

Lesson

Teacher’s activity	Learners activity
<p>Introduce a new lesson.</p> <p>Read the word of God Explain the word of God (Jonn 20:19).</p> <p>Give out textbooks of social and religious studies and indicate clearly the pictures they have to observe.</p> <p>To Help and provide support during group activities.</p> <p>Help leaners to summarize the findings and keep important information related to the topic of the day.</p> <p>Prepare a homework where pupil will ask their parents to read for them the story of Israel in Egypt</p>	<p>Listen to the word of God.</p> <p>Listen to the explanation</p> <p>Working in group respecting the given instruction and answering questions.</p> <p>Present the findings in groups</p> <p>Listen to the word of God and answer related questions.</p> <p>Link the word of God with what was present in groups.</p> <p>Link the word of God with the everyday life.</p> <p>Take positive action on how to put into practice the lesson learned.</p>

Answers to the learning activity

1. God request people to love one another.
2. When the person has peace, is calm, love other people, helps other people

Answers to the Application activty 4.1

1. When the rights of everyone are respected; when there is

- complementarity and gender equality, security, sharing, playing,.....
- Stealing, drug consumption, fornication, telling lies, killings,.....

4.6.2 Happy are those who sow peace, they will be called children of God

- Learning activity:** Using the word of God (Matthew 5:1) the learner will be able:
 - Master and memorize the beatitude on peace
 - Participate actively in the activities geared to promote peace
- Teaching and learning materials:** pictures
- Lesson Methodology**

Introduction

After role play on things that are obstacles to peace, pupil discuss in groups importance of living in peace, fight and against obstacles to peace

Lesson

Teacher's activity	Learner's activity
<p>Introduce a new lesson.</p> <p>Read the word of God Explain the word of God (Ephesians 6 1:4).</p> <p>Give out textbooks of social and religious studies and indicate clearly the pictures they have to observe.</p> <p>To Help and provide support during group activities.</p> <p>Help learners to summarize the findings and keep important information related to the topic of the day.</p> <p>Prepare a homework where pupil will ask their parents to read for them te story of Israel in Egypt</p>	<p>Listen to the word of God.</p> <p>Listen to the explanation</p> <p>Working in group respecting the given instruction and answering questions.</p> <p>Present the findings in groups</p> <p>Listen to the word of God and answer related questions.</p> <p>Link the word of God with what was present in groups.</p> <p>Link the word of God with the everyday life.</p> <p>Take positive action on how to put into practice the lesson learned.</p>

Answers to the learning activity 4.2

- On the picture, there are two boys fighting, soldiers with guns during war children skipping rope,..
- Activities to avoid include fighting, stealing and using guns

3. Activities that are obstacles to peace include warfare, fighting, disobedience, lack of respect to others, stealing, injustices,...

Answers to the application activity 4.1

4. Yes
5. No
6. Yes
7. Yes

4.6.3: Happy are those who sow peace, they will be called children of God

Learning objectives: using the word of God from the Bible (Mt 5:1), the pupil will be able to:

- Tell the beatitudes on peace “Happy are those who sow peace, they will be called children of God”
- In groups, pupils will discuss things that can be done to promote peace at home, in school and in community in general.
 - a. **Teaching and learning materials** : Bible, Pictures.
 - b. **Methodology**

Lesson delivery

Teacher's activity	Learner's activity
<p>Introduce a new lesson.</p> <p>Read the word of God Explain the word of God (Matthew 5-9).</p> <p>Give out textbooks of social and religious studies and show clearly the pictures they have to observe.</p> <p>To Help and provide support during group activities.</p> <p>Help learners to summarize the findings and keep important information related to the topic of the day.</p> <p>Prepare a homework where pupil will ask their parents to read for them the story of Israel in Egypt</p>	<p>Listen to the word of God.</p> <p>Listen to the explanation</p> <p>Working in group respecting the given instruction and answering questions.</p> <p>Present the findings in groups</p> <p>Listen to the word of God and answer related questions.</p> <p>Link the word of God with what was present in groups.</p> <p>Link the word of God with the everyday life.</p> <p>Take positive action on how to put into practice the lesson learned.</p>

Answers to the learning activity 4.3

1. The following are activities that show peace:
 - a. **In the family:** dialogue, love, happiness, complementarity, communication, sharing, helping one another, mutual respect
 - b. **At school:** Work together, helping one another, games plays, participating in itorero
2. **Activities of promoting peace in our school :** club of unit and reconciliation, security, club of non-violence, club of fighting against drugs,...

Answers to the application activity 4.3

1. Building peace means participating in activities that lead to longterm peace.
2. A peaceful family is characterised by sharing, helping one another, respecting one another and loving one another.
3. Mwaramukanye amahoro? Musigare amahoro, Imana ibarinde, murare neza murare aharyana

4.6.4 Peace and Justice

Learning objectives : Using different stories and pictures, the pupil will be able to:

- Explain different ways of promoting peace using the word of God.
 - Avoid activities that prevent peace and justice in the society
- a. Teaching and learnig materials: Bible,pictures
 - b. **Methodology**

Introduction

Role play the action of christians stopping violence by calling security services . The story may be about the human trafficking or hard labour for children.

Lesson

Teacher's activity	Learner's activity
<p>Introduce a new lesson.</p> <p>Read the word of God Explain the word of God (1 Chronicles 3:16-28).</p> <p>Give out textbooks of social and religious studies and show clearly the pictures they have to observe.</p> <p>To Help and provide support during group activities.</p> <p>Help learners to summarize the findings and keep important information related to the topic of the day.</p> <p>Prepare a homework where pupil will ask their parents to read for them the story of Israel in Egypt</p>	<p>Listen to the word of God.</p> <p>Listen to the explanation</p> <p>Working in group respecting the given instruction and answering questions.</p> <p>Present the findings in groups</p> <p>Listen to the word of God and answer related questions.</p> <p>Link the word of God with what was present in groups.</p> <p>Link the word of God with the everyday life.</p> <p>Take positive action on how to put into practice the lesson learned.</p> <p>Homework</p> <p>Ask your parents the instances of Justice</p>

Answers to the learning activities 4.4

1. People in court, judges, prisoners, the national flag of Rwanda
2. It is good to hand over the people who do wrong to justice because they are punished and others live in peace

Answers to the application activity 4.4

1. Abunzi
2. Institutions to call in case of violence
 - a. Police, RIB
 - b. Village, cell and sector leaders
 - c. School administration, RIB, Police

d. 4.6.5 Importance of peace and Justice

Learning objectives : using short stories, the learner will be able to:

- Explain the role of Justice and peace in the society
- Explain how Justice bring about peace

- a. **Teaching and learning materials:** Bible, story books
- b. **Methodology**

Introduction

Using pictures the teachers asks what they see on pictures and slowly makes them to discover the lesson of the day. After learning activities will also be asked.

Lesson

Teacher's acivitiy	Learner's activity
<p>Introduce a new lesson.</p> <p>Read the word of God Explain the word of God</p> <p>Give out textbooks of social and religious studies and show clearly the pictures they have to observe.</p> <p>To help and provide support during group activities.</p> <p>Help leaners to summarize the findings and keep important information related to the topic of the day.</p> <p>Prepare a homework where pupil will ask their parents to read for them.</p>	<p>Listen to the word of God.</p> <p>Listen to the explanation</p> <p>Working in group respecting the given instruction and answering questions.</p> <p>Present the findings in groups</p> <p>Listen to the word of God and answer related questions.</p> <p>Link the word of God with what was present in groups.</p> <p>Link the word of God with the everyday life.</p> <p>Take positive action on how to put into practice the lesson learned.</p>

Answers to learning activity 4.5

1. Justice restores unity, punishes the evil doers, people forgive one another. It also restores peace.
2. At school, I listen to problems of others and solve them. I provide information where there is conflict, I respect everyone, I live well with others, I tell the truth, I play well with others,...

Answers to the Application activity 4.5

The role of Justice in the family and at school

- a. In the family: with Justice, children respect their parents, parents love their children, parents provide to children what they need.

Mutual respect. In conclusion everyone at home does his work. With justice everyone lives in peace in the family

- b. At school: With justice, teachers and school administration staff do their work, they respect rights of children, students live together peacefully without fighting and preparing their future.

4.7 Answers to the end Unit assessment

1. Fill the following sentences
 - a. I leave you peace, my peace I give you
 - b. Happy are those who sow peace they will be called children of God
 - c. Justice means punishing the evil doers.
2. Conflicts, wars, violence, drug abuse...
3. a) False b) True c) True
4. Justice leads to peace when :
 - It respects the rights of everyone
 - It punishes the evil doers
 - It reconciles those who have conflicts and restores peaceful living together
 - It prevents evil and promote peace and security for everyone. .

4.8 Summary of the Unit

Peace is very important in everyday life. The Bible reminds us that Happy are those who sow peace, they will be called children of God

4.9 Additional information

As a teacher you should have sufficient information on justice instances in Rwanda (Abunzi, local government entities, security,...). He or she should have information on their responsibilities and their roles in promoting peace and justice in the society.

4.10 Additional activities

1. Compose a short story on peace and justice
2. Compose a poem on importance of Peace`

ISLAM PART

1.1. Key Unit Competence

By the end of this unit, the pupil will be able to show that God is the only God that should be worshipped and work tirelessly for him avoiding the eternal hell.

1.2. Prerequisite

Before undertaking this unit, the pupil should have the prior knowledge on the Qur'an and how to make Muslim prayer.

1.3. Cross-cutting issues

Environment and sustainability: Pupils will be encouraged to respect creatures created by one God and protect them.

Gender equality: The teacher will emphasize that people were created with equal dignity, men and women are equal before God.

1.4. Guidance to the introductory activity.

The teacher holds a conversation with the pupil on God's love to people, good deeds that characterize people, their death and resurrection.

1.5. List of lessons

	Lesson title	Lesson objective	No of periods
1	Belief in One God	<p>Knowledge and understanding: List the pillars of Islamic faith</p> <p>Skills: Differentiate Islamic faith with other monotheistic faith (beliefs in one God)</p> <p>Attitudes and value: Give God his glory through prayers.</p>	1

2	Belief in the Angels	<p>Knowledge and understanding: explain the role of Angels</p> <p>Skills: differentiate Angels from Humans.</p> <p>Values and attitudes: Avoid the idolatry activities.</p>	1
3	Belief in Holy Scriptures	<p>Knowledge and understanding: Describe the Holy scriptures and the word of God</p> <p>Skills: Differentiate the normal books from the holy scriptures</p> <p>Values and attitudes: Respect Holy Scriptures as word of God</p>	1
4	Beliefs in Messengers and prophets	<p>Knowledge and understanding : Identify major God's messengers and prophets in Islam</p> <p>Skills: Explain the role of God's messengers and prophets:</p> <p>Attitude and values: Follow the teachings of the prophets</p>	1
5	Beliefs in the last Judgment, heaven, hell, resurrection and life after death	<p>Knowledge and understanding: List things that will happen during the last judgment</p> <p>Skills: Describe events of the last day.</p> <p>Attitude and values: Live well with others to win the favours of God on the last judgement.</p>	1

6	Belief in the predestination	<p>Knowledge and understanding: Explain the meaning of predestination</p> <p>Skills: Discuss how Predestination is not an invitation to laziness and surrender.</p> <p>Attitudes and values: Behave well and work hard to make a better world.</p>	1
7	End Unit assessment	-	1

1.6. Guidance to the lessons

1.6.1 Belief in one God

a. Learning objectives.

Knowledge and understanding: List the pillars of Islamic faith

Skills: differentiate Islamic faith with other monotheistic faith (belief in One God)

Attitudes and value: To give God his glory through prayers.

b. Teaching and learning materials: Qur'an, books of Yasarnard-Qur'an, Hadith of Muhammad, other Islamic religious books

c. Methodology

Introduction

Pupils do an activity in groups. The teacher invites pupils to observe pictures and requests them to answer questions. Reads aloud the story of Kagabo and then asks questions to pupils that will help to discover the new lesson.

Lesson delivery

The teacher analyses the answers of the pupils and then chooses the right ones in line with the lesson. The answer should be that there is Only one God.

Answers to the application activity

1. The name of God is Allah
2. God is eternal
3. God is different from other things in that God does not start to exist and that did neither beget nor is begotten.

1.6.2 Belief in Angels

a. Learning objectives:

Knowledge and understanding: explain the role of Angels

Skills: differentiate Angels from Humans.

Values and attitudes: Avoid the idolatry activities.

b. Teaching and learning materials. Qur'an, books Yasarnard-Qur'an, Hadith of Muhamad, Islamic religious books.

c. Methodology

Introduction

The teacher asks questions relating to the lesson of the day. The pupil brainstorm on the origin of Angels and their role on earth. The teacher assesses the answers of the pupils and keeps only what is right.

Answers to learning activity 1.2

The Angels were created by God. The role of Angels is to praise Allah in Heaven

Answers to the Application activity 1.2

1. The second pillar of Islamic Faith is **Belief in the Angels**
2. a. Michael : is in charge of providing food and rain to the creatures?
b. Djibril/Gabriel : He is a leader of Angels. in charge of delivering God's message to the prophets..
c. Israfil: He is in charge of blowing the trumpet on the last day of the judgment.

1.6.3. Belief in Holy scriptures

a. Learning objectives

Knowledge and understanding: Describe the Holy scriptures and the word of God

Skills: Differentiate the normal books from the holy scriptures

Values and attitudes: Respect the Holy scriptures as word of God.

b. Teaching and learning materials : Qur'an, books of Yasar'nal-Qur'an, Hadith of Muhamad, other Islamic Religious books.

c. Methodology

Introduction

The teacher forms the groups of average number and then gives the groups the task on the books used during prayers or worship. The teacher asks the learners to compare them with the normal books they use in classroom. The teacher

helps the group and identifies answers that are relevant to the questions.

Answers to learning activities 1.3

During prayers people use Bible and Qur'an

These books are different from other books because they contain the Word of God

Answers to the application activity 1.3

1. The third pillar of Islamic faith is belief in the Holy scripture
2. Books that were given to people to read are Gospel, Torah, Psalms, Qur'an

1.6.4. Belief in the Prophets and God's messengers.

a. Learning objectives :

Knowledge and understanding : Identify major God's messengers and prophets in Islam

Skills: Explain the role of God's messengers and prophets:

Attitude and values: Follow the teachings of the prophets

b. Teaching and learning materials : Qur'an, books of Yasarnard-Qur'an, Hadith of Muhamad, other Islamic Religious books.

c. c) Methodology

Introduction

The teacher asks pupils some questions on previous pillars of islamic faith learned. He/she introduces the new lesson on the belief in God's messengers and prophets by asking learners names of the prophets they know. Pupils also explain what they know about each prophets. the teacher builds on what pupils have presented and then constructs the new lesson on belief in God's messengers and prophets.

Answers to the learning activity 1.4

1. Prophets are the following Jesus, John Baptist, Mohammad, Isaiah,...
2. Prophets delivered God's message to people

Answers to the application activity 1.4

1. The first prophet is Adam while the last prophet is Muhammad
2. Job was a faithful believer. He was rich and had many children. But he got problems all his wealth disappeared, his children died. But he remained faithful to God.
3. The father of all believers is Abraham

1.6.5. Belief in last day, life after death, resurrection, heaven and hell

a. Learning objectives

Knowledge and understanding: List things that will happen during the last judgment

Skills: Describe events of the last day.

Attitude and values: live well with others to win the favours of God on the last judgement.

b. Teaching and learning materials: Qur'an , books of Yasarnard-Qur'an, Hadith of Muhamad, other Islamic religious books

c. Methodology

Introduction

The teacher starts his or her lesson by putting pupils in groups and then assigns the task. the task will be to discuss the master of the Universe/earth and where people go when they die. Pupils may not come up with the correct answer immediately. the teacher draws their attention on the fact of Hell and Heaven as written in Holy scriptures. slowly the teacher also introduces other concepts such as last judgement, resurrection, life after death,.. The teacher summarizes the lesson of the day and helps learners to keep key message in the lesson.

Answers to learning activity 1.5

The sovereign and the master of the earth is God/Allah

When people die, some go to heaven when they have behaved well in the world while bad people go to hell.

Answers to the application activity 1.5

1. **a) Last day:** It is the day of Judgment. God will gather all people and make a judgement. All their actions will be put forward.
b) Life after death: Those who did good things and behaved well. they will continue to live with Allah in Heaven
2. God will rise all creatures to make a judgment

1.6.6. Belief in predestination

a. Learning objectives

Knowledge and understanding: Explain the meaning of predestination

Skills: Discuss how Predestination is not an invitation to laziness and surrender.

Attitudes and values: Behave well and work hard to make a better world

- b. Teaching and learning materials:** Qur'an, books of Yasarnard-Qur'an, Hadith of Muhamad, other Islamic religious books.

c) Methodology

The teacher starts the lesson with a conversation on the good things and bad things we get in everyday life. he or she asks the pupils who causes this to happen to people. again, basing on the story of Karima in the pupils book, explain what muslim believe in regard to what happens to them, hence predestination. God knows already things that will happen to people and they can avoid them. The teacher emphasizes that predestination does not mean to sit and avoid work. However, people should work hard to make sure that they get good things.

Answers to the learning activity 1.6

On this question, there is no precise answer, poverty maybe caused by laziness, or refusal to work. However, draw pupil's attention that for Muslim they believe in predestination.

Answers to the application activity 1.6

1. Predestination means that God/ Allah allows things to happen to us as his servants. Whatever happens to human beings is in the plan of God.
2. Qur'an 67 says that God created death so that people are tested.
3. People should not sit and wait what God planned for them, they should work hard to reach what God planned for them.

1.7 Answers to end unit Assessment.

1. There are 6 pillars of Islamic Faith
Belief in one God
Belief in Angels
Belief in Holy Scriptures
Belief in God's messengers and prophets
Belief in Last day, resurrection, heaven, hell and life after death
Belief in predestination
2. Advice given to people who worship idols it is that this leads to loosing God's favor and eternal life. They should worship only Allah who created heaven and earth
3. a) Israfil
b) Gabriel

- c) Malakul Mawti
- d) Michael
- 4. Allah gave Holy Scripture to people to read and find wisdom of living well and serving him as required
- 5. Qur'an is a Holy book of worship for Muslim.
- 6. The last prophet is Muhammad
- 7. God allows the evil to test faith of people and to see how faithful they are to his Word

1.8 Addition information for the teacher

As a professional teacher, you should have more information about pillars of faith in Islam. It is good to read more on predestination so that it is not misunderstood as surrendering to God's plan for one's life and avoiding responsibility of people in their own lives.

1.9 Additional activities

A professional teacher, and in the view of enhancing competence acquisition, it is good to give pupil additional activities. these are subdivided into three categories Consolidated activities. remedial activities and extended activities. Consolidated activities are activities to enhance retention of information, remedial activities are activities for the slow learners while extended activities are for talented pupils. Prepare all these activities. the following are examples of additional activities that can be given to pupils.

What do Angels help a Muslim in the everyday life?

UNIT 2

MEMORIZING AND RECITING SHORT CHAPTERS IN QUR'AN.

2.1. Key unit competence:

By the end of this unit, the pupil will be able to accurately recite and explain short chapters

2.2. Prerequisite:

Before undertaking this unit, the pupil must have advanced knowledge in arabic letters as well as their correct pronunciation.

2.3. Cross-cutting issues

- Peace and values education: After undertaking the chapters in this unit, pupils will live together peacefully and avoid attributing bad names to their fellow because it is bad and punishable by Allah
- Financial education: The teacher emphasizes on the punishment reserved to people who gain wealth illegally and hence pupils will have attitudes of caring and enhancing justice in simple financial transactions of everyday.

2.4. Guidance to the introductory activity

The teacher asks pupils if they have memorized some chapters/surat in Qur'an. What is the importance of memorizing and reciting chapters in Qur'an in the life of a muslim? after listening to their explanation, the teacher shows the importance of memorizing and reciting the chapters. Chapters known as Surat are in common prayers and all will reward muslims who will have done so.

2.5. List of lessons

	Unit name	Lesson objectives	No of lessons
1	Memorize and recite Chapter Al-Fat'hat	By the end of each chapter, the learner will be able to recite and explain all the learned Chapters.	1
2	Memorize and recite Chapter Al-Fiili		1
3	Memorize and recite Chapter Qurayishi		1
4	Memorize and recite Chapter Al Ma-Una		1
5	Memorize and recite Chapter Al Kawthar		1
6	Memorize and recite Chapter Al Kafiruna		1
7	Memorize and recite Chapter A-Nasw'ru		1
8	Memorize and recite Chapter Al Masad		1
9	Memorize and recite Chapter Al-Ikh'laswi		1
10	Memorize and recite Chapter Al-Falaq		1
11	Memorize and recite Chapter A-Naas		1

2.6. General methodology on teaching memorization and reciting the short chapters

Unit two is about memorization and reciting short chapters in the Qur'an. There are many approaches but the choice of an approach depends on the pupil's proficiency in Arabic language. Hence The teacher is required first to examine

the mastery of Arabic letters on the side of the pupils.

The following are chapters that pupils should memorize and recite correctly:

1. Al-fat'ha meaning
2. Al-Fiil:Chapter
3. Ali-quraysh:
4. Al- Mauna
5. Al kawthar
6. Al kafiruna
7. Al-Nasw'ru
8. Al Masad
9. Al-Ikh'laswi
10. Al Falaq:
11. Al Naas:

Note the following while teaching the following in teaching memorization and reciting the above mentioned chapters:

1. Explain the meaning of each line of the chapter as well as its title in English
2. Explain difficult word in simple English
3. Correct pupil and provide accurate pronunciation of the concept
4. At the end of each chapter, ask some questions to ensure that pupil understand the meaning of each line.
5. Help pupils to repeat several times until they memorize
6. Allow pupils to practice reading and reciting until they recite by heart.
7. Give homework to pupils to practice reading and reciting the chapters in daily prayers.
8. Before moving to the next chapter ensure that the previous ones are mastered
9. The short video on reciting the chapters are important tool for teaching memorization and reciting the chapters in the Qur'an.
10. All chapters are taught in the same manner so get the right approaches to teaching these chapters.
11. Pupil can read and recite one by one, pairs or as a group. ensure that each pupil gains confidence in reciting the chapter learnt.
12. For each lesson refer to the pupil's book for the content, corrections and answers to the learning and application activities.

2.7. Answers to the end unit assessment

1. Ensure that all pupils are able to recite at least five chosen chapters. Correct where necessary.
2. Ensure that pupils master well the explanation in English of each chapter recited.
3. Ensure that all pupils understand each line recited in English.

2.8 Summary of the unit

The teacher summarizes the main message of the memorized chapters and encourages pupils to recite them regularly as recommended by the Qur'an.

2.9 Additional activities

Prepare well activities for the pupil to make sure that they memorize all learned chapters.

UNIT 3

MUSLIM PRAYER

3.1 Key Unit competence

By the end of this unit, the pupil will be able to pray adequately, be good to people and to God.

3.2. Prerequisite

Before undertaking this unit, the pupil must possess the knowledge and information on the pillars of Islam or the testimony of belief only one God.

3.3. Cross-cutting issues

Peace and values Education: The teacher should emphasize on the existence of many religious and that each Religion has its own way of praying. Hence pupils should learn tolerance and peaceful coexistence with other people in different religions.

3.4. Guidance to the introductory activity

The teacher starts the lesson with introductory activity. He/she facilitates the pupils to discover the content within the unit. He/she forms the groups and assigns pupils the task to discuss the importance of prayer in daily life.

3.5. List of lessons

	Lesson title	Learning objectives	No of periods
1	Five obligatory prayers in Islam	Knowledge and understanding: Identify regulations for prayer in islam. Skills Explain requirements for making a prayer Attitudes and values: Prayer respecting regulations as required.	2

2	How to pray	<p>Knowledge and understanding: Identify parts of Muslim prayer</p> <p>Skills Explain obligations and prohibitions in prayer</p> <p>Attitudes and values: Avoid whatever can spoil prayer</p>	2
3	Importance of prayer	<p>Knowledge and understanding: Identify all things that spoil prayer</p> <p>Skills: Explain the reward for people who perform prayer</p> <p>Attitude and values: Live well with others</p>	2
4	Punishment of people who do not perform prayer	<p>Knowledge and understanding: List things that spoil prayer</p> <p>Skills: explain consequences of not performing or performing poorly muslim prayer</p> <p>Attitudes and values: Avoiding sins in everyday life.</p>	1
	End Unit assessment		1

3.6.Guidance to the lessons

3.6.1 Five obligatory prayers

a. Learning objectives

Knowledge and understanding: Identify regulations for prayer in islam.

Skills Explain requirements for making a prayer

Attitudes and values: Prayer respecting regulations as required.

b. Teaching and learning materials :Qur'an, Religious books, prayer mat, picutures, oortable board.

c. Methodology

Introduction

The teacher forms the groups of average number of pupils and distribute the task to groups. the teacher will facilitate the tasks by explaining and clarifying difficult concepts. Questions will be about the importance of prayer and how

many times they think a person can pray a day. There may be many answers but the teacher focuses on what is essential and relevant to the lesson.

Answers to the introductory activity (3.1):

1. To pray is very important.
2. there is no precise times for prayers pupils will give as they feel but highlight that for Muslims they are obliged to pray five times a day.
3. The importance of prayer is to communicate with God our Father and creator. As a professional teacher, analyze other answers of pupils and come up with what is related to the lessons.

The teacher will guide instructions on how to carry out the learning activity. He/she will guide them on how to finish their tasks successfully and supplement their answers where necessary.

Answers to the learning activity 3.1

1. Pray five times a day is good for muslim.
2. through prayers, their sins are forgiven
3. Prayer is a key to Heaven according to Muslim

Answers to the application activity 3.1

1. The following are five obligatory/compulsory prayers for Muslim
 - Alfajiri: Dawn or before the sunrise
 - Adhuhur: Midday prayers
 - Al-Aswir: Afternoon prayers
 - Magharib: Evening prayers
 - Al-Ishai: Midnight prayers
2. Regulations for Muslim prayers
 - To be a Muslim,
 - To have performed hygiene as required
 - To have adult age
 - A prayer is very necessary for a living person
 - A prayer is very important for a muslim who is not disabled and who has sound mind

3.6.2 Rules of Prayer in Islam

- a. Learning objectives

Knowledge and understanding: Identify parts of Muslim prayer

Skills: Explain obligations and prohibitions in prayer

Attitudes and values: Avoid whatever can spoil prayer

- b. Teaching and learning materials: Qur'an, prayer mat, pictures, portable board.
- c. Methodology

Introduction

The teacher starts a lesson by revision on previous lesson on five compulsory muslim prayers. The learning activity will be done in groups, the teacher reads loudly the case study and then the pupils work on assigned tasks.

Answers to the learning activity 3.2

The teacher will analyse answers to the learning activity, and then provides answers. Muslim prayer has rules of hygienic practices to do before performing it. .

Answers to the application activity 3`2

Referring to the pupilbook 3.2 topic there are rules and regulations. As a professional teacher summarize them and make sure pupils keep the accurate information about hygienic practices before performing Muslim prayer.

3.6.3. The importance of prayer

- a. Learning objectives

Knowledge and understanding: Identify all things that spoil prayer

Skills: Explain the reward for people who perform prayer

Attitudes and values: Live well with others

- b. Teaching and learning materials: Qur'an Islamic religion books, prayer mat, pictures, portable board.
- c. Methodology .

Introduction

The teacher introduces the new lesson with revision on rules of muslim prayer. He/ she forms groups of average number of pupils and allow them to discuss the importance of prayer for an individual or community. During presentations, the teacher summarizes and keep what is essential and relevant to the lesson.

Answers to the learning activity 3.3

Pupils will give different answers but emphasizes that prayer helps a person to communicate with God and help them to win the reward and favours of God. Again a prayer help a person to grow spiritually and morally. To behave well and to do good things in the society.

Answers to the application activity 3.3

On the application activity, find the most important elements that show

importance of prayer. Again highlight that respecting times of prayer cannot make a person dirty since is washing his hand always when he or she is going to perform prayer.

3.6.4 Punishment to people who do not perform prayer

a. Learning objectives

Knowledge and understanding: List things that spoil prayer

Skills: explain consequences of not performing or performing poorly muslim prayer

Attitudes and values: Avoiding sins in everyday life.

- b. Teaching and learning materials: Qur'an, and other islamic religious books, pictures.
- c. Methodology

Introduction

The lesson starts with revision on the previous lesson on importance of prayer. the pupil brainstorm on what they think is the punishment for the people who do not perform prayer as required or those who perform poor prayer. The teacher build s on this information and highlights what the Qur'an says about those who do not perform prayer as required.

Answers to the learning activity 3.4.

Learning activity does not have precise answers. Pupils may give different ideas on this but focus on the fact that those who do not perform swalat will go to Hell and lose God trust and protection

Answers to the application activity 3.4

Pupils may give different ideas on this but focus on the fact that those who do not perform swalat will go to Hell and lose God's trust and protection

3.7. Answers to the End unit assessment

1. Verse 78 of chapter Bani Israil teaches to pray. It invites us to pray at the decline of the sun until the darkness of the night and also at the dawn.
2. The five compulsory prayers for Muslims are the following:
 - Alfajiri: Dawn or before the sunrise
 - Adhuhur: Midday prayers
 - Al-Aswir: Afternoon prayers
 - Magharib: Evening prayers
 - Al-Ishai: Midnight prayers

3. To be a Muslim,
 - To have performed hygiene as required
 - To have adult age
 - A prayer is very necessary for a living person

A prayer is very important for a muslim who is not disabled and who has sound mind

4. For the answers on this questions see 3.2 in the pupilbook.
5. The benefit of performing Muslim prayer as required is heaven.

3.8. Summary of the Unit

Prayer is very important in every day life. Prayer helps people to communicate to God their Lord and creator. Muslim prayer is recommended for all Muslim with rules and regulations. before performing prayer one should make proper cleanliness as required and as recommended in the Qur'an. Allah will punish those who do not perform prayer as required.

3.9. Additional information for the teacher

As a professional teacher, read widely on how prayer is performed in other religious denominations and compare it to establish the relationship between Muslim prayer and other prayers in those religions.

3.10. Additional activities

Prepare additional activities for the pupil. these activities can be activities for consolidation (to enhance competence acquisition) remedial activities for slow learners as well as extended activities for talented and gifted learners to reach the key unit competence.

1.1. Key unit competence

By the end of this unit, the pupils will be able to show values that characterised first caliphs, to be model in everyday life

1.2. Prerequisite

Before undertaking this unit on brief history of Islam, the pupil must have prior knowledge on the life of Muhammad, values that characterised him and the start of Islam.

1.3. Cross-cutting issues

- **Inclusive education:** The teacher will emphasize on the equal right to education of all children and highlight that in its start Islam fought for rights of oppressed people. Pupils also should have the same spirit of promoting inclusion in daily life.
- **Gender equality:** Both gender, male and female have right to belong to a given religion.
- **Peace and values education:** Help pupil to understand that there is unit of all believers regardless their own beliefs since all were created by the same God with equal dignity. They should strive to understand their belief at the same time respecting the belief of others.

1.4. Guidance to the introductory activity:

In the introduction to this unit, the teacher starts by recalling on the life of Muhammad and values that characterised him in his life. Slowly draws pupils' attention on the history of Islam which started with enlightenment of Muhammad. Pupils are allowed to tell what they know about the beginning of Islam. The teacher analyses their answers and builds on them to highlight history of Islam

1.5. List of lessons

	Lesson title	Learning objectives	No of periods
1	Life of Arabs before Muhammad	<ul style="list-style-type: none"> • Knowledge and understanding: State the life of Arabs before Muhammad • Skills: Explain the darkness of life of Arabs before prophet Muhammad • Attitude and values: Avoid what is bad and strive to do what is good 	1
2	Revelation to the prophet Muhammad	<ul style="list-style-type: none"> • Knowledge and understanding: Identify the message revealed to Muhammad • Skills: Describe the events of revelation to Muhammad • Attitude and values: Believe in the revealed message to Muhammad 	1
3	Birth of Islam	<ul style="list-style-type: none"> • Knowledge and understanding: briefly explain how Islam started as a religion • Skills: Describe major events in the start of Islam as a religion • Attitudes and values: Believe and follow faithfully the teachings of Islam in everyday life 	1

4	Life of First Caliphs	<ul style="list-style-type: none"> • Knowledge and understanding: state the life of first caliphs • Skills: Describe how Islam spread in its first ages • Attitudes and values: Take positive actions in teaching people about God 	1
5	End unit assessment		1

4.6. Guidance to the lessons

4.6.1 Life of Arabs before Muhammad

Learning objectives

- **Knowledge and understanding:** State the life of Arabs before Muhammad
- **Skills:** Explain the darkness of life of Arabs before prophet Muhammad
- **Attitude and values:** Avoid what is bad and strive to do what is good

Teaching and learning materials: History of Islam, Pictures, short movies animated :

a. Methodology

Introduction/Revision

The teacher starts his or her lesson by recalling on the life of Muhammad and some values that characterised him. Pupils will narrate what they know about his life before and after revelation. The teacher draws pupil's attention on the how Arabs lived before revelation and pupils will list good and bad practices of Arabs before Muhammad. Emphasize that one of the main purpose of revelation was to teach Arabs to change their behaviours and practices. Summarize the lesson and allow pupils to keep key information of the lesson. .

Answers to the learning activity 4.1

There is no precise answer to this questions,. Pupils will give mixed information but as professional teacher keep what is relevant. Among answers the life of

Arabs before Muhammad was marked by violence, violations/abuse of rights of Women, worshipping idols, conflicts, wars, killings, corruptions among others.

Answers to the application activity 4.2

Refer to the pupil's book 4.1 and verify if pupils came out with the right required elements of arabs practices before Muhammad.

4.6.2 Revelation of Muhammad

Learning objectives

- **Knowledge and understanding:** Identify the message revealed to Muhammad
 - **Skills:** Describe the events of revelation to Muhammad
 - **Attitude and values:** Believe in the revealed message to Muhammad
- a. **Teaching and learning materials:** Quran, hadiths of Muhammad
- n
- b. **Methodology**

Introduction/lesson delivery

Recalls the event of revelation of Muhammad. Let pupils remember how it happened. Let pupils work in pairs describing how the revelation happened and the key message that God passed to Muhammad through Angel Gabriel. Remember some concepts may be difficult to learners, explain difficult concepts. Let pupils present their findings. Analyse them and keep what is essential and relevant to the lesson. Help pupils to keep the key message and information on the lesson learnt.

Answers to the learning activity 4.2

Pupils may not be orderly in their answers, summarize and highlight the following: God revealed himself to Muhammad and through Angel Gabriel passed the following message that was to be communicated to all people:

Tell people to believe in One God, stop worshipping idols, stop killings of young girls, teach humility and tolerance, abolish fornication, stealing, alcoholism, corruption, giving freedom to the oppressed, teaching freedom of all creatures, make five prayers a day.

Answers to the Application activity: 4.2

Refer to the pupil's book on 4.2

4.6.3 Birth of Islam

a. Learning activities:

- **Knowledge and understanding:** briefly explain how Islam started as a religion
- **Skills:** Describe major events in the start of Islam as a religion
- **Attitudes and values:** Believe and follow faithfully the teachings of Islam in everyday life

Teaching and learning materials: Qur'an, hadith of prophet Muhammad

b. Methodology

Recalls the event of revelation of Muhammad. Let pupils remember how it happened. Let pupils work in pairs describing how Islam started and how the first Arabs converted to Islam. Remember some concepts may be difficult to learners, explain difficult concepts. Let pupils present their findings. Insist on the fact that in its initial start Islam was practiced secretly and explain how it came to be practiced officially. Analyse them and keep what is essential and relevant to the lesson. Help pupils to keep the key message and information on the lesson learnt.

Answers to the Learning activity 4.3

There is no direct answer to this question. As a professional teacher, analyze and keep what is essential. Highlight that after revelation, people converted to the new teachings of Islam.

Answers to the application activity 4.3

Islam was practiced secretly because Arabs did not receive the new teachings revealed to Muhammad peacefully. They resisted and persecuted those who taught Islam. However, it was practiced publicly with the conversion of Bin Hishab who was a great and wealthy man at that time.

4.6.4 Life of first 4 caliphs who converted to Islam

a. Learning activity

- **Knowledge and understanding:** state the life of first caliphs
- **Skills:** Describe how Islam spread in its first ages
- **Attitudes and values:** Take positive actions in teaching people about God

b. Teaching and learning materials: Quran, hadith of Muhammad

c. Methodology

Introduction/Lesson delivery

Recalls information on the birth of Islam. Let pupils remember how Islam was

practiced in its beginning. Let pupils brainstorm on the first people who converted to Islam Remember some concepts may be difficult to learners, explain difficult concepts and right pronunciation. Let pupils present their findings. Insist on the fact that first followers of Muhammad were faithful to teaching of Islam. They worked hard to expand it all over the world.

Answers to the learning activity 4.4

The pupils may give many answers but the following names are part of the answers for both learning and application activity 4.4

- a. Uthuman Bun Afan :
- b. Ali Bun Twalib :
- c. Bilali Bun Rabh :
- d. Abubakar Swikid

4.7 Summary of the Unit

Refer to the pupil book Unit 4

4.8 Answers to the End unit assessment

1. The life of Arabs before Muhammad was marked by violence, violations of rights of Women, worshipping idols, conflicts, wars, killings, corruptions among others
2. Angel Gabriel Appeared to Muhammad at Hira in the tunnel, because he was bringing the message from God

4.9 Additional information to the teacher

As a professional teacher, read more on some chapters in relation to the life of Muhammad and the first followers.

4.10 Additional activities

In order to help all pupils to reach the key unit competence and as a professional teacher, plan additional activities as follows:

Activities for consolidation: this will help pupils to keep information and acquire competences

Activities for remediation: this will help the slow learners to also reach the desired level of competence

Activities for extension: These are higher activities for the most talented and gifted pupils.

UNIT 5

RELATIONSHIP BETWEEN A MUSLIM AND A NON MUSLIM

5.1. Key unit competence

By the end of this unit, the pupils will be able to respect everyone without discrimination and respect golden rule.

5.2. Prerequisite

Before undertaking this unit, the pupils should have prior Knowledge on how to live peacefully with others.

5.3. Cross-cutting issues

Inclusive education : The teacher emphasizes on the human interdependence and helps learners to avoid any form of discrimination more especially that which is based on Religion.

- Peace and values education: the teacher emphasizes on the mutual respect and respect for other's people's beliefs which is key to creating unity and living together peacefully.

5.4. Guidance to the introductory activity

The activity is done in groups, give out required materials to perform the task, facilitate the group work by providing clear instructions. Let pupils present their findings, supplement their ideas after analysis and obtaining strong points related to the lesson. Summarize and help learners to discover that mutual respect is a key to peaceful coexistence in the society and at school.

5.5.List of lessons

	Unit title	Learning objectives	No of periods
1	God created different people so that they complement one another	<ul style="list-style-type: none"> • Knowledge and understanding: Identify forms of discrimination that people should avoid • Skills: Analyzing consequences of discrimination, and the advantage of unity and inclusion • Values: live well with others and take positive actions geared to promote unity in the society. 	2
2	To love others as you love yourself	<p>Knowledge and understanding: explain what to love another as you love yourself means</p> <p>Skills: Show consequences of discrimination in the society</p> <p>Attitude and values: Live well with others in the society</p>	2
3	Respect for all people in all times	<ul style="list-style-type: none"> • Knowledge and understanding: Kwirinda icyabangamira abandi • Skills: identify values that show respect of all people. • Attitudes and values: Respect all people 	1
4	End unit assessment		1

5.6. Guidance to the lessons

5.6.1: God created different people so that they complement one another

a. Learning objectives

- **Knowledge and understanding:** Identify forms of discrimination that people should avoid
- **Skills:** Analyzing consequences of discrimination, and the advantage of unity and inclusion
- **Values:** live well with others and take positive actions geared to promote unity in the society.

b. Teaching and learning Materials:

c. Methodology

The introductory activity is done in groups, allow learners to discuss values that characterises the relationship between a Muslim and a non Muslim. Their ideas may not be in order facilitate them to order them and only keep what is relevant to the lessons. In the learning activity help pupils to understand well the concept difference and allow them to realize that difference is not a problem but a value that people should benefit from. After the lesson summarize the lesson and let learners keep what is essential and important to the lesson.

Answers to the learning activity 5.1

There is no precise answer to learning activity questions. Examine the pupils answers and keep what is relevant. Among the answers make sure that pupils highlight that being different enhance complementarity and interdependence in the society.

Answers to the application activity 5.1

Activities people must have to enhance unity include, helping one another, respecting everyone, respect of human rights, Justice, loving one another, mutual understanding among others.

5.6.2 Love others as you love yourself

Learning objectives

Knowledge and understanding: Explain what to love another as you love yourself means

Skills: Show consequences of discrimination in the society

Attitude and values: Live well with others in the society

a. Teaching and learning Materials : Quran, hadiths of the prophet Muhammad

b. Methodology

The learning activity is done in groups, allow learners to discuss the meaning of “to love others as you love yourself. Their ideas may not be in order, help them to order them and only keep what is relevant to the lessons. In the learning activity help pupils to understand well the concept love and allow them to realize that difference is not a problem but a value that people should benefit from. Let them also identify activities which show that people love one another. After the lesson summarize the lesson and let learners keep what is essential and important to the lesson.

Answers to the learning activity 5.2

Activities people must do to show love to others include helping one another, being just, show tolerance, solving conflict peacefully, mutual respect, respect of human rights, understanding among others.

Answers to the application activity 5.2

The pupil will give different ideas on what to love your neighbour as yourself means. Try to examine their examples and facilitate to keep main idea. They may choose a scope (home, school, community). Living in peace, sharing, helping one another, respecting one another, are important among the answers.

5.6.3 Respect for all people in all times

Learning activities :

- **Knowledge and understanding:** Kwirinda icyabangamira abandi
- **Skills:** identify values that show respect of all people. Kubaha abakuru, abato ndetse n’abikigero kimwe
- **Attitudes and values:** Respect all people

Teaching and learning Materials

c. Methodology

The teacher read loudly the case study about Halima. The pupils are listening attentively. After he or she asks questions about the story of Halima. Pupil will give different answers on the lesson learnt from the story. The teacher summarizes them and keeps what is relevant to the lesson. After the lesson summarize the lesson and let learners keep what is essential and important to the lesson.

Answers to the learning activity 5.3

Halima is like by the neighbours because he like to talk and plan with her

children, she respects all people. The lesson we can learn from her is to respect all people.

Answers to the application activity 5.3

5.7. The summary of the Unit

Respect is a value that people should have. The Muslims must lived peaceful with non Muslim because they were all created by one God. They should learn how to accept each other. They should love others as they love themselves. This love is shown in different activities and behaviours such as sharing, tolerance, respect of human dignity and human rights, solving conflict peacefully among others

5.8 Additional information for the teacher

1. Read in the Qur'an chapters that are related to the unit on relationship between Muslim and Non Muslim. Read also hadith of Muhammad and other stories of first followers of Muhammad`

5.9 Answers to the end unit assessment

1. To love others as you love yourself means to avoid harming them, helping them sharing with them.
2. Actions that are done to show perfect love to people is helping them, sharing with them, living with them in peace, respecting them,...
3. It is good to respect all people because it is to show that we love them
4. To live in peace means to live without any problem.

5.10 Additional activities

The additional activities are important in helping all pupils to acquire competences. They help a teacher to support all pupils in the learning process. hence, as a professional teacher be creative and innovative to prepare these activities for the categories of pupils depending on the learning pace.

Activities for consolidation: these are for retention of information and aquisition of competences

Activities for remediation: these are activities for the pupils with learning difficulties

Activities for extension: these are activities for the talented and gifted pupils.