

Social and Religious Studies

Pupil's Book

Primary 3

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FOREWORD

Dear Pupil,

Rwanda Basic Education Board is honored to present to you this book P3 Social and Religious Studies. It will serve as a guide to competence-based teaching and learning in primary school to ensure consistency and coherence in the learning of Religious studies subject in Primary school. The Rwandan educational philosophy is to ensure that you achieve full potential at every level of education, which will prepare you to be well integrated in society and exploit employment opportunities.

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

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

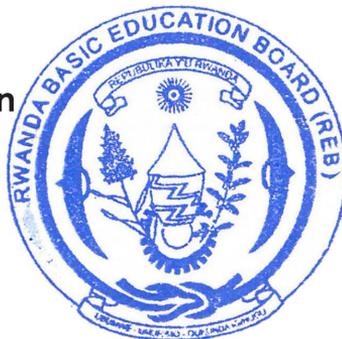
- Learn new vocabulary as you study Social and Religious studies content. This will help you to improve and master English Language.
- Work on given activities which lead to the development of skills

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

Specifically, this book is mainly divided into two parts: Social and religious studies part. Religious studies is also subdivided into Christian Religious studies and Islamic religious studies and Ethics. Though both parts are in the same textbook, schools will choose to teach one part only. You will be able to develop skills, attitudes and values imbedded in Religious Studies of the chosen part with opportunity of exploring other content presented in the same book.

I wish to sincerely extend my appreciation to the people who contributed towards the translation of this book, particularly REB staff who organized the whole process from its inception.

Dr. MBARUSHIMANA Nelson
Director General, REB



ACKNOWLEDGEMENT

I wish to express my appreciation to all the people who played a major role in development of this Social and Religious studies textbook for P3. It would not have been successful without active participation of different education stakeholders.

My word of gratitude goes to the Rwanda Basic Education Board staff and independent subject experts, designers and illustrators who highly contributed to this book



Joan Murungi
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PART ONE: SOCIAL STUDIES

EXTENDED FAMILY



some pupils do not know their responsibilities in their family. They do whatever they want. What is the cause of this?

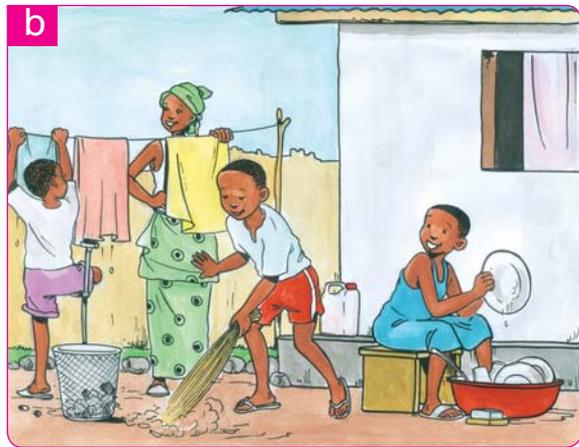
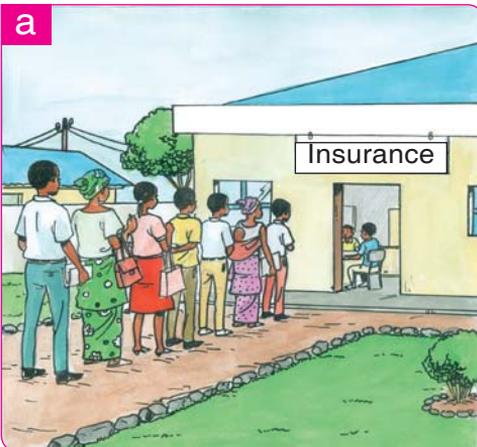


1.1. Fulfilling responsibilities in extended family

A. Responsibilities of members of an extended family.

Activity 1

Look at the pictures below and state what people are doing.



Activity 2

Give the responsibility of each member in an extended family basing on government programme.

I have understood that:

Every person in an extended family has the following responsibilities:

1. Should be involved in promoting government programme like:
 - a) Family welbeing
 - Medical insurance
 - Proper feeding and management of the environment.
 - Hygiene and Sanitation.
 - b) Family development
 - Working in cooperatives and land consolidation.
 - Proper housing and paying taxes.
 - Education for all and one cow per every Rwandan poor family.
 - Modern farming.
 - c) Good governance
 - Participating in community work.
 - Fair justice and elections.
 - d) Security
 - Night patrols and helping each other in case of problems.
 - Reporting of wrong doers.

Activity 3

Tell others your roles and the roles of your parents/guardians in the family.



Self assessment

Who is in charge of telling pupils to enter the class room?



Peer assessment

1. What is the importance of one cow per a single Rwandan poor family?
2. Give any three important things that can promote the welfare of citizens.

Exercises

1. Give any two examples of the work you do at home.
2. Put every activity where it should go.
 - Body hygiene, hygiene of where we live and hygiene of clothes.
 - Respecting the laws.
 - Put pupils in class.
 - Planting forests/trees and preventing soil erosion.
 - Family planning
 - Paying and using health insurance cards when sick.
 - Paying taxes.
 - Modern animal rearing.
 - Road and bridge construction.

| S o c i a l welbeing | Economy and development. | G o o d governance |
|-------------------------|-----------------------------|-----------------------|
| | | |
| | | |

3. State any three activities which your parents/ guardians do to develop the country.

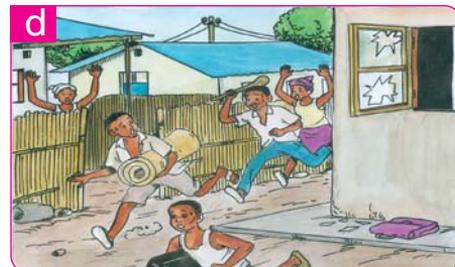
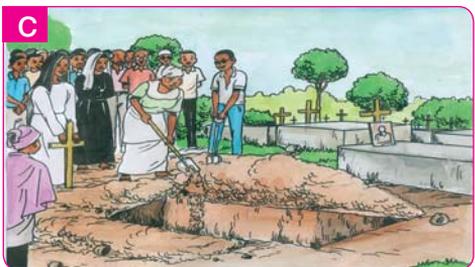
Home work

Ask your parents/guardians your responsibilities. Let them also tell you their responsibilities. Write them down and tell them to your classmates when you come back to school.

B. The importance of fulfilling responsibilities in an extended family.

Activity 1

Look at the pictures below and state what you can see.



Activity 2

Every body should tell his/her classmates benefits of fulfilling his/her responsibilities.

I have understood that:

When every body in an extended family has fulfilled responsibilities then:

- Understand one another, Live peacefully, sharing.
- Work together in order to develop.
- Promote one another in different activities.
- They help one another in case of problems, visit one another.
- They help the government to get money which is used to develop roads, schools, Hospitals, Water and electricity.

We have accepted that:

We shall be fulfilling our responsibilities and advise our friends to do the same.

Self assessment

1. State any 2 importances of fulfilling responsibilities among members of extended family.
2. Explain the importance of paying taxes

Peer assessment

1. What shows that members of an extended family work together?
2. How do people fulfil their responsibilities at home?

Exercises



1. Where does the government get money to build infrastructure?
2. Match responsibilities with its importance.
 - a. Paying taxes
 - b. Paying insurance
 - c. Family planning
 - d. Protecting the environment
 - e. Resecure others in times of problems
 - 1.The family gets food
 - 2.It reduces disaster
 - 3.The government builds infrastructure.
 4. Accessig health care services.
 5. Food security.

Home work

Ask your parents/guardians to tell you the importance of fulfilling your responsibilities as well as the importance of fulfilling theirs. Write them down and discuss them with your classmates.

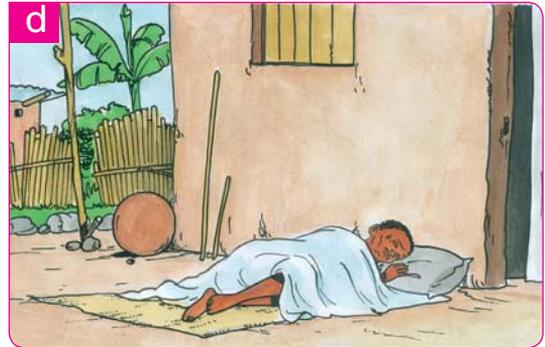
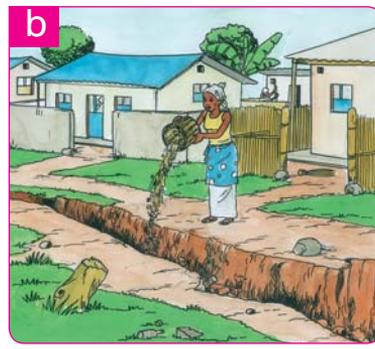
Game

Play a game of catching the tail of the wolf.

C. Effects of not fulfilling responsibilities in an extended family.

Activity 1

Look at the pictures below and state what you can see



Activity 2

Every body should tell his/her classmates the effects of not fulfilling responsibilities.

I have learned that:

By not fulfilling family responsibilities causes bad effects like:

- Family members do not work together and this causes poverty.
- They do not listen to each other, they don't help one another, they are not always at peace.
- By not protecting our environment leads to diseases like Cholera, dysentery and Malaria.
- By not participating in government programmes causes poor development.

Activity 3

Every body should tell his/her classmates the bad effects of not fulfilling responsibilities by family members.

We have accepted that:

- We shall avoid bad effects of not fulfilling responsibilities.
- We shall do what we are asked to do.
- By telling/ sensitizing others who do not fulfil them to do so.



Self assessment

Answer with yes or No

- Stopping pupils from going to school is good.
- It's not good to report some body who is a security threat.
- It's good for pupils to remain home doing domestic work.
- Protecting environment, will protect the nearby people from diseases.
- A good citizen is a person who does not pay taxes.
- A good child is that child who helps his/her parents to do work.
- A good sector is that one which does not participate in community work and working together by village people.
- By not having medical insurance can make you very sick at home.



Peer assessment

1. Explain the characteristics of people who don't fulfil their responsibilities.
2. What are the effects faced by a family which does not protect the environment?

Exercises



1. List the dangers of not fulfilling the following responsibilities:
 - a. Not paying taxes
 - b. Not having medical insurance.
 - c. Not doing community work.
 - d. Not working in cooperatives.
 - e. Not sending children to school.
2. What can happen between members of an extended family if they do not fulfil their responsibilities?

Home work

Discuss with your parents/guardians about the dangers of not fulfilling their responsibilities in extended family. Share your findings with others in class.

A game

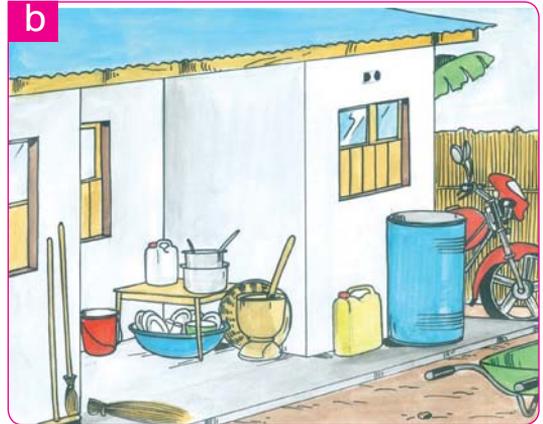
- a. Rollplay people fulfilling their responsibilities in a family.
- b. Roll play people who do not fulfil their responsibilities in a family.

1.2. Proper management of family Assets.

A.Components of family Assets.

Activity 1

Observe and tell what you can see in the pictures below.



Activity 2

Every body should identify and tell his/her friends the non-fixed assets they have at home.

I have understood that:

The family property is made up of both fixed and non- fixed assets.

Non- fixed assets are assets that can be moved from one place to another.

Examples: Kitchen utensils, tools used in the compound and the garden, Animals, Cars, Bicycles, Motocycles and others.

Fixed assets are assets that can not be moved, example land,houses.

Activity 3

Identify the major componets of the family Assets.



Peer assessment

1.Explain the difference between fixed assets and non- fixed assets.

Exercises



Use these assets: Chairs, garden, plot of land, kitchen, bed, radio,toilet, charcoal stove, a cupboard, clothes, house, forest, bag and fill the table below.

| Non-fixed assets | Fixed assets. |
|------------------|---------------|
| | |

B. Importance of family assets.

Activity 1

Observe the pictures below and tell what is taking place in each picture you can see.



Activity 2

Explain to your friends the importance of the family asset that you know.

| Assets | The importance |
|------------|---|
| Garden | We grow crops in the garden to get food. |
| House | Houses provide shelter and protect you from the sun, rain, thieves and wild animals which can harm you. |
| Television | Television is a source of information like news, announcements. It is also used for entertainment like listening to songs, watching films, and educative stories. |
| Chairs | We sit on them |

| | |
|------------------|---|
| Radios | We use radios as a source of information and for entertainment like listening to music. |
| clothes | We use clothes to cover our bodies. Clothes also protect us from coldness. |
| Table | We use it during dining time, we also use it while writing. |
| Bed | We sleep on it. They can also be used for resting on. |
| Kitchen utensils | Helps us to prepare food and drinks. We also use them while eating and drinking tools. |



Self assessment



Identify the family assets which protect you from the following.

- a. Boredom
- b. Fatigue
- c. Hunger.
- d. Thieves
- e. Sun shine and rainfall



Peer assessment



Circle things that are not family asset.

- a. Animals
- b. River
- c. Garden
- d. Market
- e. Health center
- f. Power station
- h. Cars
- i. Lakes
- j. plot
- k. Stadium
- g. Kitchen utensils
- l. Roads
- m. House
- o. Swamp
- p. Air port



Match correctly every asset with its use.

- | | |
|------------------|-------------------------------|
| a. Cupboard | 1. Growing crops and weeding |
| b. Plot | 2. Cutting tall grass. |
| c. Forest | 3. Transport |
| d. Banana | 4. Where the house is built |
| e. A car | 5. It keeps utensils. |
| f. Home tools | 6. It is a source of timber . |
| g. Garden tools. | 7. Banana stem |

Home work

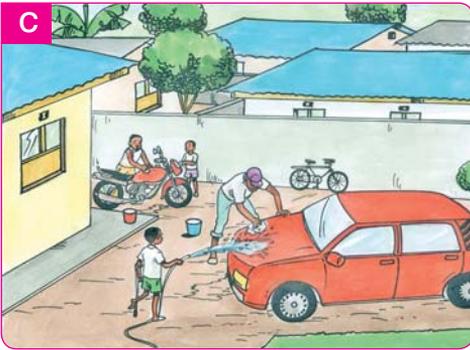
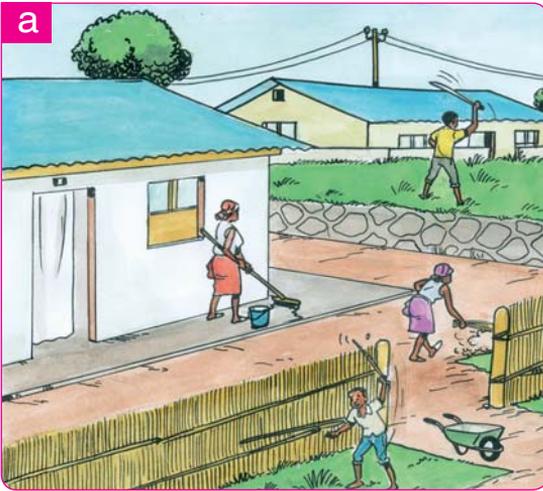
Identify other things at home that make up family asset which you did not study in class.

Write them down, tell their importance to others pupils at school.

C. Use and proper management of family assets.

Activity 1

Look at the pictures below and state what you can see.



Activity 2

Discuss the importance of proper management of family assets.

I have understood that:

If you use well family assets, they last longer and it saves you from buying new ones and this save family income.

How family assets should be used and managed.

| Assets | How it is used and managed |
|--------------------|---|
| House | Not throwing stones and balls to windows and doors to avoid breaking them. Cleaning the house always and painting it. |
| A car | Checking for oil before driving. Driving carefully. Checking car tyres before driving and avoid scratching it . |
| Forest | By removing weed from it, avoid setting forests on wild fire. always cut/harvest mature trees and with permission.. |
| House hold items | By cleaning and using them carefully the way they should be used. . |
| Kitchen utensils | Washing them, cleaning them and keeping them when they are dry in a clean place. |
| Compound and tools | Clean them properly after use, make them sharp, don't leave them out side at night. and keep them in a dry place in order to avoid rusting. |
| Clothes | Washing clothes and ironing them. Keep them in a dry clean place. |
| Gardens | Prevent soil erosion. Keeping animals away from gardens. Use ferterisers in gardens. |



Self assessment



1. Mention main things that can destroy the following family assets.

a. Gardens:

- b. House:
- c. Forest:
- d. Metallic tools.

2. Explain the importance of proper management of family assets.



Peer assessment

What can you do to protect the following family assets?

- a. A car
- b. Garden tools
- c. Clothes
- d. Gardens
- e. Utensils
- f. Animals

Exercises



Fill this table below.

| Asset | Importance | How it can be used/managed |
|--------------------|------------|----------------------------|
| Table | | |
| Bed | | |
| Forest | | |
| storied buiding | | |
| Clothes | | |
| Learning materials | | |
| Cow | | |
| Car | | |
| Trees | | |

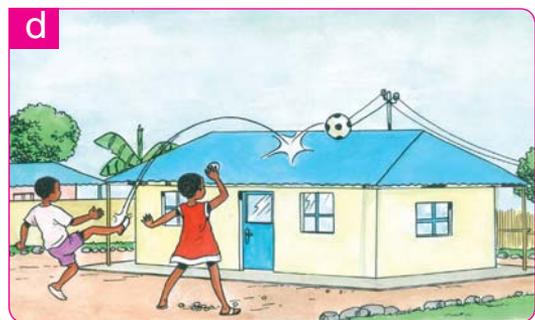
Home work

Identify family assets in your home. Discuss with you parents/guardians ways they should be used and managed. Share this information with your classmates in the next lesson.

D. Disadvantages of misusing and poor management of family assets

Activity 1

Observe the pictures below and state what you can see.



I have understood that:

When family assets are misused, they do not last for a long time and this may lead to loss of the family income.

Activity 2

Discuss the disadvantages of misusing family asset.

We have decided:

We shall avoid bad behaviour like the following:

- Breaking window panes, scratching doors and windows and making them dirty
- Dancing and playing on top of tables, beds and chairs.
- Cutting down trees, flowers and crops.
- Leaving out side family property that can be stolen at night.
- Not throwing any thing on top of the roof.
- Not breaking delicate house hold items.



Self assessment

1. Explain the dangers of misusing family property.
2. Give two ways children misuse family property.



Peer assessment

Answer with Yes, or No:

- a. When you dance on top of the bed, you are destroying family property.
- b. When you remove all house hold items from outside, you are destroying family property.
- c. Watering flowers and trees in the compound is wasting water.

- d. Drawing pictures on the walls of the house is proper management of the family property.
- e. Serving too much food that you can not finish is wastage of family property.

Exercises



1. Why should we use and manage family property well?
2. What can you do if you find your relatives wasting your family property?
3. Give examples of things which children misuse at home.

Home work

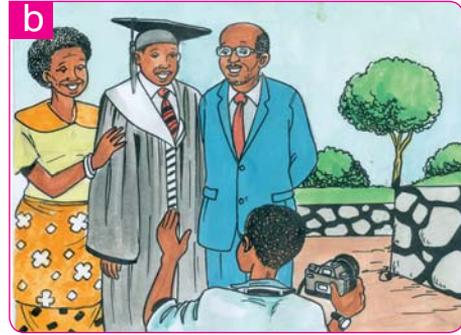
Find out things that make up you home. Discuss with your parents/guardians the dangers of misusing the family property. Share your findings with your classmates in the next lesson.

A game

Act a rollplay showing pupils how to manage property well.

Activity 1

The benefits of being satisfied with family assets.



Activity 2

Tell the benefits of being satisfied with family assets.

E. The benefits of being satisfied with family assets.

I have understood that:

Being satisfied with family assets prevents the following from happening:

- Thefty
- wishful thinking
- jealous
- Selfishness
- Betrayal

- Begging
- Devalue
- Benefits of being satisfied with family asset
- Happiness
- Solidarity
- Personal development
- Self respect
 - – self confidence
- Security
- Visionary

Activity 3

Every body should tell classmates the benefits of being happy with the family assets..

We have decided that:

- We shall be satisfied and happy with our family assets.
- We shall not beg for things we don't own in our homes.

Activity 4

Every body should tell the advantages of being satisfied with his/her own school property with out minding about what the classmates have.



Self assessment

1. State some of the negative effects of not being satisfied with your family assets.

2. Explain reasons why being satisfied and happy with what your family owns is a must.



Peer assessment

1. What shows that a person is satisfied with what he/she owns?
2. What shows that a person is not satisfied with what he/she owns?

Exercises



1. Why is it good to be satisfied with what your family owns?
2. What is the importance of being satisfied with the school items that you have?
3. Being satisfied and happy with the food you brought to school and what you eat during holidays protects you from?
4. Read the story and choose the words that show that a person mentioned in the story is satisfied or not satisfied with what the family owns.

When Musana is at school, he likes to borrow his classmate a watch to wear. During breaks, he likes going around seeing the type of food his classmates have yet he has his. But Mutesi likes studies and gets good marks. She does not steal school items like her classmates.

Home work

Discuss with your parents/guardians about the importance of being satisfied and happy with the family property. Tell your classmates in the next lesson what you discussed with your parents.

A game

Act out a short play showing children who are satisfied with what their families have and another group which is not.

1.3. End unit assessment 1

1. Give 3 examples of responsibilities.
 - a) Those you fulfil at home.
 - b) Those that your parents fulfil and lead to National development.
2. Answer with yes or no.
 - a) Abiding by the laws is part of good governance.
 - b) Telling pupils to enter classes is part of security.
 - c) Planting forests and preventing soil erosion is part of the economy.
 - d) Family planning and paying insurance is part of social wellbeing.
3. State the importance of the following.
 - a) Paying taxes.
 - b) Protecting environment



Ruteja doesn't know the features of his sector and doesn't know where his school is located. There is no any single place he can direct a person to.

He can't even tell others where his home is so that they can direct him.

How can you help pupils like him?

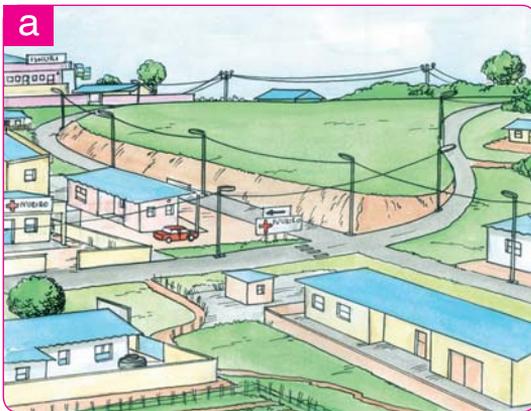


2.1. Physical features of our sector.

A. Physical features in our sector.

Activity 1

What can you see in the pictures below?



I have understood that:

Every sector has different features/things which makes it unique from other sectors. Among these things there is the environment/physical features and infrastructure.

a. Examples of physical features:

- Rivers
- Mountains

b. Examples of Infrastructure:

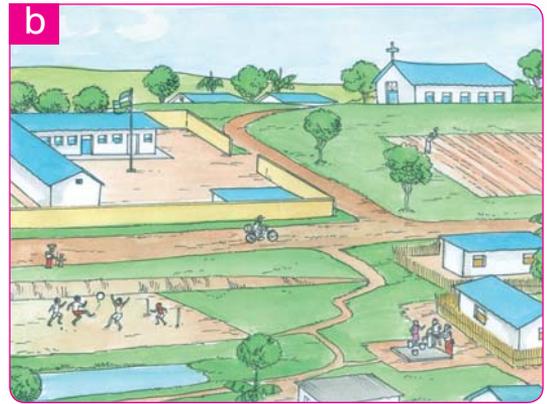
- Schools
- Hospitals
- Public wells
- Play ground
- Markets
- Air port
- Cell offices
- Churches
- Banks
- Industries
- Roads

Activity 2

Walk a round your school and see the features of the sector where your school is located.

Activity 3

Observe the pictures below and compare the features of a town sector and that of village.



Self assessment

1. Give examples of features of a village sector that can not be found in a town sector.
2. Explain the difference between environment and infrastructure.



Peer assessment

1. What are the features of your sector?
2. What are the features of the sector where you pass while going and coming from school?
3. What are the features of the neighbouring sectors of your home sector?



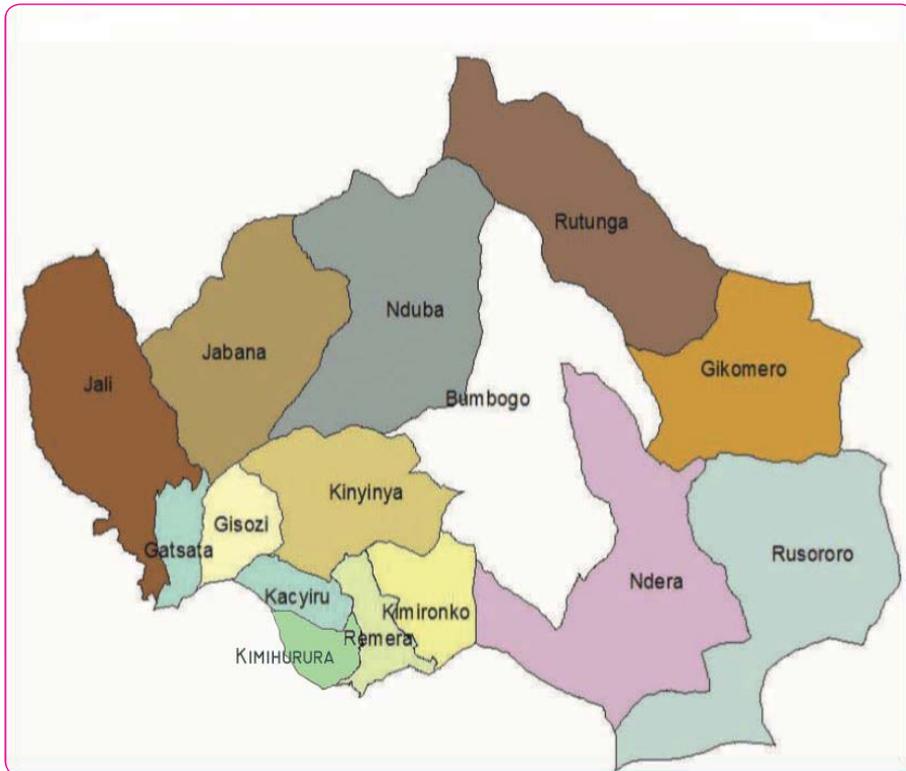
1. State the major features of your school sector.
2. State the features of the sectors neighbouring the sector of your school.
3. Give examples of features of sectors in the city which does not exist in village sectors.
4. Answer with Yes or No.
 - a. There is an airport in my sector.
 - b. There is a museum in our sector.
 - c. Our school is built in a model village.
 - d. Infrastructure are all physical things in the sector which enables us to get our needs
 - e. Environment means surrounding.

B.The map of our district and sectors.

Activity 1

Observe and tell what you can see in the map of Gasabo district with its sectors.

The map of Gasabo district.



Activity 2

Look at the map and name the sectors of Gasabo district.

Activity 3

Point to the correct answer on the map.

State the sectors where the following people live:

- Nyiramwiza lives in Gikomero sector.
- Ganza lives in Ndera sector.
- Mutesi lives in Remera sector.
- Mababa live in Kacyiru sector.
- Mutavu lives in Kimironko sector.

Activity 4

Observe the map of Gasabo district and state the neighbouring sectors of Gikomero sector.

I have understood that:

- Gasabo district is made up of many sectors.
- Sectors are also made up of many cells.
- Our country is made up of 30 districts. And these districts are made up of 416 sectors.

Activity 5

Observe the map of the district where your school is found and identify the sector where it is located.

Activity 6

Observe the map of the district where your school is located and state the neighbouring sectors.



Self assessment

Arrange these administrative levels. District, Cell, Sector, Village.

- Begin from the lowest to the highest level.
- Begin from the highest to lowest level.



Fill in these sentences.

- a) The lowest level of local government administration is.....
- b) A cell is made up of villages.
- c) Many villages make cell
- d) One sector is made of.....cells
- e) Your school is found in.....sector.
- f) Many cells make up?

Exercises



Fill in the gaps to make complete sentences.

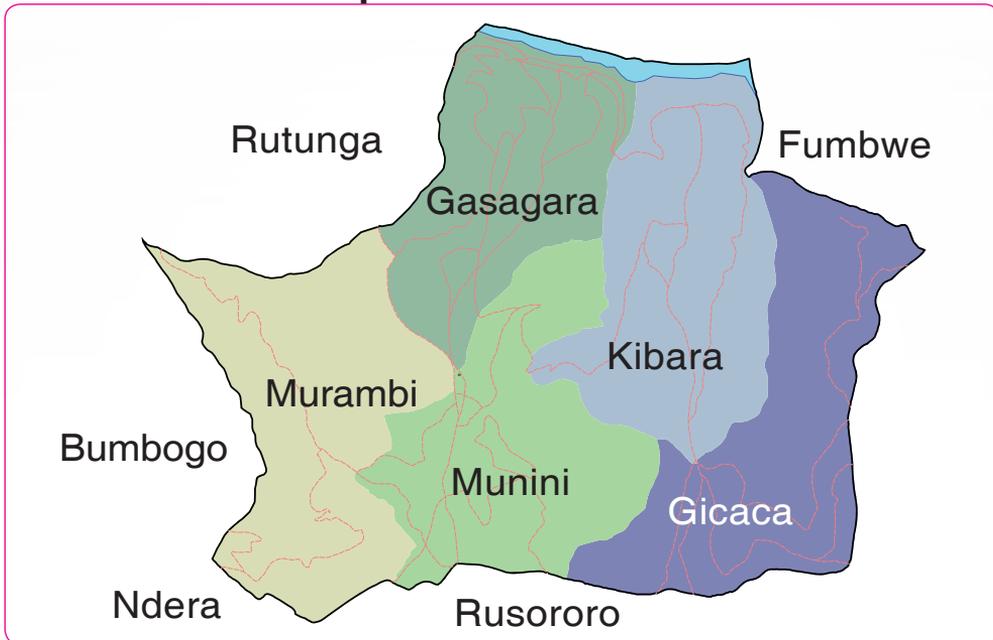
- a. I live in the district of and in the sector of.....
- b. Our school is located in.....district
- c. One district is made up of..... sectors.
- d. One cell is made up ofvillages.
- e. Many sectors make up one.....
- f. Many cells make up one.....
- g. One sector is made up of..... cells.
- h. Many villages make up..... cell.

C. Map of our sector and the cells.

Activity 1

Look at the map of Gikomero sector. Give the number and names of the cells that make up Gikomero sector.

The map of Gikomero sector.



I have understood that:

Gikomero sector is made up of 5 cells.

Uwase is a pupil of Gicaca primary school, found in Gicaca village, Gicaca cell, Gikomero sector, Gasabo district, Kigali city.

Activity 2

Observe the map of Gikomero sector and state the neighbouring cells of Uwase's home cell.

Activity 3

Observe the map of the sector where your school is located. Give the names and number of cells that make up your home sector.

Activity 4

Observe the name of the sector where your school is located and state the neighbouring cells.

Exercises



Fill in the gaps in the sentences below.

- Our school is found in the village of....., in the cell of, in the sector of and in the district of.....
- We live in the village of , in the cell of....., in the sector of....., and in the district of....?

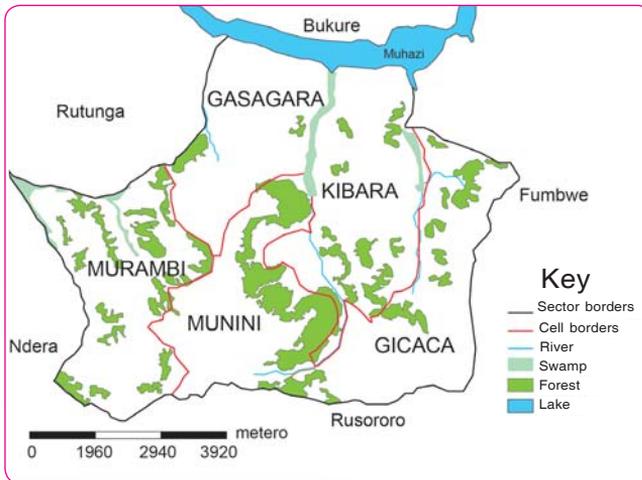
Home work

Ask your parents/guardians the names of your neighbouring cells. Write it down and tell it your classmates.

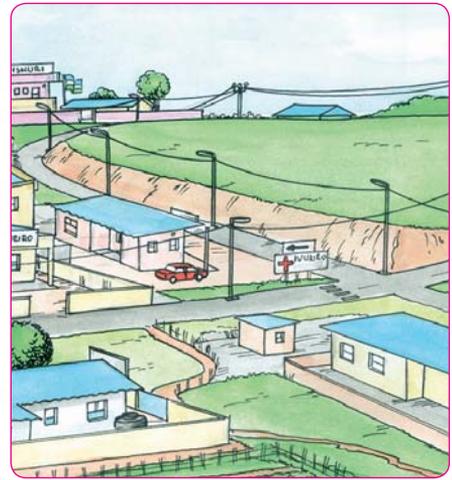
D. Differentiating a map from a picture.

Activity 1

Look at the map of Gikomero sector and give the difference between the map and the picture shown below.



Map of Gikomero sector



A picture of a place

Activity 2

Discuss the difference between a map and a picture.

I have understood that:

- A map is a representation of an object seen and drawn from above.
- It can be of an object or of a place.

A map has the following features.

1. Title: Explains what the map is all about.
 2. Scale: It measures the actual ground distance on the map.
 3. Compass direction: (South, North, East, West)
 4. Key: It explains map symbols.
- A picture is a representation of an object/ place seen and drawn from aside.

Activity 3

Carefully count maps and pictures in this book from page 1-40. Ask your friends to find out how many they counted.



Self assessment

1. What is the direction shown on the map?
2. What are the main features shown on the map?



Peer assessment

1. What is the use of a scale on a map?
2. What shows that you are reading the right map?

Exercises

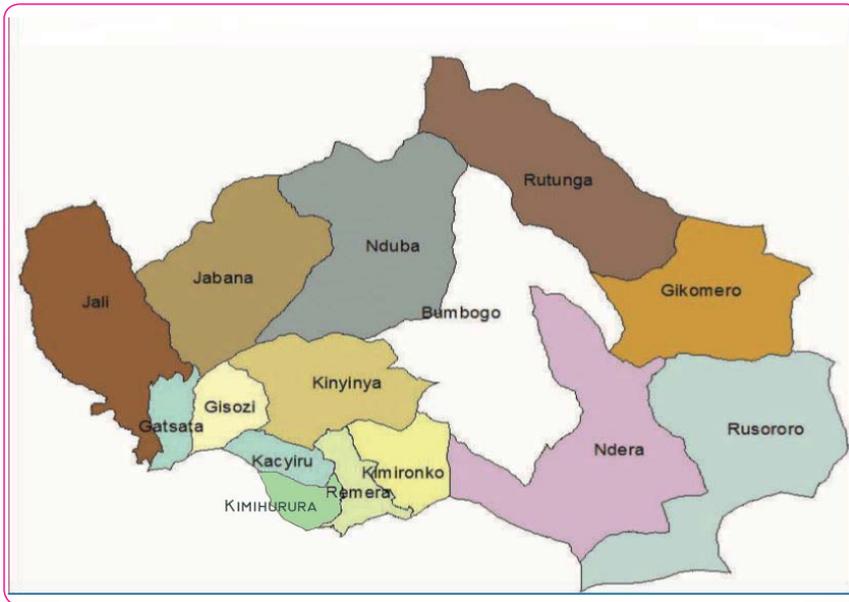
1. State the major elements of a good map.
2. Explain the word scale.
3. Explain the difference between a map and a picture.

E. Our neighbouring sectors.

Activity 1

Look at the map and list the sectors of Gasabo district

Map of Gasabo district



Activity 2

Look at the map of Gasabo district and state the neighbouring sectors of Kinyinya.

I have understood that:

Gwiza is in primary 3. She lives in Bumbogo sector, Gasabo district, Kigali city.

Bumbogo sector borders the following sectors.

- In the South: Ndera and Kimironko sectors.
- In the North: Rutunga and Nduba sectors.
- In the East: Ndera, Gikomero and Rutunga sectors.
- In the West: Kinyinya and Nduba sectors.

Activity 3

Observe the map of the district where your school is located and do the following.

- a. Name the sectors in your district.
- b. Show the sector where your school is located.
- c. Identify your home sector on the map.

Activity 4

Use the district map where your school is located and name the sectors that boarder the sector in which your school is located.

Activity 5

Draw the map of the sector in which your school is located. Choose those that are well drawn and pin them in your class.



Self assessment



1. Name the cells that boarder your cell in:
 - a. The North
 - b. The East
 - c. The South
 - d. The west
2. Name the sectors that boarder your sector in:
 - a. The North
 - b. The East.
 - c. The South
 - d. The West



Peer assessment

1. Name the place where your school is located.
2. Name the place where your home is located.

Exercises



Fill in the space to make these sentences complete.

1. Our school is located in the sector of....and our neighbouring sector in the North is....., in the South is....., in the East is, and sector in the West. What is the name of your Sector Executive Secretary?
2. Name the neighbouring cells where your school is located.
3. Which cells make the sector where your school is located.
4. What is the direction of the neighbouring sectors from your school?

Home work

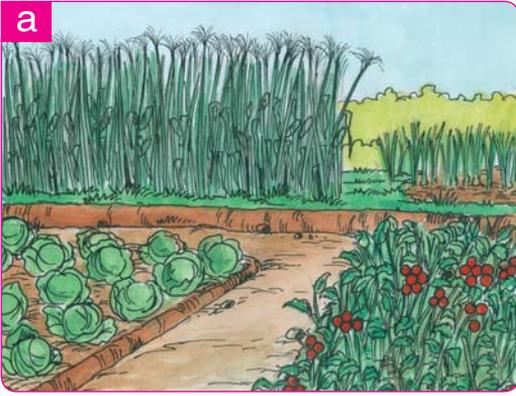
Ask your parents / guardians the name of your neighbouring sectors. Tell other classmates.

2.2. IMPORTANT FEATURES /PLACES IN OUR SECTOR

A. Important features/places found in our sector.

Activity 1

Look at the pictures below and state what you can see.



Activity 2

Make study tour in the sector where the school is located go and visit important places in the sector.

Activity 3

Every one should state the important places in the sector. Then list them down.

I have understood that:

Important things/places found in our sector are:

- Gardens
- Forests
- Residential houses
- Business houses
- Administrative offices
- Rivers
- Mountains
- valleys
- Lakes
- Swamps
- Schools
- Hospitals
- Roads
- Markets
- Helth centers

Exercises

1. Fill in the following table:

| Important things found in village sectors. | Important things found in town sectors |
|--|--|
| | |

2. List important things found in the sector where you live.
3. List important things found in the sector where your school is found.
4. Answer with yes or no.
 - a. There are lakes in all sectors.
 - b. Both sector offices and cell offices are important places in our sector.
 - c. Modern villages are one of the important things every sector should have.
 - d. Infrastructure are important things seen only in town sectors.

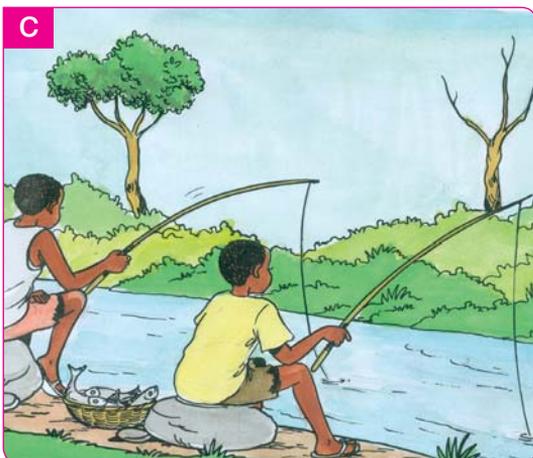
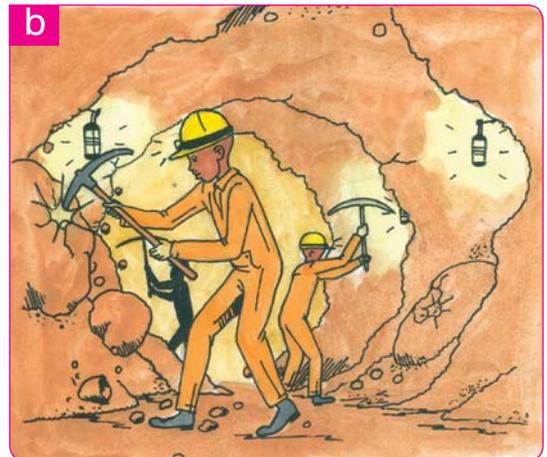
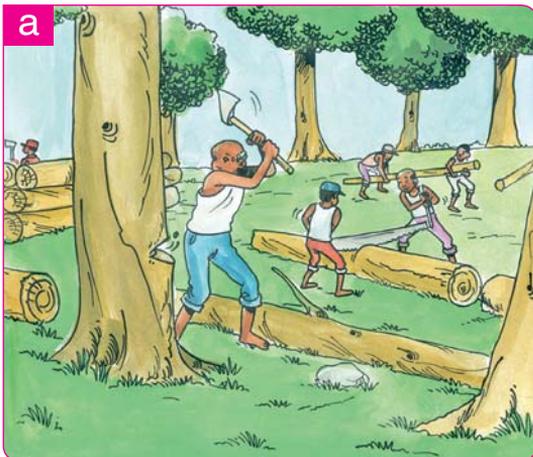
Home work

Discuss with your parents/guardians about things in your sector that you see while going to or from school. Write them down and tell them to your classmates.

B. The importance of some important things found in our sector.

Activity 1

Look the pictures below and state what you can see.



Activity 2

Debate about the important things that you saw when you made a study tour in your sector.

I have understood that:

Important things in our sector and their importance are as stated in the following table:

| Things found in the sector | Their importance |
|----------------------------|--|
| Gardens | – Used for growing food crops. |
| Forests | – We get timber from them fire wood, charcoal, – Forests prevents soil erosion. – Forest help in rain formation. |
| Shop | – we buy goods from shops. |
| Rivers and lakes | – Gives us water, fish, sand. – Rivers helps in making electricity. |
| Administrative offices | – We get services from there. – Problems of citezens are solved from there. |
| Valleys and swamps | – We use them for growing crops like rice yams. |
| Residential houses | – They provide shelter to people. Protect them from bad weather. |
| Roads | – Used in the transportation of goods and services. |

Activity 3

List other important things not mentioned in the table above that are found in your sector and their importance.



Self assessment



What is the importance of the following to the people living in the sector?

- a) Rivers and lakes:
- b) Valleys and swamps.
- c) Sector offices.
- d) Markets and shops.



Peer assessment

List things that help people in the sector to get the following:

- a) Food:
- b) Fish
- c) Electricity
- d) vegetables

Exercises



1. Match the property/assets of the sector with their importance.
 - a. Forest
 - b. shops
 - c. Gardens
1. We grow food crops there.
2. Used for transport
3. Provides shelter to people.

d. Roads

4. Prevents soil erosion

e. Residential houses

5. Markets

2. Explain the importance of important things in the sector to the people.
3. Fill in the space to complete these sentences:
 - a. Timber, firewood, charcoal comes from trees we cut from
 - b. Transportation of goods and people can not develop with out good.....
 - b. During dry season, we grow vegetables in.....
 - d. We get water for irrigation from..... and
 - e. Problems of citizen are solved from.....

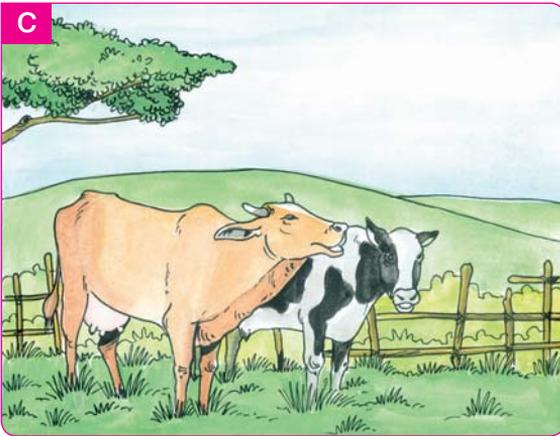
Home work

Ask your parents /guardians the value of important things found in your sectors.

C. Conserving important things/places found in our sector.

Activity 1

Look at these pictures and state what you can see.



Activity 2

Discuss how you are going to protect important things found in the sector where you come from.

I have understood that:

Protecting important things in our sector can be done by:

- Caring about our gardens and protecting swamps.
- Not swimming in rivers, or defecate in them.
- Planting trees on both sides of slopy hills.
- Construct terraces to prevent erosion.
- By repairing damaged roads and trenches / channels.

- By obeying laws governing their proper usage.
- Reporting those who destroy them.
- Doing community work and participate in all government programmes.
- Teaching the importance of protecting important places in the sector.
- By practicing zero grazing.
- By fencing schools, hospitals, health centers and markets.
- By employing security personnel in the sector.

We have decided that:

We shall protect important things in our sector. We shall report to leaders those who destroy them.



Self assessment

Give four ways how children can spoil important things in our sector.



Peer assessment

What important things will you have protected by doing the following?

- a. Constructing terraces.
- b. Planting trees on slopy hills.
- c. Zero grazing.
- d. Building fences around infrastructure.
- e. By repairing damaged infrastructure.



1. Explain how you can protect the following things.
 - a. Gardens
 - b. Rivers
 - c. Bridges
 - d. Forests
 - e. A hill with out trees.
2. Give examples of human activities that destroy important things in the sector.
3. What can you do if you found a person doing the following?
 - a. Growing crops on a slope hill.
 - b. Cutting trees which are not mature from the forest.
 - c. Defecating near a water source.
 - d. Removing stones and sand from the road.
 - e. Fishing with out permission.
4. Answer with Yes or No.
 - a. Cutting immature trees is destroying our environment.
 - b. Digging trenches is protecting the environment.
 - c. Zero grazing is protecting the environment.
 - d. Planting grass to stop soil erosion helps to protect environment.

Home work

When you reach home, ask your parents / guardians how they protect things found in your sector and tell it to others in the next lesson.

Play

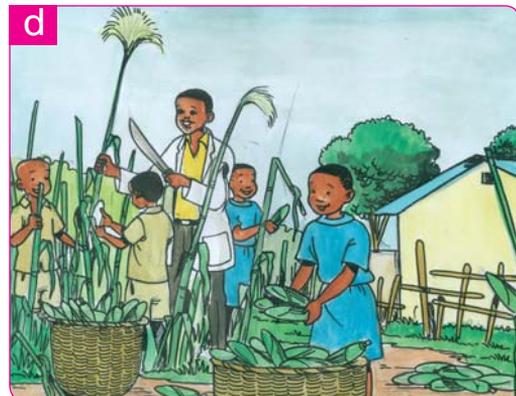
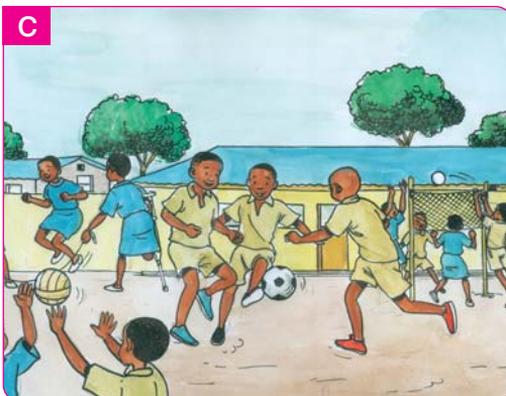
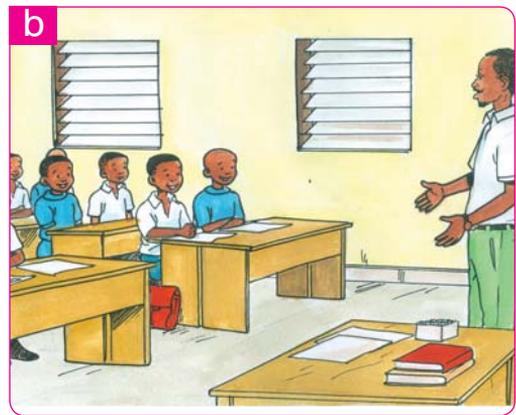
Roll play.

2.3. Proper management of school assets

A. School assets.

Activity 1

Study the pictures below and state what you can see.



Activity 2

Go outside the class and see the different components of your school asset.

B. The importance of School assets.

| School asset | Its importance |
|---------------------|--|
| Class room | We study from it. |
| Library | Reading different books. |
| Toilets | Defecating /easing and urinating. |
| Trees/flowers | Gives fresh air, fruits. |
| Play ground | Used for games and sports. |
| Garden | Crop growing. |
| Learning materials | Helps in learning and teaching process. |
| Computer room | Used for learning purposes. |
| Store room | Used for keeping school items/tools. |
| Sport materials | Used in different games. |
| Sick bay | For sick pupils. |
| Meeting hall | Used for meetings. |
| School offices | Used for solving problems of teachers and pupils. Used for receiving and handling parents. |
| Special girl's room | Taking care for the girl child. |

Activity 3

Discuss with your classmates the importance of the school assets.



Self assessment



1. What is the use of the following to the pupils?
 - a. Toilet
 - b. Store room
 - c. Office room
 - d. Computer room
2. State four items/things used for learning and teaching.



Peer assessment

1. State the components of the school assets which help the pupils to do the following:
 - a. Relaxing when sick.
 - b. sports
 - c. library
 - d. learning how to use a computer.
2. Give the examples of sports items that you know.

Exercises



1. Match the school assets with their use.
 - a. Library
 1. Used for growing crops.

b. Garden/compound

2. Used for playing

c. Garden

3. Used for reading books

d. Play ground

4. Used for reading books.

e. Class room

5. Beautifies the school.

2. Explain in full sentences the importance of school property.

3. Fill in the spaces to complete these sentences:

a. It's not good to leave ____ _____with out washing hands.

b. is where we go to study computer from.

c. Kayitare learned keeping of school materials in_____

d. There will be a meeting a bout our behaviours in
..... tomorrow.

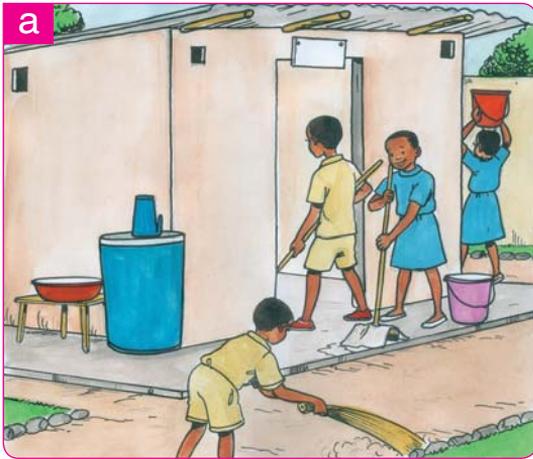
Home work

Tell your parents/guardians about your school assets and their importance to you and your classmates.

C. Proper management of the school assets and usage.

Activity 1

Look at the pictures below and tell what children are doing



Activity 2

Explain the proper use of the school assets.

I have understood that:

We use well the school property by avoiding:

- Over spending
- Misusing them
- selfishness
- misplacing
- Mismanagement of school assets.
- stealing
- Tearing notebooks
- Tearing books

We can manage the school assets by doing the following:

- Proper handling of the school property by keeping it in the right place.
- By cleaning our class and the surrounding places.
- By cleaning the toilet and picking papers from school compound.
- By not wasting water and switching lights off during day time.

Activity 3

Make a sign post showing ways of proper use and management of school property. Raise it in the compound.



Self assessment

1. What should you avoid in order to manage your school property well?
2. What should you do in order to manage your school assets?



Peer assessment

Answer with Yes or No.

1. Misuse of water at school is poor management of your school asset.
2. Keeping the school materials in the proper place is good management of the school asset.
3. Tearing books is one way of managing well school asset.
4. Littering at school is proper management of the school property.



1. Explain how you properly use the following school property.
 - a. Books
 - b. Water
 - c. Garden/ compound
 - d. your classroom
 - e. library
 - f. Toilet
2. Give examples of some poor management of school property by your classmates.
3. What advice can you give to a person who has been doing the following?
 - a. Littering papers in the compound/garden.
 - b. Drawing in books.
 - c. Writing on the chairs and tables.
 - d. Playing in the garden.
 - e. Passing through the window.
 - f. Folding books
 - g. Climbing cupboards.
 - h. Playing football in the classroom.
 - i. Defecating on top of the toilet.
 - j. Passing through the garden
 - k. Passing through shortcuts.

Home work

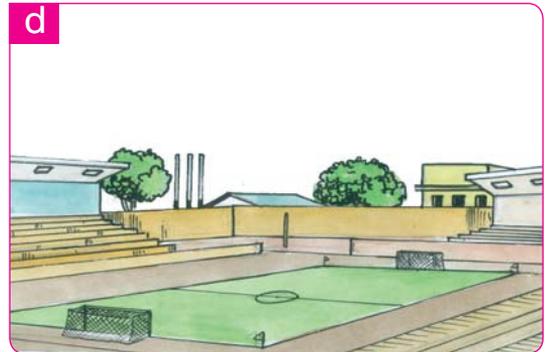
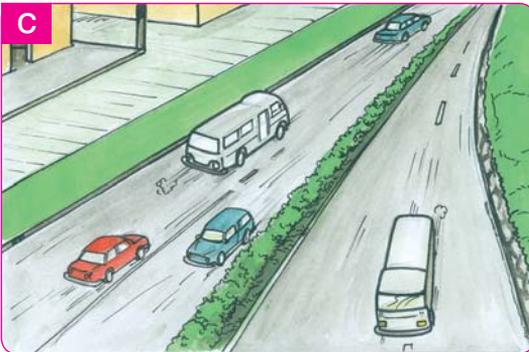
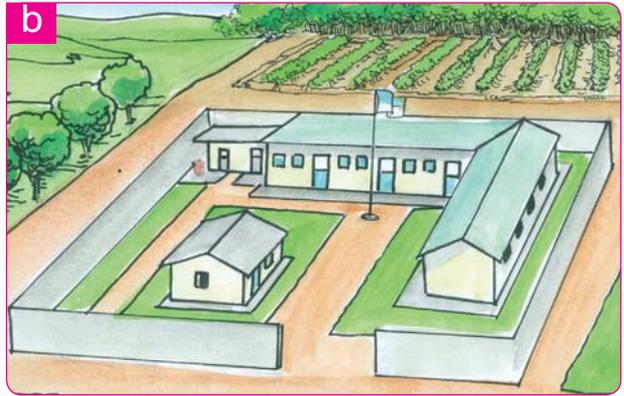
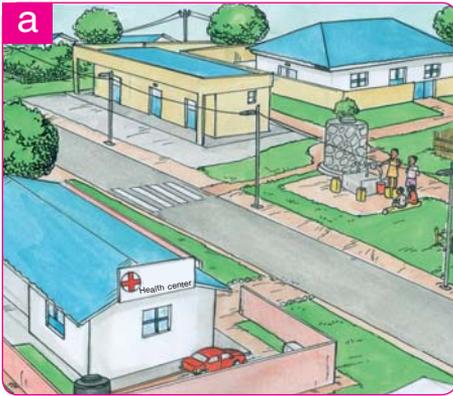
Discuss with your parents/ guardians about your role in the proper management of the school assets. Share this information with your classmates at school.

2.4. Proper management of public assets in the sector

A. Infrastructure and its importance

Activity 1

Look at the pictures below and tell what you can see.



Activity 2

Get out of the class and walk around and see the infrastructure found in the sector where your school is found.

I have understood that:

Infrastructure are things built by the government or citizens to help them develop.

| Infrastructure | Their importance |
|---------------------------|---|
| Hospitals | Where sick people are treated from, vaccination of children and pregnant women. |
| Schools | Where we study from. |
| Roads | For transport. |
| Wells | We fetch water that we use at home and gardens. |
| Markets and shops | Where we buy goods from. |
| Public gardens | Used as resting places, we take photos from these places. |
| Offices of school leaders | It's where leaders solve our problems from. |
| Play ground | Used for games and sports. |
| Taxi parks | It's where we find taxis. |
| Ambulance | To take sick people to and from the hospital and those who get accidents. |
| Public toilets | Where people defecate and urinate from. |

Activity 3

State the importance of infrastructure found in the sector where your school is located.



Self assessment



What is the use of the following to the residents of the sector?

- a. Hospital
- b. Tax park
- c. Public wales
- d. Ambulance



Peer assessment

Mention the infrastructure which help the residents of the sector to get the following:

- a. Vaccination
- b. Goods
- c. water
- d. Services

Exercises



1. Match the following infrastructure with its importance

- | | |
|------------------|---------------------------------|
| a. Health center | 1. Transport |
| b. Market | 2. solving problems of citizens |
| c. Road | 3. Teaching pupils. |
| d. Sector office | 4. Treating the sick |
| e. school | 5. Buying and selling |

2. Fill in these sentences

- a. _____ takes sick people to the hospital.
- b. When you need heath services, you go to _____
- c. When we go for a tour, we get taxis in? _____
- d. If you want to do physical exercises you go to__

Home work

Ask your parents/guardians the infrastructure that is found in your sector and its importance. Discuss your findings with your classmates when you come back to school.

B. Use and proper management of public assets.

Activity 1

What are the people in the pictures doing?



Activity 2

Carry out an activity of cleaning your school in the following ways:

1. Pick litter in the whole school.
2. Sweep all possible corners/ places..
3. Mop your class.
4. Mop the toilets.
5. Cut all tall grass in the school compound.

Activity 3

Discuss how best you will be managing public asset.

I have understood that:

Public asset can be properly managed by avoiding the following:

- Throwing litter in any place.
- Destroying public property.
- Stealing
- Over spending
- Grabing some public assets

Proper management of public assets include:

- Repairing them in case of damage
- Abiding by the laws governing public assets.
- Reporting people who misuse public asset.
- Participate in community work.

- Explaining to every body the importance of public asset.
- Practice zero grazing.
- Fencing school and hospitals.
- Put in place people who can protect public assets.

We have decided that:

We shall be properly using public assets and avoid destroying them. We shall be reporting to our teachers and parents those misusing public assets.

Activity 4

Make a sign post and put it in the school compound where every body can see. Write on it the ways of using and managing well public assets.



Self assessment

1. What should you do in order to manage public assets?



Peer assessment

Answer by yes or no.

- Littering is a good way of managing public assets.
- Paying money for the security is proper management of public asset.
- Reporting people who destroy public asset is not proper management of public assets.
- Paying money to repair public asset is a way of managing it properly.



1. Explain how people use the following public asset.
 - a. Road:
 - b. Public gardens
 - c. Hospitals
 - d. Public toilets
 - e. Schools
2. Give different ways people destroy public assets.
3. What advice can you give to a person who normally does the following activities?
 - a. Stealing electricity wires.
 - b. Stealing water pipes
 - c. Cut trees from public gardens.
3. What advice can you give to a person doing the following:
 - a. Throwing rubbish in the water channel.
 - b. Stealing electricity wires.
 - c. Stealing water pipes.
 - d. Cutting trees in public garden.
 - e. Throwing stones at school

Home work

Ask your parents/guardians their roles in managing public asset of your sector.

2.5. End unit assessment 2

1. State administrative levels in the district.
2. What is the name of your sector? what are the neighbouring sectors?
3. What is the use of a scale on the map?
4. Give four examples of important things:
 - a. That make up school assets.
 - b. That make up your sector.
5. Fill in the missing words.
 - a. _____ is the head of a sector.
 - b. We should _____ school assets.
 - c. _____ when managed properly gives us fresh air.
 - d. Bad acts _____ school property.
 - e. We should advice _____ public asset.
 - f. Apicture _____ from a map.
6. Arrange the following from the highest to the lowest level.
District, Village, Sector, Cell.
7. Give examples of activities which destroy public assets in the sector.



Ntuma is suffering from scabies and scratches himself. When he meets a person suffering from jiggers they laugh at each other.

How can you help them?



3.1. School and home hygiene.

A. School hygiene and its importance

Activity 1

Observe the pictures below and tell what you can see.



I have understood that:

- Hygiene is a good culture of avoiding dirt both at home and at school.

Hygiene can be practiced by doing the following:

- By watering and cleaning gardens.
- By washing hands any time we touch dirty things.
- By keeping ourselves clean.
- Cleaning where we study from and where we keep school items.
- The importance of hygiene include the following:
 - Breathing good air which is not contaminated.
 - Avoiding diseases which are caused by poor hygiene.
 - Living in a clean environment.
 - Good health

We have decided that:

Before lessons we should clean our class.



Self assessment



1. What are the most important things that pupils do to maintain hygiene of their class and their school?
2. What is the role of every pupil in class and in school?



Peer assessment

1. What can you do if you find your class dirty?
2. Why is it important to maintain proper hygiene of the toilet?

Exercises



1. What are the most important things that should be kept clean at school?
2. When should we wash our hands?
3. Explain the importance of proper hygiene in class and in a school.
4. What should we do in case we find that our classes are dirty?

Homework

Tell your parents/ guardians how a smart pupil should look like before going to school. Discuss with your class mates what your parents told you.

A game

Tidying up.

B. Hygiene at home and its importance.

Activity 1

Look at the pictures below and tell what you can see.



Activity 2

State the important places which we focus on during cleaning our homes and how it should be done.

Activity 3

State the importance of proper hygiene at home.

I have understood that:

we should clean our homes and our school by focusing on the following:

- In the house we live in.
- At home and its surrounding, cutting bushes, planting flowers and trees for shade and cover potholes.
- By focusing on where we litter.
- By digging water catchment holes to avoid much smell.
- Poor hygiene causes diseases.

When there is good hygiene at home, this makes us have good health. We should keep the place clean.

We have decided that:

We shall be cleaning our home and its surroundings. Our home is characterised by cleanliness and we should avoid diseases that are caused by poor hygiene.



Self assessment



1. Explain the importance of hygiene at home and its surroundings.
2. Why is it good to put a dustbin far away from the main house where we live?



Peer assessment



1. What are the most important things we should clean at home?
2. What should we do if our home is dirty?

Exercises



1. State the most important places at home that should be more clean than other places.
2. Why is it a must to put a water catchment hole for dirty water?
3. Explain the importance of clearing the bush around our homes.
4. Why should we remove broken bottles, shards and other things that contain water near our homes?
5. What do you do to keep your home is clean?
6. Choose things that show good hygiene.
 - a. Its smelling
 - b. There are gardens.
 - c. Every thing is in the right place.
 - d. Extremely dirty.

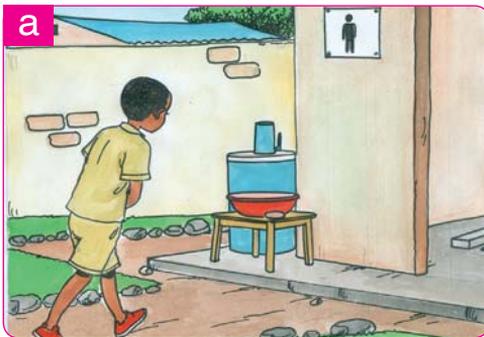
Homework

Prepare an activity of cleaning at home. Tell your parents/ guardians how it will be done and what is required for it to be done well. Ask them to assist you in getting it done. Write how it was done and read it to the classmates.

C. Dangers of poor hygiene at school and home

Activity 1

Look at these pictures and state what you can see.



Activity 2

Explain the dangers of poor hygiene at school and at home and tell it to your classmates.

I have understood that:

If there is poor hygiene at school and home, people can suffer from some of the following diseases:

- Malaria
- Jiggers
- Lice
- scabies
- Scaly skin
- cholera

- ringworm
- Cholera
- worms
- dysentery

These are not only diseases caused by poor hygiene, the place with poor hygiene makes residents uncomfortable.

Activity 3

Explain how all diseases caused by poor hygiene can be prevented.

We decided that:

We shall prevent diseases caused by poor hygiene by cleaning both the school and our places of residence.



Self assessment

1. Why should we always clean our school and our residence?
2. Mention other names of diseases caused by poor hygiene.



Peer assessment

Apart from diseases, explain other dangers of poor hygiene at school and in our homes.

Exercises

1. Give four examples of diseases caused by poor hygiene.
2. Explain how you can prevent Malaria.
3. Explain how you can prevent diseases caused by poor hygiene.
4. What advice can you give to a pupil suffering from scabies in your school?

Homework

Ask your parents/guardians if your family has ever faced dangers of poor hygiene. Write what happened and the strategies they adopted and read it for your classmates in the next lesson.

A play

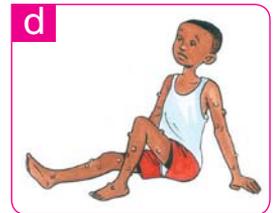
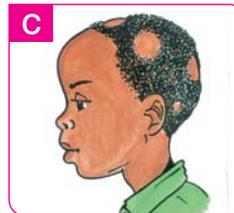
A play showing diseases that can be caused by poor hygiene

3.2. communicable diseases.

A. Types of communicable diseases and ways of avoiding them .

Activity 1

Look at these pictures and state what you can see.



Activity 2

State the types of communicable diseases commonly seen at your school and your place of residence.

I have understood that:

Infectious diseases include:

1. Those that are contracted through breathing and drinking using the same drinking straw, glasses, cups, like, tuberculosis and coughing.
2. Those that are contracted through blood or AIDS (Acquired, immune, deficiency syndrome, Ebola, Gonorrhoea, syphilis, hepatitis B and C and malaria.
3. Those that are contracted through poor hygiene like cholera, dysentery and worms.
4. Those that are contracted through body contacts like using the same bathing sponge. Putting the cloth which was used by a person suffering from that disease likemumps, scabies, smallpox, ringworm, measles, mycosis
5. The one that is caused by a female mosquito called Anopheles mosquito.

Activity 3

State the ways people contract infectious diseases. Those who have ever suffered from them should tell others how they contracted them.

We have decided that:

We shall avoid all possible ways of contracting diseases and explain to our classmates who may not be knowing it.



Self assessment

Give two examples of diseases that are contracted through:

- | | |
|---------|-----------------|
| a. Air | c. Blood |
| b. Dirt | d. Body contact |



Peer assessment

Fill in this table correctly by showing how these diseases are contracted. Tuberculosis, scabies, cholera. Ebola, mycosis, Ringworm, Hepatitis B and C, Malaria, Measles, Cough, AIDS.

| Those that are contract through air | Those that are contracted through sex | The one caused by a mosquito called Anopheles mosquito | Those that are contracted as a result of wearing some one's clothes. |
|-------------------------------------|---------------------------------------|--|--|
| | | | |

Exercises



Match diseases with the way they are spread.

- | | |
|------------------|--|
| 1. AIDS | a. Breathing in air of infected person. |
| 2. Malaria | b. By eating food or drinking dirty things. |
| 3. Tuberculosis. | c. Body contact with infected person. |
| 4. Cholera | d. Sexual intercourse |
| 5. Scabies | e. Being bitten by a mosquito called Anopheles |

Homework

Ask your parents / guardians the types of infecious diseases Commonly found in your area and how they are spread.

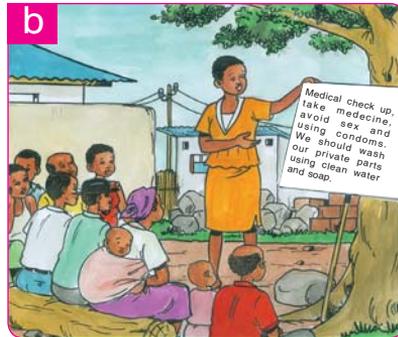
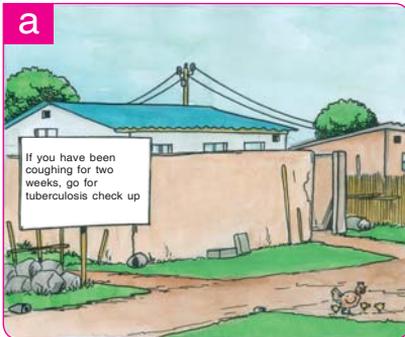
Play

Roll play children having different infectious diseases.

B. Ways of avoiding communicable diseases.

Activity 1

Look at these pictures and state what is taking place.



Activity 2

State the ways how you can prevent communicable diseases commonly found at school and your place of residence.

I have understood that:

There are ways of preventing communicable diseases

Activity 3

State the ways of preventing communicable diseases that are infected in the following:

- a. Air
- b. Eyes
- c. Dirt

| Communicable diseases | How they can be prevented |
|--|--|
| AIDS | <ul style="list-style-type: none">– By abstaining from sex.– By avoiding what can lead to defilement.– By avoiding sharing sharp objects like needles and razorblades |
| Tuberculosis and cough | <ul style="list-style-type: none">– By going for medical check up in case of coughing for a long time.– By going for medical treatment after contracting the disease.– Properly take the medication and take the advice of the doctor.– By avoiding sharing utensils like cups. |
| Small pox mumps eye disease, scalp ring worm, ring worm, and mycosis. | <ul style="list-style-type: none">– By avoiding contacts with infected person.– By not sharing clothes.– By not sleeping together with the infected person.– Going to the hospital and take advice from the doctor. |

| | |
|--|--|
| | <ul style="list-style-type: none"> – By bathing well. – By avoiding sharing bathing materials like sponge and towels. |
| Ebola, syphilis, Diarrhea, Hepatitis B and C | <ul style="list-style-type: none"> – By abstaining from sex. – Going to the hospital, take medicine as pre-scribed by the doctor. – Practice hygiene of your private parts. – Avoid contact with people suffering from Ebola. – Going for vaccination. |
| Malaria | <ul style="list-style-type: none"> – By cleaning and cutting bushes near homes and schools. – By covering pott holes near homes. – By throwing broken bottles, shards and other old items which can act as water catchment places. – Sleeping in a treated mosquito net. |

We have decided that:

We shall avoid infectious diseases. When we fall sick, we shall be going to the hospital on time.

We shall be taking medicine properly as told by the doctor.



Self assessment

Which diseases will you avoid by doing the following?

a. By abstaining from sex/avoiding sex.

- b. By going for medical check up if you have been coughing for more than two weeks.
- c. Covering potholes which act as water catchment areas near our homes.
- d. Hygiene of your private parts.



Peer assessment

1. Briefly explain what you can do if you have contracted infectious diseases.
2. a. Is there any body at your school who has ever suffered from infectious disease? Explain what happened?
 - b. Is there any infectious disease that you have ever suffered from at home? What was the reason and how did you take medicine?

Exercises



1. Fill in this table:

| communicable disease | Ways how they are spread | Ways of prevention |
|----------------------|---|--------------------|
| | Being bitten by a mosquito called Anopheles mosquito after biting a person suffering from Malaria | |
| Hepatitis B and C | | |

| | | |
|------|---|---|
| | Going near and body contact with infected person. | |
| | | Washing hands after visiting the toilet. Washing hands before and after eating and drinking. |
| AIDS | | |

2. Fill in with the missing word:

- By not having contact with a person suffering from ____ prevents diseases.
- ____ causes scabies.
- ____ on the straw's causes ____.
- Coughing is caused by? ____.

Home work

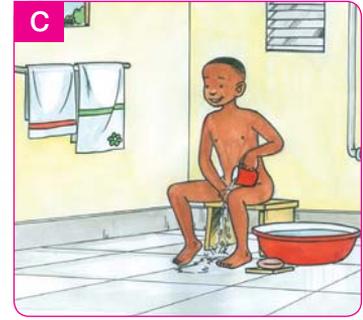
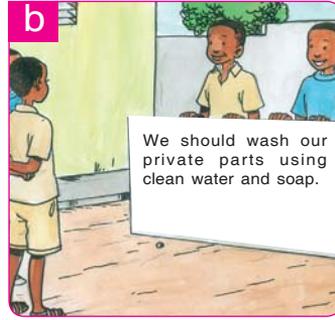
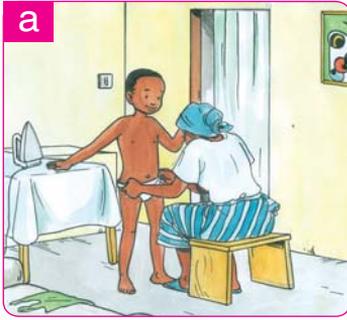
Talk to your parents/guardians and ask them how your family prevent communicable diseases. Get ways of getting rid of them forever. Write it and tell your classmates in class.

3.3. Hygiene of private parts.

A.How to keep hygiene of private parts.

Activity 1

Observe the pictures below and tell what you can see.



Activity 2

Ask your friends about the dangers of not cleaning private parts well.

I have understood that:

Poor hygiene of private parts causes scratching and bad smell, it also causes diseases.

We have decided that:

We shall always clean our bodies by focusing on our private parts in order to avoid diseases which are caused by poor hygiene.



Self assessment

1. State important materials which you should use to clean your body.
2. What type of water are you not supposed to use while cleaning your private parts?



Peer assessment

1. Why should we clean our Anus going behind wise?
2. Is it good to hang underwear in the house for it to dry? Explain.

1. Explain the types of underwear that you should put on.
2. Explain the types of underwear that you are not supposed to put on.

Home work

Ask your parents/ guardians how you should be cleaning your private parts. Write and tell them to others in the class.

B. Dangers of not cleaning private parts properly

Activity 1

Observe the pictures below and state what you can see.



I have understood that:

Poor hygiene of private parts causes scratching and bad smell, it also causes diseases.

We have decided that:

We shall always clean our bodies by focusing on our private parts in order to avoid diseases which are caused by poor hygiene.

Exercises

1. Explain how you clean your private parts.
2. Fill in the missing word.
 - a. We should clean our anus going ____
 - b. By not cleaning private parts causes __ and __
3. State the dangers of wearing tight underpants.

Home work

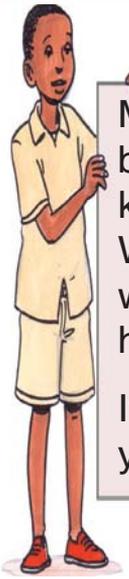
When you reach home, ask your parents/guardians the dangers of not cleaning private parts and tell them to your classmates.

3.4. End unit assessment 3

1. State the most important place we should clean well.
 - a. At school.
 - b. At home.
2. What is the importance of hygiene at home and at school?
3. Put sign \checkmark on diseases caused by poor hygiene.

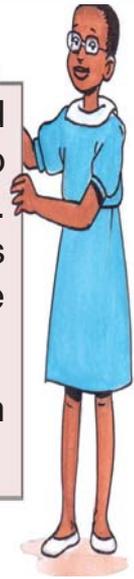
| | |
|--------------|------------|
| a. Influenza | e. Worms |
| b. mumps | f. Scabies |
| c. Diarrhoea | g. cough |
| d. Typhoid | h. Cancer |
4. Answer with Yes or No.
 - a. Anopheles causes cough.
 - b. Malaria is a communicable disease.
 - c. Cholera is a disease caused by poor hygiene.
 - d. The air we breath can spread tuberculosis.
 - e. Hypatitis B and C are communicable very much.
 - f. Hygiene of private parts prevents diseases that are spread through it.
 - g. If you are suffering from scabies and spread it to others, then it heals.
5. What can happen if you don't clean your private parts?
6. Why do people say that hygiene is a source of good health?

RELATIONSHIP AND GOOD BEHAVIOURS



Mabwire ran to pick the ball and was knocked by the car and break his leg. The one who knocked him disappeared without being noticed. When Mabwire reached home, the parents were annoyed but did not take him to the hospital. As a result, he became lame.

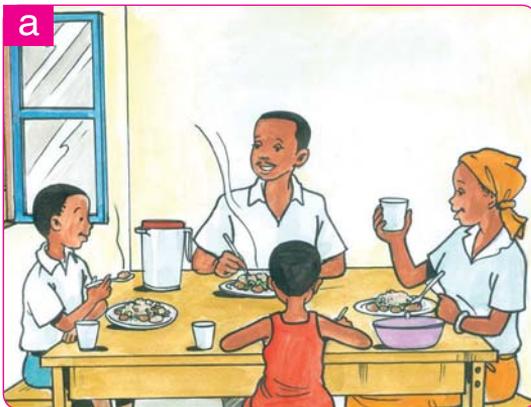
If this happens to people you know, how can you go about it?



4.1. BASIC HUMAN RIGHTS.

Activity 1

Observe the pictures below and tell what you can see.



Activity 2

Discuss about the basic human rights.

I have understood that:

Rights are things a person should have and enjoy.

Basic human rights are made up of the following rights:

- A right to live
- A right to medication.
- A right to food.
- A right to shelter.

No body is supposed to deny a person's rights. Respect of human rights makes a person to respect the rights of others.

We decided that:

- We shall respect the rights of every person with out segregation.
- Do for others what you want them to do for you.



Self assessment

1. Explain the word "rights".
2. Do you think your basic human rights are respected? Explain.



Peer assessment

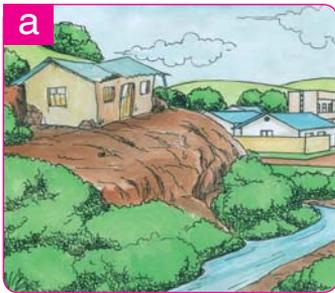
If the following is done to a person, which basic human rights are not respected?

- a. Not being taken to the hospital
- b. Being forced to sleep outside.
- c. Being given harsh punishments.
- d. Defilement
- e. Being denied food.
- f. Being denied clothes.

Exercises



Look at these pictures and state if the basic human rights were respected or violated.



Home work

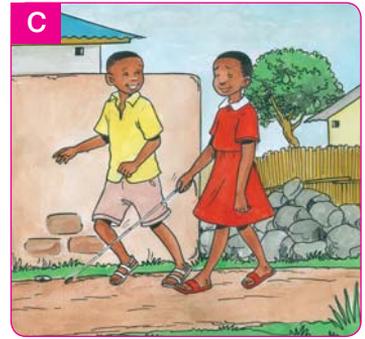
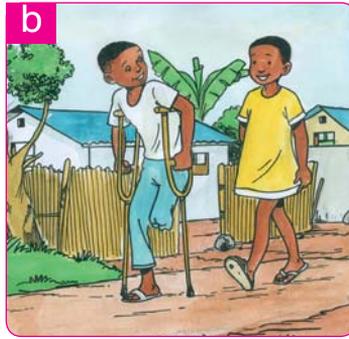
When you reach home, talk to your parents/guardians about the basic human rights that every body has in the family. Check if they are respected and write them , discuss it to your classmates.

4.2. DISABILITY

A. TYPES OF DISABILITIES.

Activity 1

Observe the pictures below and state what you can see.



Activity 2

Discuss the types of disabilities that you know and explain the most important things which show a person with disability.

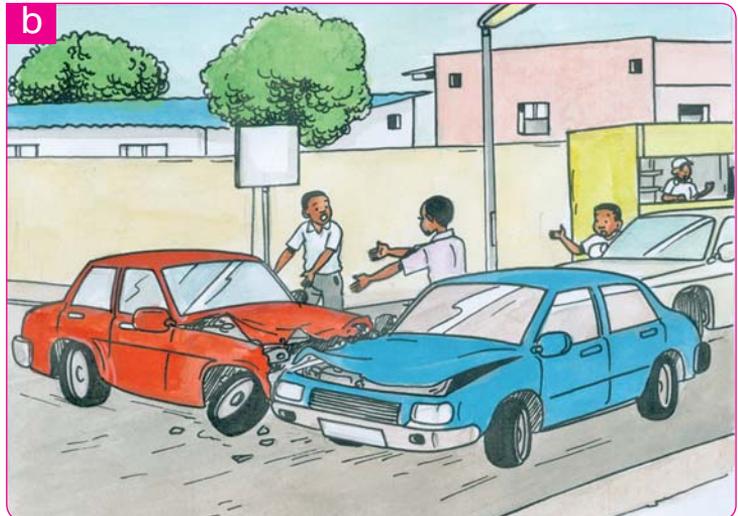
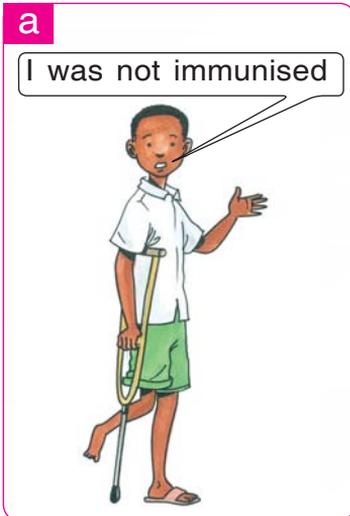
Play

A play showing how you can assist a person with disability.

B. Causes of disabilities

Activity 1

Observe the pictures below and state what you can see..



Activity 2

Discuss things which can cause disability.

I have understood that.

Disability is caused by:

- Accidents of all types.
- Diseases.
- Lack of immunisation
- Inherited disability.
- some plants that cause blindness.

We have decided that:

We shall avoid disabilities caused by accidents and lack of immunisation.



Self assessment



1. Give two examples of diseases caused by disabilities of lack of immunisation.
2. Give two examples of accidents that can cause disability.



Peer assessment

1. State some of the plants that you know which can cause disability.
2. Explain your behaviour towards the people with disabilities.

Exercises



Match types of disabilities in A with its cause in B.

| A | B |
|------------------------|--|
| 1. Physical disability | a. cleaning the ear with sharp objects |
| 2. Hearing impairment | b. Tree sap |
| 3. speech impairment | c. When the brain is not working well |
| 4. Mental disability | d. Damaged vocalcode |
| 5. Visual impairment | e. Diseases and accidents. |

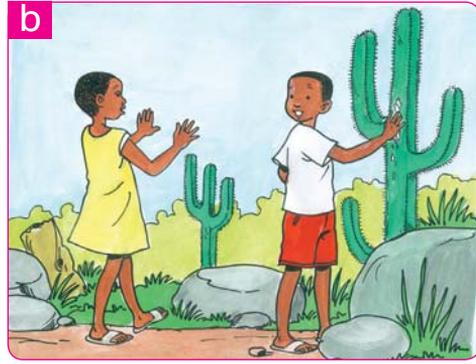
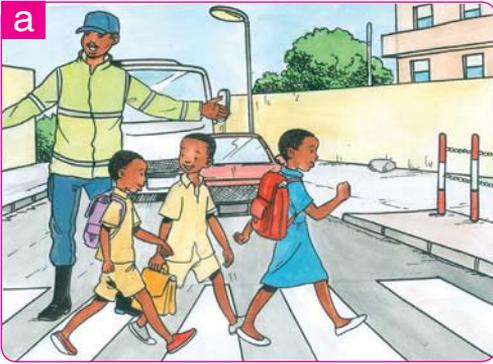
Home work

Look at your place of residence, where you pass and where your school is located. Look at things found in the area which can cause disability.

C. HOW TO PREVENT DISABILITIES.

Activity 1

Observe the pictures below and tell what you can see.



I have understood that:

I can prevent disability by doing the following.

- Being immunised at the right time.
- Proper use of the road by respecting traffic rules.
- Not doing acts which can cause accidents.
- By taking medication and advice of the doctor.

We have decided that:

We shall avoid bad acts which cause us accidents. Like playing on the road, put tree sap in your eyes.

Self assessment

Give 3 examples of things you can avoid which causes disability.



Why do we go to the hospital and take the doctor's instructions?

Exercises



1. Explain how we should avoid accidents which cause disability.
2. Give any two examples of plants which can spoil your eyes.
3. What can you do to avoid disability caused by lack of immunisation?

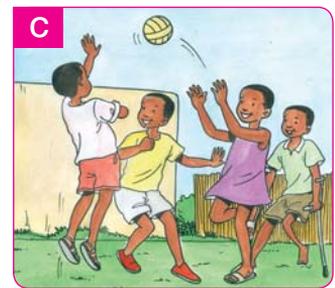
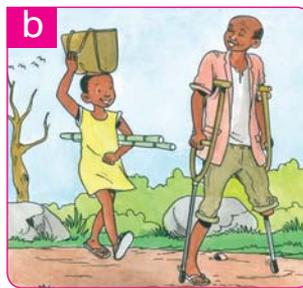
Home work

Discuss with your parents/guardians on the causes of disability and how you can avoid them.

D. Proper ways of living with disabled people.

Activity 1

Observe the pictures below and tell what you.



Activity 2

Every body should tell others how he/she can live with the disabled.

I have understood that:

I should do the following to the disabled people:

- Help them.
- Listen to them.
- Take them at their own pace.
- Respect their rights.
- Respect them.
- Support them.

We should avoid the following things to people with disabilities.

- Nick naming them.
- Harming them.
- Isolating them.
- Avoid doing things which can cause accidents to them.

We have decided that:

We shall be living in harmony with the disabled and report in case their rights are violated.



Self assessment

State two important things you can do to a disabled person.



Peer assessment

1. Give two examples of things you can avoid to a disabled person.
2. Why should we live in harmony with the disabled?



1. What can you do if you find a disabled person's rights being violated?
2. Answer with Yes or No.
 - a. A child with disabilities is not allowed to study like you.
 - b. Its our rights to protect disabled people from violence.
 - c. A person with disabilities does not have equal rights with others.
 - d. Helping a person with disabilities is disrespecting him/her.
3. Are there any bad effects of pupils with disabilities studying with those with out? Explain.

Home work

Home work: Discuss with your parents/guardians the role of the family in caring for people with disabilities. Then tell your classmates.

Play

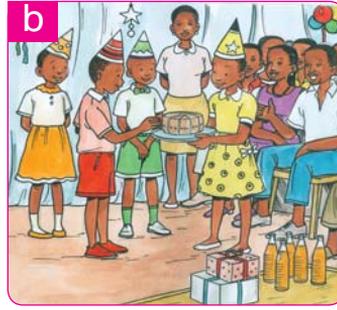
A play showing how we can avoid Injuries.

4.3. ACCEPTABLE BEHAVIOUR OF CHILDREN AT DIFFERENT TIMES AND PLACES

A. Festive day, holidays and in gathering places.

Activity 1

Observe the pictures below and tell what is taking place.



Activity 2

Discuss how you behave when you go with your parents / guardians to parties.

I have understood that:

During festive seasons and other festive days, we should:

- Be calm, sit in one place without loitering around.
- Being polite.
- Not being greedy, and observing table manners.
- Not littering the place.
- Respecting one another.
- Respecting elders.
- Avoid being talkative and quarrelsome.
- By keeping quiet when someone is talking.

We have decided that:

We shall be behaving well during festive season and parties and we shall not be disturbing others.



Self assessment



1. How do you behave in a public gathering?
2. How should we behave during festive days and other parties?

Exercises



Circle the good behaviour during festive days and on parties.

- a. Making noise when some one is giving a speech.
- b. Clap hands when others have done some thing good.
- c. Being greedy.
- d. Sit in a place they have shown you.
- e. Greedy for every thing.
- f. Eating/ sharing with your classmates.
- g. Loitering in class room.

Home work

Talk to your parents/guardians about how to behave during festive days and on other parties. Those who have ever misbehaved should ask for forgiveness and thereafter tell your classmates.

B. My way to and from School.

Activity 1

Look at the pictures below and tell what is you.



I have understood that:

On the way to and from school, we should avoid the following:

- Fighting, throwing stones at each other, disturbing others, not being focused on one thing and being late for no good reason.
- Playing with electricity, plants with thorns or sap.
- Destroying trees and flowers, Traffic passing
- Playing on the road.
- Stealing and Begging.
- Playing in ponds and muddy water.
- Provoking dogs and those with mental disability.
- Going into bushes or forests.
- Climbing trees and cars.
- Playing outside while it is raining. rolling yourself in muddy water.
- Lose school items
- By not sliding on the banana trunk.

The way to behave to and from school should be:

- Walk properly on the right side of the road for pedestrians.
- Do not waste time while going home or to school.
- By taking care of school items with out losing them or throwing them any where.

We have decided that:

We shall be behaving well on the way to or from school by avoiding destroying property or disrupting others.



Peer assessment

1. Explain how you should behave while going to and from school.
2. Give 4 examples of things we should avoid on the way to and from school.

Exercises



Study the list of good and bad behaviours on the way to and from school and arrange it in their order. Playing during rain, good behaviour, delaying on the way, hurrying on the way, playing with electricity, begging, by not littering school items, stealing, by not going into the bush, not climbing cars, by not playing on the road, sliding, not playing in muddy water, not sliding on banana trunk, by not provoking the dog, destroying crops, by not throwing stones at each other, by not throwing stones on the house and the car.

| Good behaviour | Bad behaviour |
|----------------|---------------|
| | |

Home work

Discuss with your parents/guardians how you behave to and from school. Those who have ever had bad behaviours should ask for forgiveness and thereafter discuss with your classmates.

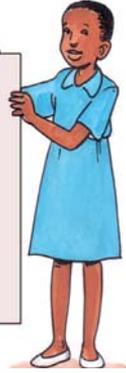
4.4. End unit assessment 4

1. State the basic human rights.
2. Fill in using the missing word or words.
 - a. When your rights are not respected, you are _____.
 - b. If there are body parts that are not working, then a person has _____
 - c. We should not disrupt_____ with _____.
3. Answer with Yes or No.
 - a. Cleaning your eyes with sharp objects causes tickling.
 - b. Sap of some plants causes disability of blindness.
 - c. Meningitis can cause mental disability.
 - d. Accidents don't cause disability.
 - e. Immunisation of children prevents disability.
4. Put a mark V on good behaviour and X on bad behaviour.
 - a. Helping the disabled.
 - b. Being talkative among the old people.
 - c. Avoid being greedy
 - d. Compete for sit
 - e. Being quite
 - f. Loitering
 - g. Over talking.



Sebusa always says that he can buy every thing. He does this without the knowledge of his parents.

What can be done in order for his family to develop?



5.1. SOURCES OF MONEY

Activity 1

Observe the pictures below and state what you can see.



Activity 2

State what parents/guardians do in order to get money.

I have understood that:

The money we use in the family comes from different sources. This work is either personal or through co-operatives, government, or Private. It consists of:

- Crop growing.
- Animal rearing
- Medical doctor
- artists
- Trade
- Tailoring
- Construction
- Teaching
- Mechanics.
- Security

Activity 3

Carry out a field trip and see sources of money in the sector where the school is located. Debate about it.

We have decided that:

We shall study well. When we grow up, we shall do some work which will generate us money.

Exercises



Every body should tell his/her classmates the type of job he/ she will do after growing up which will generate money.

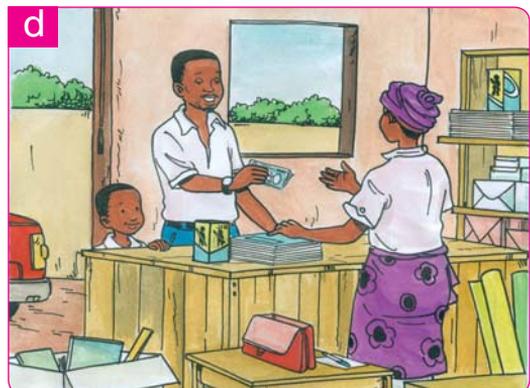
Home work

Identify the work done by people on your way to and from school which generates money. list it and read it to your classmates

5.2. EXPENDITURES

Activity 1

Observe the pictures below and state what you can see.



I have understood that:

We spend money on the following:

- Buying family needs.
- Drugs, clothes, School materials, electricity and water.

Activity 2

Discuss one thing which you spend on much money at home and tell your classmates.



Self assessment



Explain where your family gets money from.



Peer assessment

1. Explain where your family members get jobs from.
2. What is the source of employment for your family members that earns them money?
3. Give four examples of things that your family spends on money.

We have decided that:

We shall be spending money properly by buying what we need and managing well what our parents/guardians buy for us.

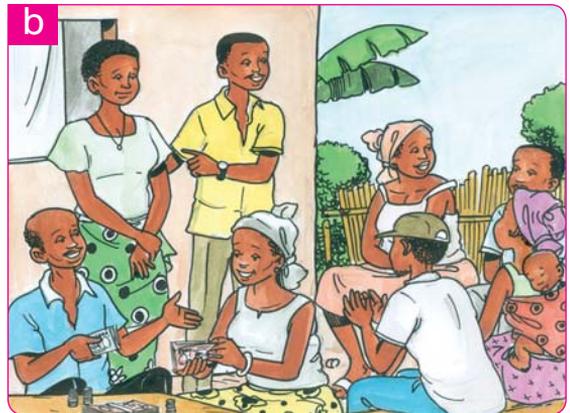
Home work

Discuss with your parents/guardians and ask them their major wants. Ask them if they save money and tell your classmates in class.

5.3. WAYS OF SAVING.

Activity 1

Observe the pictures below and tell what you can see.



Activity 2

State ways of saving.

We have decided that:

There should be forms of savings both short and long term.

| To children is: | To the old is: |
|---|---|
| <ul style="list-style-type: none">– Personal property.– Rearing of animals.– Keeping a coin in a box. | <ul style="list-style-type: none">– Saving money in the Bank.– Buying a garden, house, Forest or a domestic animal.– Co-operatives. |

Activity 3

Give strategies of what you should do to save for both short or long term (for the future).

We have decided that:

We shall not be overspending our money, but save what will help us in the future.

Exercises

1. Answer with yes or No.
 - a. By tearing your books, you are saving.
 - b. By making yourself dirty, you will have over spent.
 - c. By pouring water, you will have saved.
 - d. By making the house dirty, you have over spent.

- e. By putting on security lights when you are not there, you will have saved.
 - f. By pouring food, you will be wasting.
 - g. By covering your books, you will be saving.
 - h. By keeping your school property well, you will be wasting it.
 - i. By rain soaking yourself, you will be saving.
 - j. By wasting time, you will have saved.
2. Give 2 examples of how you can save for your future.
 3. State ways how you waste properties and take new strategies.

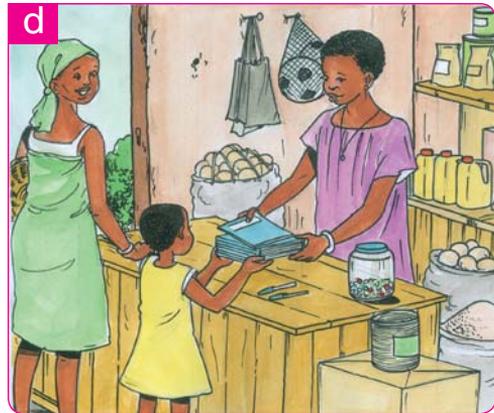
Home work

Tell a story to your parents/guardians about what you do that wastes family income and ask for forgiveness. Write it and tell it to your classmates.

5.4. IMPORTANCE OF SAVING.

Activity 1

Observe the pictures below and tell what you can see.



Activity 2

State the importance of short or longterm saving.

I have understood:

Savings help a person at different times:

- When he/she has lost a person.
- When he/she has a wedding.
- When a person loses a job, gets sick.
- When he/she is old and no longer working.

We have decided that:

We shall be saving in order to have a brighter future.



Self assessment

1. State 3 things you can do in order to save for the future.
2. Explain the importance of saving.



Peer assessment

1. When does savings help a person?
2. Give 2 examples of things you waste on maney which causes loss of family income.

Exercises

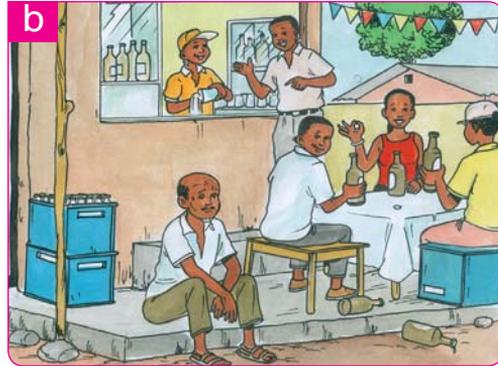
Discuss these common proverbs and compare them with saving or wasting and debate on it in general.

- a. You can't save by spending.
- b. If you buy what you don't need, you steal from yourself.
- c. Tomorrow begins now.
- d. What you save will assist you in future.

5.5. DANGERS OF NOT SAVING

Activity 1

Observe these pictures and state what you can see.



Activity 2

State the dangers of not saving for a short or long time.

I have understood that:

A person who does not save for him/her self faces the following:

poverty, endless problems and suffers a lot, being in debts.

Activity 3

State the ways you have adopted to stop the dangers caused by lack of saving.

We have decided that:

We shall be saving for our selves by avoiding the dangers of not saving.

Home work

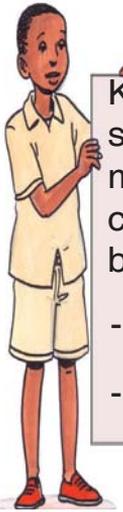
Ask your parents/guardians the dangers caused by not saving in the family and discuss it with your classmates.

5.6. End unit assessment 5

1. Explain these words:
 - a. Saving
 - b. overspending/wasting
2. Fill in the missing words.
 - a. _____ is the way to the economy.
 - b. Over expenditure is away of _____.
 - c. Abiding by the instructions well is away of _____.
 - d. Proper management of every thing is _____.
 - e. Destroying whatever you see is _____.
3. State what you do in order to protect your family income from being wasted.
4. What project did the lesson of saving teach you?
5. Find out from these words those that relate with the economy and money:

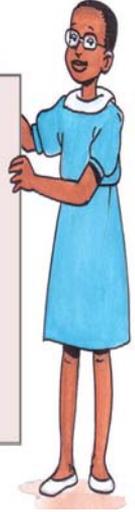
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| b | c | c | a | z | r | d | o | k | a | o |
| w | t | a | x | a | e | s | r | o | d | o |
| w | a | t | e | n | r | m | i | l | k | d |

ADMINISTRATION OF THE CELL AND THE SECTOR



Kadenesi said that the mayor is the head of the sector. Gitoki laughed at him and said that the mayor heads the cell and he is the one who gives cows and medical insurance to the citizens. They both agreed that they will go to see him/her.

- What problems do the two men have?
- How can you solve it?



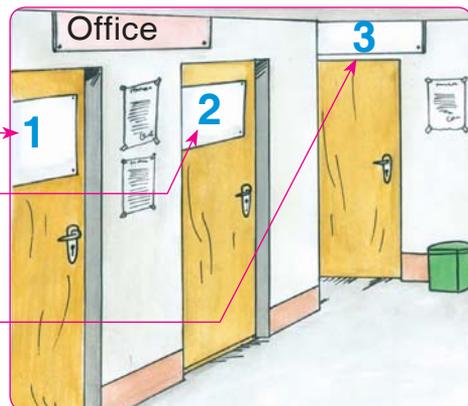
6.1. LEADERS OF THE CELL.

A. Administrative leaders of the cell.

Activity 1

Observe these pictures and state what you can see.

1. Office of the executive sector.
2. Office of the person in charge of Social affairs.
3. Office room



Activity 2

State the administrative leaders of your cell.

I have understood that:

A cell is where people get services at the lower level.

The levels of administration at the cell level include the following:

- Consultative committee
- Executive secretary.

These units are supported by the executive committee on development at the cell level.

a. a. Cell Consultative committee.

Cell consultative committee is made up of the following members:

- Cell consultative committee members representing villages in the cell.
- Those representing:
 - Youth
 - Women
 - The disabled.
 - School leaders.
 - Private sector.

b. b. Secretariat of the cell:

Those who make up secretariat of the cell.

- Cell Executive Secretary.
- Social affairs secretary.

B. Responsibilities of cell leaders.

a. Responsibilities of consultative committee members of the cell.

- Examine and approve the economic budget and development.
- Making a followup on how all government programmes are implemented. (security, education, Social welfare, good governance, economy ...)
- Making a follow up on the Cell secretariat.

b. Responsibilities of the Cell Secretariat:

- Collecting numbers of the citizens and activities in the cell.
- Encouraging the citizens to get involved and to play a role in activities of long-term development.

c. Responsibilities of the Executive Secretary of the cell.

- Heading the cell and representing it at other levels.

d. Responsibilities of employees at the Cell secretariat.

- Implementing government programmes done at the Cell level.
- Preparing and following up development activities at the Cell.

Activity 3

Carry out a field trip at the cell near your school. Talk to its administration. Ask their levels of administration, their names, and their responsibilities and write them. When you come back, discuss it with your classmates.



Self assessment

1. Give examples of services provided by the cell.
2. The Secretariat of the cell is made up of?



Peer assessment

1. List 2 responsibilities of every level of administration of the cell as seen below:
 - a. Cell secretariat workers.
 - b. The secretariat of the cell.
 - c. Consultative committee members of the cell.
2. Who are the people that make up the cell Secretariat?

Exercises

1. Who are the people that make up the administrative unit of the cell?
2. Fill in these sentences using the correct words.
 - a. _____ is the smallest administrative unit where services are provided from.
 - b. _____ committee in charge of development at administrative unit of the cell and supports administration of the cell leaders.

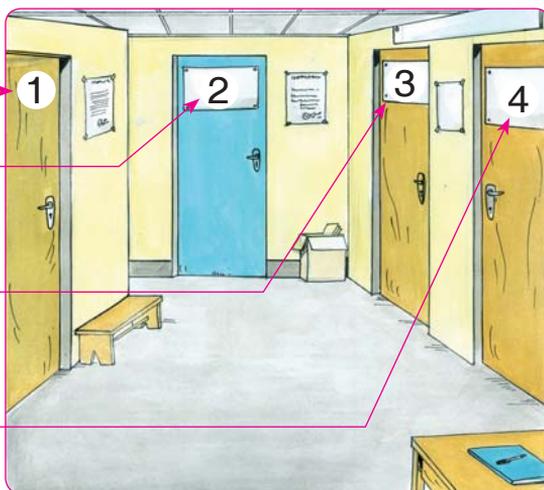
- c. Employees at the secretariat of the cell are nominated by? _____.
- d. _____ of the cell is the one which makes decisions on the economic development of the cell.

6.2. SECTOR ADMINISTRATIVE LEADERS.

Activity 1

Observe the picture below and state what you can see.

1. Office of the executive secretary
2. Office of the person in charge of social affairs
3. Office of civil notary
4. Office of land affairs in the sector



I have understood that:

A sector is a government administrative unit which is responsible for implementing government development programmes, providing good services and promoting good governance social welfare of the citizens.

A. Sector administrative leaders.

Administrative units at the sector level include the following:

- Consultative committee of the sector.
- Secretariat of the sector.

These levels are supported by the committee in charge of security at the sector.

a. People who make consultative committee of the sector.

The consultative committee of the sector is made up of the following:

Sector consultative committee members representing cells.

– Those representing:

- The youth
- Women
- The disabled
- School leaders
- Private sector
- Church leaders.
- Hospitals

b. Sector Secretariat.

Those who make up Sector secretariat:

- Sector executive secretary.
- District employees at the sector.t.

B. Responsibilities of Sector leaders.

a. Responsibilities of Sector consultative committee members.

- Examine and approve the economic budget and development.
- Making a followup on how all government programmes are implemented. (security, education, Social welfare, good governance, economy ...)

– Making a followup on the Sector secretariat.

b. Responsibilities of the Sector executive secretary.

– Heading the sector and representing it at other levels.

c. Responsibilities of employees at the secretariat of the Sector.

– Implementing government programmes in the sector.

– Providing good services to the citizens.

Activity 3

Carry out a field trip at the cell near your school. Talk to its administration. Ask their levels of administration, their names, and their responsibilities and write them. When you come, discuss it in class.



Self assessment

1. Give examples of services provided by the sector.
2. The Secretariat of the sector is made up of?



Peer assessment

1. List 2 responsibilities of every level of administration of the sector seen below:
 - a. Sector employees from the district.
 - b. The Sector secretariat.
 - c. Consultative committee members.
2. Who are the people that make up the Sector Secretariat?

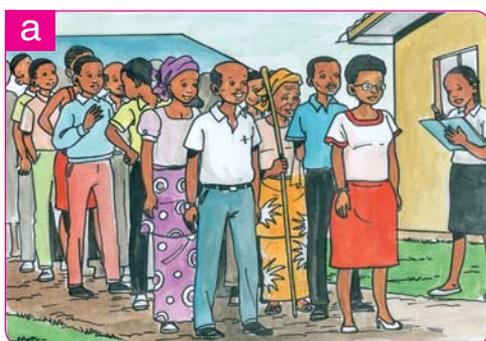


1. Name the people who make up administrative unit of the sector.
2. Fill in these sentences using the correct words.
 - a. _____ is a government administrative unit which is in charge of implementing development programme, provide good services and promote good governance and welfare of the citizens.
 - b. a. _____ committee supports administrative unit of the sector.
 - c. b. Employees at the Sector secretariat are nominated by?
 - d. c. _____ of the sector is the one which makes decisions on the economic development of the sector.

6.3. WAYS OF APPOINTING LEADERS OF THE LOWEST LEVELS OF THE LOCAL GOVERNMENT.

Activity 1

Observe these pictures below and state what you can see.



Activity 2

State how leaders at the lowest units of local government are appointed.

I have understood that:

Leaders at the village level are appointed by all citizens. How is it done?

1. By announcing the post to be contested on.
2. Responsibilities of the person appointed on that post.
3. And the requirements he/she should fulfill.

Examples:

- Should be a Rwandan.
 - Should be above 18 years of age.
 - Should be a person of good behaviour and character.
 - Should be patriotic/ love the Nation.
 - Should have the education level required for that post.
 - Should be loving the job
 - Should be a resident of that village.
4. Should campaign for the post or be campaigned for.
 5. Should tell his/her Curriculum Vitae and what he/she intends to do for his/her village.
 6. Accepting or refusing the contestant by giving reasons.
 7. The candidate who is campaigned for has a right to accept or refuse by giving reasons.
 8. Lining up behind a candidate every body has chosen.

9. Counting votes and announcing the winner.

10. Swearing in of those elected as leaders of the village.

Activity 3

Observe these pictures and state what you can see.



Those elected in the village are the ones who elect among themselves the cell consecutive councillors. How is it done?

1. Explaining how elections are conducted.
2. State the posts to be elected on and the responsibilities of every post.
3. Contesting for the post or being contested for.
4. Verifying if the person who is going to be voted on the post of consecutive councillor fulfils the requirements.
5. Verifying the identifications of the voters.
6. Organise elections on every post.
7. Writing the names of the candidates you have chosen on the post.
8. Handing over the list you voted on while carrying out elections.

9. Counting of votes and announcing the winner on every post.
10. Swearing in those elected to be part of the consultative committee members of the cell.
 - Those elected to be consultative committee of the cell from the village are replaced from the village level.
 - Elections of the Sector consultative members is done in the same way with the cell consultative committee.
 - Like in the cell, those elected in all cells are the ones who vote among themselves the sector consultative committee.

(N: B)

Electing leaders from the high level like the President of the republic and the deputies are done using the following materials:

Voter's register: It consists of the identifications of eligible voters.

Ballot paper: It consists of the identifications of those to be voted.

Polling room: This is where a voter puts a mark on his/her choice of a person to be voted in secret.

Ballot box: This is where they put ballot papers after voting.

The executive secretaries of the cell and sector and the employees of the Sector and Cell secretariats are not voted. They are appointed.

Activiy 4

State other ways of appointing larders other than giving marks.

We have decided:

If we reach 18 years, we shall start voting and contest for posts of leadership we can afford.



Self assessment

1. Explain how elections of the sector consultative committee is carried out.
2. What are the requirements for a person contesting for consultative committee of the cell?



Peer assessment

1. Explain briefly how elections of consultative committee members is done.
2. Explain the following words:
 - a. Voters' register
 - b. Ballot box
 - c. Polling room
 - d. Ballot paper

Exercises

1. Answer with Yes or No.
 - a. The executive secretary of the cell is voted by the citizens.
 - b. The sector executive secretary is appointed after doing exams.

- c. The employees of the secretariat of the cell are appointed after doing exams.
- d. The employees of the secretariat of the sector are employees of the district.
- e. The cell consultative committee is voted by all citizens.
- f. The sector consultative committee members are appointed after doing exams.
- g. The employees of the cell secretariat are employees of the district.
- h. Those elected to be consultative committee members from the village are replaced.
- i. Those elected to be the sector consultative committee members from the cell are not replaced.
- j. Every Rwandan who is 17 years old is allowed to vote or being voted.

2. What are the most important materials used during elections?

Play

Dramatise how elections of consultative committee of the cell or of the sector is done. Vote 2 pupils representing your school.

6.4. End unit assessment 6

1. Fill in the missing words.
 - a. In administration of the cell, there is _____ executive. and _____ of the cell.
 - b. A cell heads _____ that make it.
2. What type of services does a cell provide to the citizens?
3. State the administrative levels of the sector and how they are appointed.
4. What type of services does a sector provide?
5. Give 2 examples showing how the sector and the cell work hand in hand.
6. Who appoints the consecutive council of the cell?
7. Fill in the correct word on the following sentences:
 - a. People who are supposed to be voted are called _____.
 - b. While electing they count _____.
 - c. People vote from _____.
 - d. People _____ so that they should be voted.
8. How are the cell administrative leaders or sector leaders appointed through?
 - a. Exams
 - b. Elections.

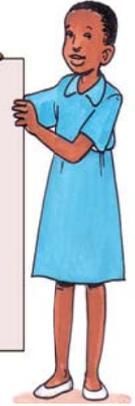
ENVIRONMENT IN THE SECTOR



In our sector, it rained heavily and destroyed crops and washed away houses.

It's not known how much people's property was destroyed.

What can be done to solve this problem?

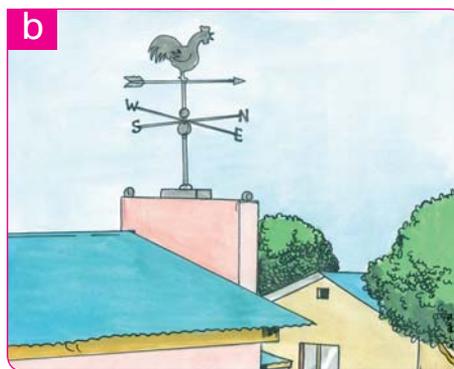


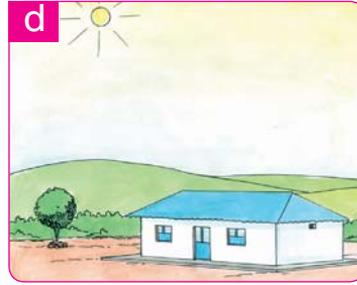
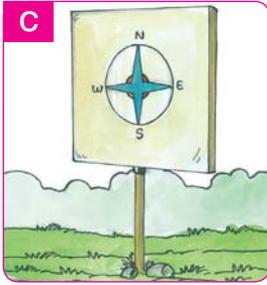
7.1. DIRECTION

A. Four important directions.

Activity 1

Observe these pictures and state what you can see.





Activity 2

State four important directions seen on the compass. And then look at the compass and state its characteristics, components and use.

I have understood that:

Direction helps people to know where they are going.

There are four important directions seen on the compass.

These are: North (N), South (S), East (E) and West (W).

Every time, the compass shows the North (N), South (S) and then a person directs him/her self.

The importance of a compass.

It directs people to places they dont know well.

Examples:

- Soldiers at the battle field.
- Pilots of Aeroplanes.
- Captains on seas and Oceans.
- The tourists.
- The marines and Navy soldiers.

Activity 1

Draw a compass and on it show four important direction shown on it..



Self assessment



1. State the direction shown on a compass before you begin using it.
- 2 .Explain the importance of a compass.

Exercises



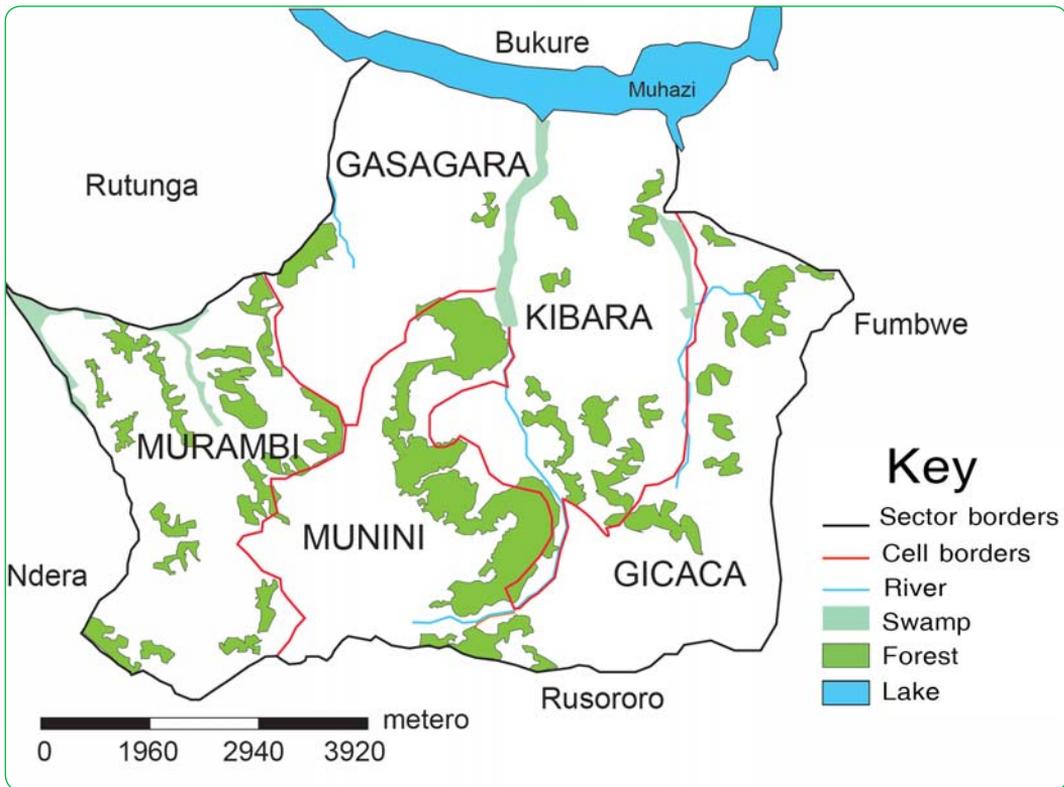
1. Give four examples of people who use a compass in their every day life.
2. Explain the importance of direction.
3. State the direction that a compass shows every day.

B. Map of Gikomero sector.

Activity 1

Observe the map, explain and state what you can see on it.

Map of Gikomero sector



C. Main places in our sector and the services provided.

Activity 2

Carry out a field trip and see important things found in the sector where our school is located and the services provided.

Activity 3

Look at that map and state important places within the sector but not found where the school is located.

I have understood that:

| Important places found in our sector. | Services provided |
|---------------------------------------|--|
| Schools | It's where knowledge and skills are got from. |
| Hospital | It's where patients are treated from. |
| Genocide memorial site. | We remember the Genocide against the Tutsi. |
| Health centers | It's where vaccination of children and pregnant women are treated from. Patients are also treated from here. |
| Public wells | It's where we get water for home use. |
| Market and shops | It's where we buy food or sell from. |
| Sector offices | It's where we get services from local leaders and its also where problems of citizens are solved from. |
| Banks | It's where we keep safely money. |
| Police station | It's where we report cases of people who cause insecurity. |

Other important places are:

Hospitals, Mosques, Churches, Hotels, Play grounds, recreation centers, cooperative houses, Museums, National parks, Air port, Historical place, Mines, Forests, Power plants ...

Activity 3

State the importance of important places in our sector.



Where do we get the following services from?

- a. Entertainment:
- b. Vaccination:
- c. Buying and selling:
- d. Receiving and sloving problems of citizens of security:
- e. Banking and withdrawing money:
- f. Keeping historical things of the country:
- g. Teachling parents/guardians how to prepare food with balanced diet.
- h. Boarding cars:
- i. Providing services and solving problems of citizens:
- j. Remembering Genocide against the Tutsi:

Exercises



1. Match important places in (A) With its use in (B):

| A | B |
|--------------|------------------------------------|
| 1. Banks | a. Where people get treatment from |
| 2. Market | b. Pupils acquire knowledge |
| 3. Roads | c. Agriculture takes place |
| 4. Hospitals | d. Buying and selling |
| 5. Schools | e. Banking and withdrawing money. |
| 6. Gardens | f. Transport and communication. |

2. Fill in the spaces in the table below.

| Important places | People who use it |
|------------------|-------------------|
| Schools | |
| | Traders |
| Hospitals | |
| | Soldiers |
| Sector offices | |
| | Police |
| Car parks | |

Activity 4

Use a compass and locate an important place in the sector.

Home work

Identify an important place on your way to and from school. Ask your parents/guardians the services provided in that place. Tell your classmates what you saw.

Activity 5

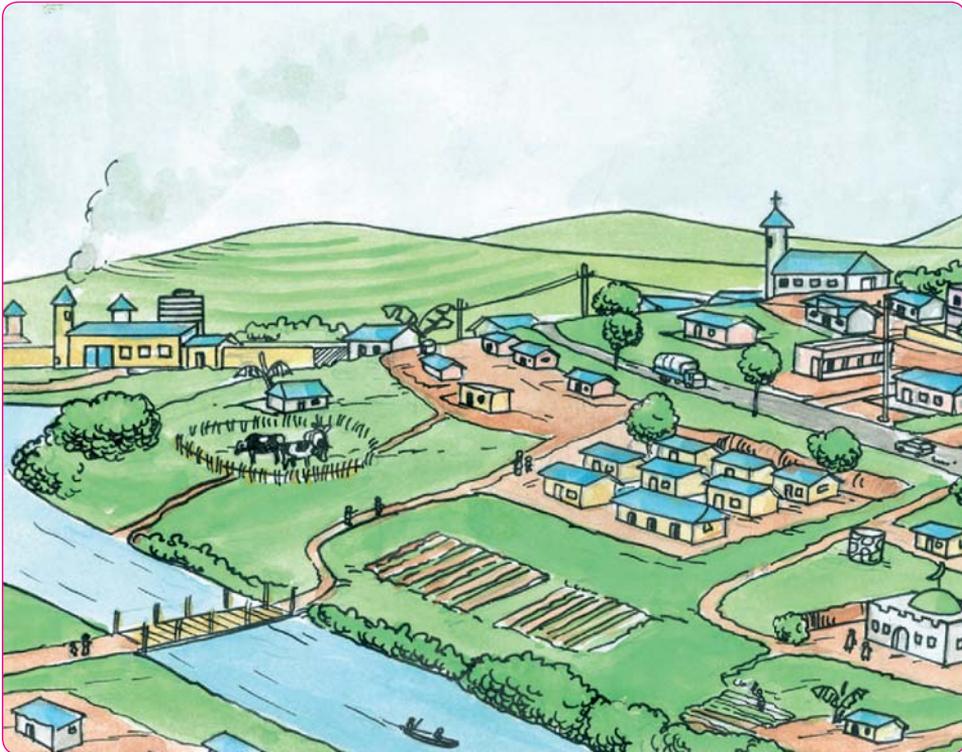
Every body should draw the map of the sector where your school is found and locate important places.

7.2. ENVIRONMENT

A. Types of environment.

Activity 1

Look at this picture carefully and explain what you can see.



Activity 1

Make a visit and identify different types of environment seen in the sector where your school is located..

I have understood that:

Environment are things around us. There are two main types of environment. These are natural environment and man made environment.

1. Natural environment.

Natural environment is that environment which was created by God, Examples of natural environment.

| | | |
|--------|-----------------|-----------|
| Hills | Rivers | Mountains |
| Lakes | Oceans/Seas | Air |
| Swamps | Wild animals | Valleys |
| Trees | Natural forests | Sun |
| Space | water | Land |
| Plants | National parks | wells |

2. Man made environment (Artificial environment)

The environment made by people is that environment which is made by man. These are:

| | | |
|-------------|-----------|-----------------|
| Houses | Factory | Air ports |
| Cars | Crops | Forests |
| Farms | Aeroplane | Play grounds |
| Electricity | Roads | Garden of crops |

Exercises

1. Mention the types of environment seen in your sector.
2. Explain the difference between natural and man-made environment.
3. Fill the table by using the following elements of environment:
House, River, Aeroplane, land, Road, Air, Electricity, River, farm and Water.

| | |
|---------------------|----------------------|
| Natural environment | Man made environment |
| | |

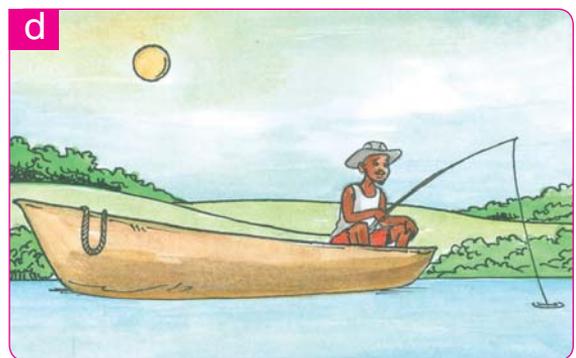
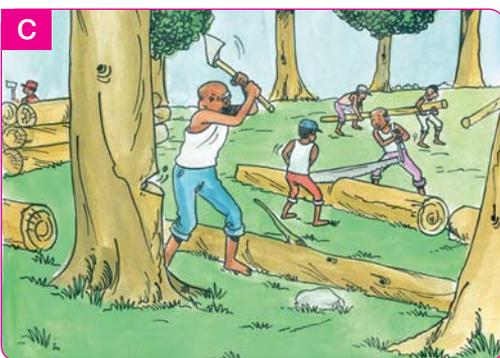
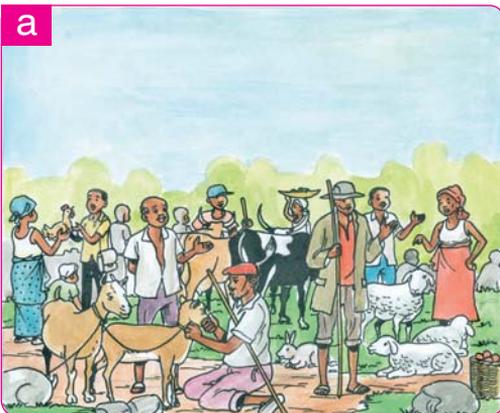
Home work

look at the different types of environment where you pass when coming to and from school. Discuss with your classmates what they saw.

B. Importance of environment found in the sector.

Activity1

Look at the pictures below carefully and tell what is taking place.



Activity 2

State the importance of environment in your sector.

I have understood that:

Environment is important in the following ways:

| Environment | Its importance |
|------------------------------------|--|
| Rivers and Lakes | <ul style="list-style-type: none">– It gives us water, Fish.– Used for transport purposes.– We help in generating electricity. |
| Forests | <ul style="list-style-type: none">– Forests attract tourists.– Forests are homes of wild animals.– We get electric poles, timber and building materials.– We get charcoal and firewood.– Help in rain formation, prevents erosion, and gives us fresh air. |
| Land | <ul style="list-style-type: none">– We grow crops on land and we build houses on land. |
| Animals | <ul style="list-style-type: none">– Animals give us meat, milk, money, Fertilizers and skins.– Wild animals are a source of government revenue. |
| Hills, Valleys, Plains and Swamps. | <ul style="list-style-type: none">– We use them to grow different crops. |
| Roads | <ul style="list-style-type: none">– It simplifies transport and communication. |

| | |
|---------|---|
| Houses | – We live in houses and also serves different purposes. |
| Bridges | – It makes us cross rivers and difficult places. |

Exercises

1. Match the environment with its importance.

- | | |
|-----------------|---------------------------------|
| a. Land | 1. We get timber from trees. |
| b. Water | 2. Milk, Meat, Fertilizers. |
| c. Forest | 3. Its where rice is grown |
| d. Swamp | 4. Its where crops are grown. |
| e. Cow | 5. Power plant. |
| f. Hen | 6. We live in them. |
| g. Wild animals | 7. Meat, eggs, and fertilizers. |
| h. Houses | 8. The government gets money. |

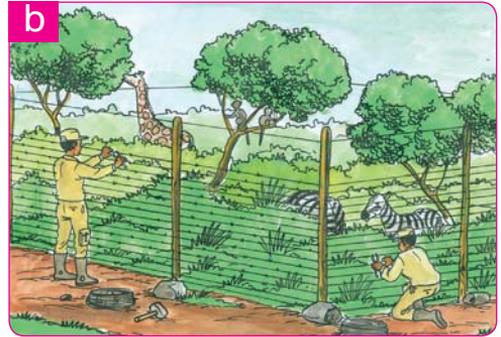
2. Fill in these sentences with the correct word:

- Wild animals live in_____.
- _____ helps the government to provide services to the citizens.
- _____ protects the soil from soil erosion.
- Transport of people and goods is done in _____ or in _____.
- Crossing a river requires to have a _____.

C. Protecting and conserving of the environment.

Activity 1

Observe the pictures below and tell what is taking place.



Activity 2

Explain the ways of protecting and conserving the environment found in your sector.

I have understood that:

We can properly protect the environment in our sector by doing the following:

- Planting trees and grass which protects the soil.
- Practice zero grazing.
- By throwing rubbish in the compost pit.
- Construct terraces on steep slopes of mountains or hill.
- Plant trees mixed with crops.
- Fence the national parks and game reserves.
- Harvest mature forests.

Activity 3

Make a list of things needed to protect the environment. Choose the most important 10 and put them on the school notice board.

We have decided that:

We shall protect and conserve the environment because it is good to us.



Self assessment



1. Explain the word “environment”:
2. State the element of environment which gives us the following:
 - a. Fish:
 - b. Charcoal:
 - c. Foreign money:
 - d. Electricity:



Peer assessment

1. Explain the importance of planting grass and trees on slopes of mountains.
2. What can you do to protect the following environment?
 - a. Land
 - b. Rivers and Lakes
 - c. Forests
 - d. Roads

Exercises



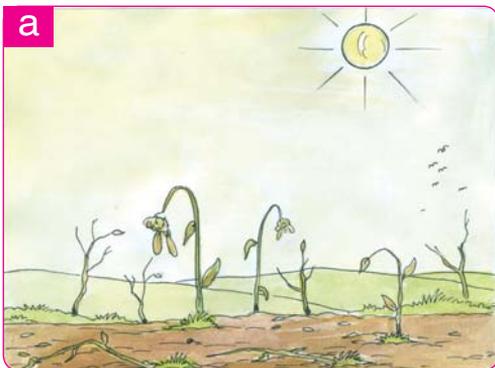
1. Answer with Yes or No.
 - a. I should ask for permission before cutting down trees.
 - b. When people graze on the hill, they are protecting environment.
 - c. If you find a person destroying environment, can you support him/her?
 - d. During community work, the destroyed environment is repaired.
 - e. Every body has the responsibility of protecting and conserving the environment.
2. You should report if you find a person pouring rubbish in the river.
3. Fill in these sentences using the correct words:
 - a. Before cutting down trees, we should ask for _____ to cut them from _____.
 - b. _____ wild animals are not allowed in our country.

- c. When you cut down _____ tree you should plant_____trees.
- d. All rubbish should be thrown in_____.
- e. Raring animals in _____ is one of the strategies of protecting and conserving the environment.
- f. It is a must _____ in a place with slopes in order to prevent soil erosion.

D. Dangers of misusing the environment.

Activity 1

What do you see in the pictures below?



Activity 2

Explain the dangers of not protecting the environment in your sector.

I have understood that:

When people don't protect the environment, they face the following effects:

- Rain washes away the top soil and poor soil remains.
- Running water destroys roads, some times soil from hills covers roads.
- If people don't plant many trees it causes lack of rain fall.
- Water contamination can cause diseases like cholera, dysentery.
- When we don't protect rivers and lakes, they dry up.

Activity 3

Make a list of bad effects caused by poor environmental protection. Choose mainly four of those mentioned and put them on the school notice board.

I have understood that:

We shall be:

- Protecting and conserving the environment because it is important to us.



Self assessment

1. Give four examples of things that can be destroyed by soil erosion.
2. State how the grass that grows on lake shores makes it dry.



Peer assessment

1. What can cause drought?
2. What are the dangers of destroying banks of the river or lakes shores?



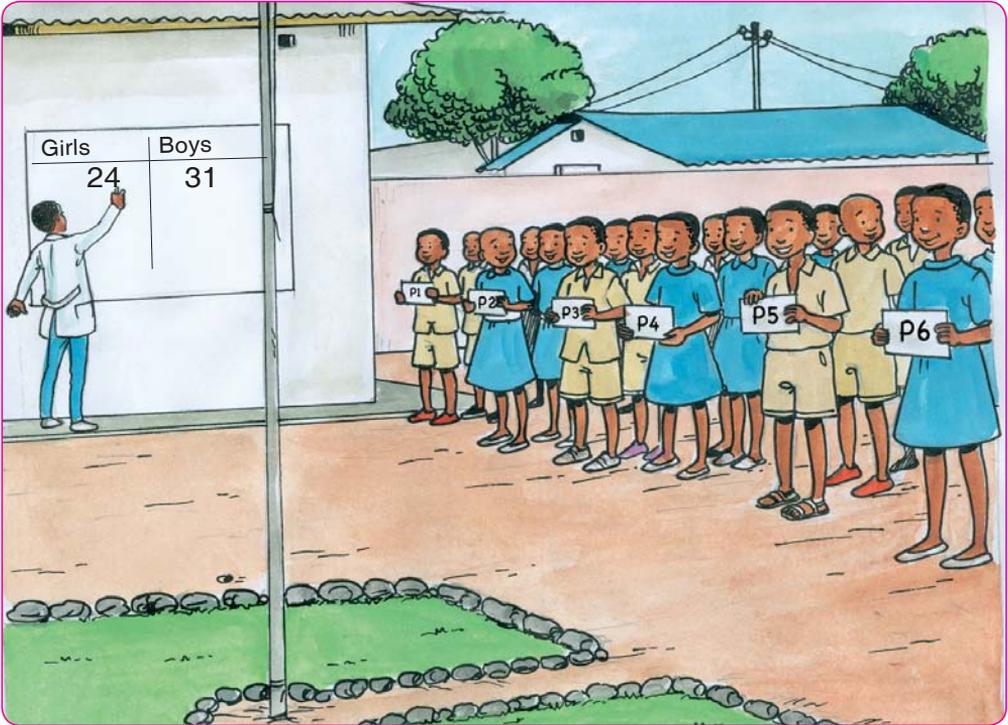
1. Answer with yes or No.
 - a. Polluting/contaminating water and air causes soil erosion.
 - b. We should protect the environment by carrying out community work.
 - c. Deforestation makes the place empty and causes soil erosion.
 - d. Soil erosion is caused by rain water.
 - e. Using dirty water causes diseases.
2. State four diseases caused by polluted/dirty water.
3. Explain the bad effects of cutting down all trees/deforestation.

7.3. THE CITIZENS.

A. The population in the school setting.

Activity 1

Look at the picture below carefully explain what is taking place.



Activity 2

Count the number of pupils in your school. Write the number of pupils in:

- Primary one.
- Primary two.
- Primary three.
- Primary four.
- Primary five.
- Primary six.

Activity 3

Add the numbers you got using the table below.

| Class | Boys | Girs | The total |
|-------|------|------|-----------|
| P.1 | | | |
| P.2 | | | |
| P.3 | | | |
| P.4 | | | |
| P.5 | | | |
| P.6 | | | |
| TOTAL | | | |

I have understood that:

If you want to know the number of pupils, count them.

Its major aim is to know:

- Their total number.
- The number of boys.
- The number of girls
- Their names
- Their age
- Their class.

Knowing the number of pupils in a school helps school leaders to plan.

Activity 3

Count the pupils in/ your class and fill the table below using their age.

| Years | Girls | Boys | Total |
|----------|-------|------|-------|
| 8 years | | | |
| 9 years | | | |
| 10 years | | | |
| 10 years | | | |

Put the numbers in the table below and pin it in class.

| P.3 _____ | |
|-----------|--------|
| Sex | Number |
| Girls | |
| Boys | |
| Total | |

Exercises

Fill in the following sentences.

- In our class, there are ___ boys and ___ girls.
- In our school, there are ___ girls and ___ boys.

B. Total number of workers and the work they do.

Activity 1

What can you see in the pictures below?



Activity 2

Carry out census of employees of your school:

Teachers, leaders, office workers, Kitchen workers, cleaners, security workers.

Activity 3

Put the numbers together in the table.

| Sex | Teachers | Leaders | Other workers |
|-------|----------|---------|---------------|
| Men | | | |
| Women | | | |
| Total | | | |

I have understood that:

The number of workers in the school depends on the size of the school and the number of pupils of that school.

| Employees | The work they do |
|-----------|---|
| Teachers | Teach children different subjects and good behaviour. |
| Leaders | Administer pupils, teachers, and other employees in the school. |

| | |
|------------------|---|
| Cleaners | Cleaning the toilets, gardens, classes, play ground, ... |
| Kitchen workers | Preparing food for pupils and other workers. |
| Office workers | Type exams, leading the school, ... |
| Security workers | Protecting school property, and all the people in the school. |

Activity 4

Fill the table below and hang it in your class.

| Teachers | | Leaders | | Cleaners | | Kitchen workers | | Security workers | |
|----------|-----|---------|-----|----------|-----|-----------------|-----|------------------|-----|
| Men | Wo- | Men | Wo- | Men | Wo- | Men- | Wo- | Men | Wo- |
| | men | | men | | men | | men | | men |



Self assessment

1. What is the importance of population census to the school leaders or the sector?
2. Mention any two things that can be obtained from carrying out population census?



Peer assessment

What is the role of the following people in your school?

- a. Teachers:
- b. School leaders.

- c. Security workers.
- d. cleaners.

Exercises

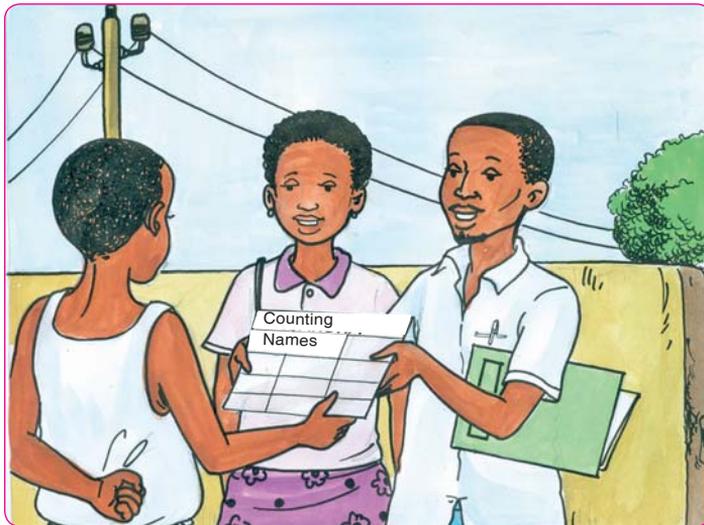
1. Fill in the gaps in the sentences below:
 - a. Our school has ____ male and ____ female teachers.
 - b. The head of our school is called? ____.
 - c. Our school has ____ cleaners and ____ security workers.
 - d. In our school kitchen, there are ____ male and ____ female workers.
2. Match the employees with their role in your school.

| A | B |
|----------------------------|---|
| 1. School head. | a. Protecting the school. |
| 2. The director of studies | b. Cleaning the school. |
| 3.3. Teachers | c. Typing and photo copying exams. |
| 4. Kitchen workers | d. Representing the school at all levels. |
| 5. cleaners | e. In charges of studies in the school. |
| 6. security workers | f. Teach pupils |
| 7. Office workers | g. Prepares food for the school. |

C. Population in the village where the school is located.

Activity 1

Look at this picture and state what you can see.



Activity 2

Visit the village where the school is located and ask the village leader the following:

- The number of citizens living in the village.
- The number of children living in the village.
- The number of women living in the village.
- The number of men living in the village.
- The number of children in lower classes in the village.

Activity 3

After the visit, put the numbers together in the table below.

| Citizens | Men | Women | Children |
|----------|-----|-------|----------|
| Number | | | |

Exercises



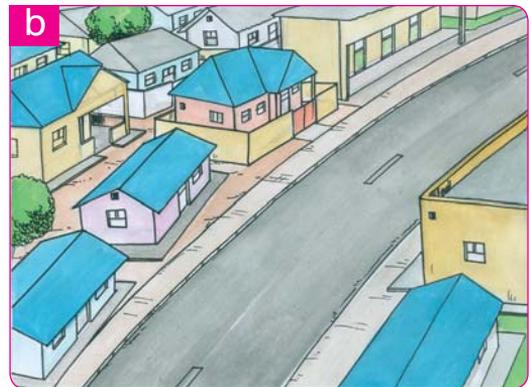
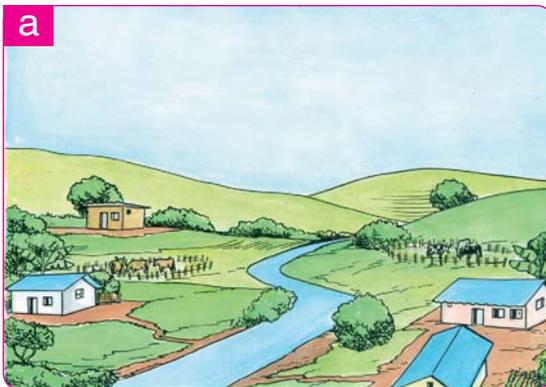
Fill in the gaps in the sentences below:

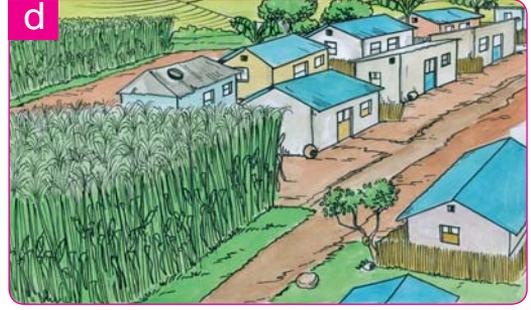
- How many people live in the village where our school is located? ___.
- Among these citizens, there are ___ men, ___ women, ___ pupils, and ___ children.

D. Settlement in the sector where the school is located.

Activity 1

Look at the pictures below and state what can see.





Activity 2

Visit the sector where your school is located and see how it is inhabited. Ask the residents why they chose to settle in that place.

Activity 3

Talk about things which make people decide where to settle and what stops them from settling in any place.

I have understood that:

People choose where to stay depending on how easily they will settle in that place:

People decide to settle in a place where there is:

- Infrastructure.
- Enough rainfall.
- Fertile soils and natural resources.
- Job and security.
- Clean water and electricity.

People don't like to settle in a place with:

- Areas with little rainfall, areas normally hit by lightening.

- Mountain slopes: where there are land slides.
- No infrastructure in the area.
- Diseases like tsetse flies.
- Land which is not fertile.
- A place with no chances of getting jobs.

The good way of living in a sector is by living in a planned settlement. This helps to, get infrastructure near them and easy development. Cities are more inhabited than villages.

Activity 4

Explain the settlement pattern in town sectors and villages.



Self assessment

1. Explain the term “slopy areas”.
2. Explain the importance of settling in planned settlement villages.



Peer assessment

1. Give four things which can make people choose to settle in any place.
2. Is your home located in a planned area? If yes, explain the benefits of living in planned areas.

Exercises

1. What is sensus?
2. What are the characteristics of people living in slopy areas?

3. Give examples of places in the sector where no body is allowed to settle.
4. Why do people like to settle in cities than villages?
- 5 .Give examples of things which you consider before settling in a place.
6. Answer with yes or No.
 - a. Many people settle on slopes of the lake.
 - b. People don't like to settle in places with many diseases.
 - c. Many people settle on the slopes of hills.
 - d. Many people settle in places with good infrastructure.
 - e. Many people don't like to settle in village settlement.
7. Why does the government encourage people to settle in planned settlement villages?

Home work

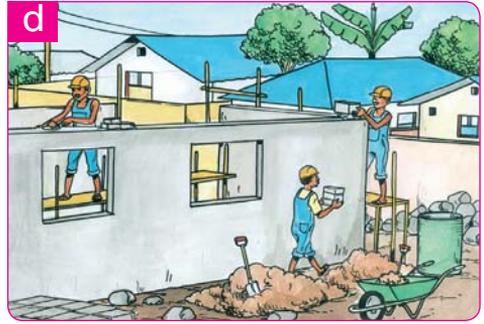
Observe how people have settled in your area and tell to your classmates.

7.4. MAIN SERVICES PROVIDED IN THE SECTOR.

A. Main services provided in the sector where the school is located.

Activity 1

Look at these pictures and state what people are doing.



Activity 2
Visit the sector offices and see the services that provided there.

I have understood that:

The following services are provided in the sector:

- Artisan.
- Office work.

Activity 3

Every pupil should rate the work which their parents/guardians do and fill the following table:

| Names of the pupil | Work which parents do |
|--------------------|-----------------------|
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |
| 4. | 4. |



Self assessment

1. Give 2 examples of services provided in the neighbouring sectors which is not provided by your sector.
2. State the services provided by people where you pass on your way to and from school.



Peer assessment

1. Do your parents/guardians do the same work? Explain.

Exercises

1. Give four examples of services provided by many people than other services.
2. What type of job will you do when you grow old? Explain why you have chosen that job.
3. Why should every person be encouraged to do some work? Explain.
4. State the importance of doing the work very well.

Home work

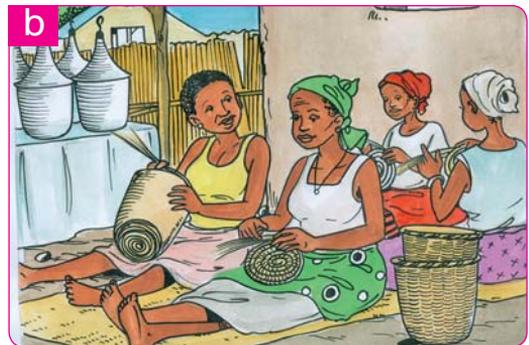
Ask your family the work they do, then tell your classmates the kind of work your family does.

B. The role of the family and the school in the services provided by the sector.

1. The role of family in the services provided by the sector.

Activity 1

Look at these pictures and state what people are doing.



Activity 2

Talk about the role of your family in the development of the service provided by the sector.

I have understood that:

The role of the family in the services provided by the sector are:

- Providing excellent services.
- Working together in cooperatives.
- Paying taxes.
- Creating jobs.
- Getting involved in government programmes.

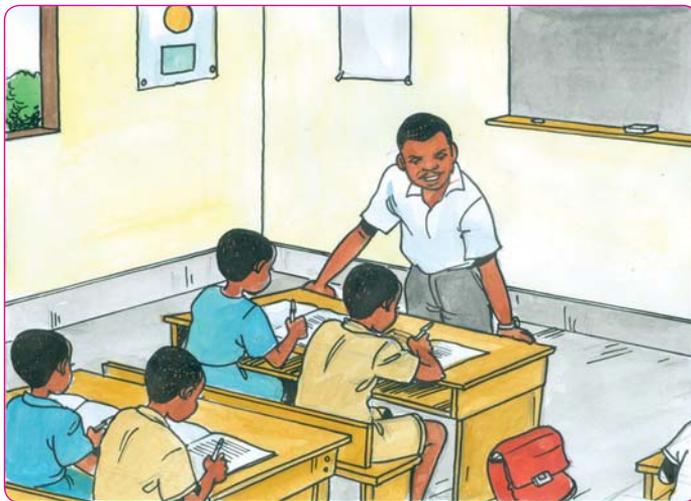
Home work

Ask your family members their role in providing good services in the sector. Discuss with your classmates about your answers.

2. The role of the school in the services provided by the sector.

Activity 1

Look at the picture below and tell what you can see.



Activity 2

Explain the role of your school in the services provided in the sector

I have understood that:

The role of the school in the services provided by the sector are:

- Teaching pupils well.
- Welcoming residents to do workshops from the school.
- Give jobs to the residents of the sector.
- Develop the area where the school is located.

Activity 3

Talk to the leaders of your school. Ask them the role of the school in the services provided by the sector and debate about it in class.



Self assessment



What is the role of your family in providing services in your sector?



Peer assessment

Fill in the gaps provided in these sentences with the correct words.

- Taxes help the government to create _____ for those people who are not employed.
- _____ is one of the 3 targets of our country.

- c. Excellent services make people _____.
- d. Services should be provided well and on_____.

Exercises



State the role of your school in providing services in the sector where the school is located.

7.5. End unit assessment 7

1. What is a compass direction and what is its use?
2. Give examples of important places in your sector.
3. Fill in the missing words:
 - a. Man made environment is different from _____
 - b. Environment consists of ___ rared in _____ and animals rared at _____.
 - c. Proper management of environment _____ important.
 - d. Destroying environment _____ bad effects.
 - e. Polluting _____ and _____ causes diseases.
4. State the number of workers in your school.
5. Which area has many citizens in your settlement village?
6. What is the importance of sensus?
7. What should the citizens do in order for the government to build roads, schools and hospitals?



Kaguru sat in a car of his cousin with a bunch of matoke on his head, he said that he never wanted to burden the car. When they gave him a phone to call, he failed to call the person he wanted to call.

What problems does he have and how can you help him to solve it?



8.1. TRANSPORT IN THE SECTOR.

A. Means of transport in the sector.

Activity 1

Look at these pictures and state what is happening.





Activity 2

Discuss about the means used to transport people and their goods in your sector.

I have understood that:

Means used to transport people and goods in our sector depends on the type you choose to use. These include:

- Cars, bicycles, motor cycles, buses, Donkey, Horse.
- Boats
- Trolley, wheelballow, stretcher, wheel chairs.
- Carrying luggage, or goods on the head.
- Transport in tall buildings is done by elevetors.

Exercises



Match the type of transport with the means used.

- | | |
|--------------------------------|--------------|
| a. Road transport. | 1. Elevetors |
| b. Air transport | 2. Cars |
| c. Water | 3. Planes |
| d. Transport in tall buildings | 4. Boats |

Activity 3

Visit the nearby center where your school is located and see means of transport used to transport people and goods in that area.

B. Road signs/ traffic signs which are used by road users.

Activity 1

Carefully look at these pictures and state what you can see.



Activity 2

Study these road signs/traffic signs above and state those that you know, its meaning then discuss with your classmates their importance..meaning.

I have understood that:

Road signs which direct road users consists of five types namely:

- Guide signs
- Regulatory signs
- Warning signals.

- Traffic lights.
- Mandatory signs

Activity 3

Go the main road. See properly all the sign posts a long the road, talk about them and state their meaning.

a. Guide/direction signs:

These show places or people's activities.



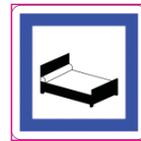
Telephone



Petro station



Restaurant



Hotel

b. Warning signs

These show the nature of the road:



Air port



Where people cross from

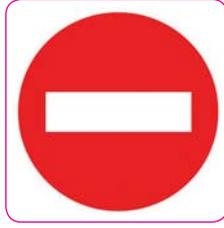


c. Regulatory signs.

These show road users what they are not supposed to do.



No parking



No way through



Not allowed
Crossing
right wise



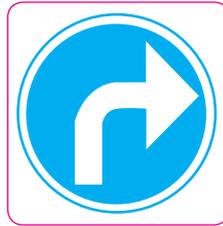
Not allowed
Crossing left
wise

d. Mandatory signs.

These show the road users what they are supposed to do..



Bus station.



Direction to
be used

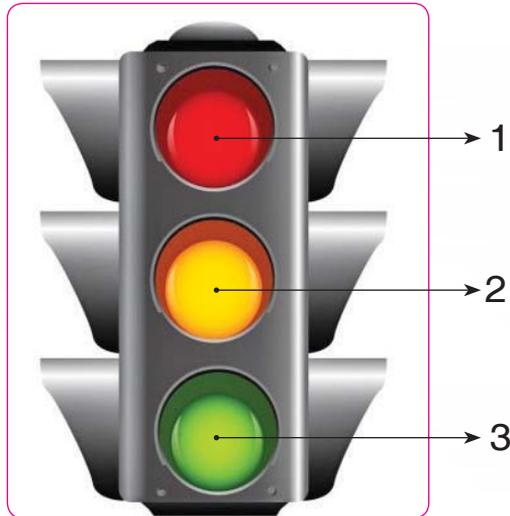


Pedestrian
crossing point.

e. Traffic lights

These are used at crossroads. Meeting point of people and cars going in different directions.

Signals showing lights which is made up of 3 traffict lights of the following colours: **Red**, **Yellow**, and **green**.



1. When the Red light appears, vehicles stop for pedestrians to cross the road.
2. When the green light appears, all vehicles are allowed to go and pedestrians stop and wait for the red colour for them to cross.
3. When yellow light appears, it is then preparing for the red light. By this time all vehicles and others cross with care.

f. Some of the rules concerning pedestrians drivers and cyclists

| Pedestrians | Motorists |
|---|--|
| keep left | Respect all road signals. |
| Cross on zebra crossing points. | limit the speed. |
| Do not play on the road. | Do not drink and drive. |
| Look right and left side of the road before crossing. | Drive on your right hand side of the road. |
| | Respect other road users. |

We have decided that:

We shall obey traffic rules by using them well. We shall explain them to our classmates who don't know them.



Self assessment



1. Explain the importance of the following signs used on the road:
 - a. Traffic lights.
 - b. regulatory signs.
 - c. Guide / direction signs
 - d. warning signs.
2. Where do we use light signals on the road?



Peer assessment



1. What is the use of the road signals made in the following shapes?
 - a. Triangle.
 - b. Circle.
 - c. rectangle.
2. State at least 2 things pedestrians are required to do before crossing the road.

Exercises



1. Fill in the spaces these sentences using the correct words.

- a. When the _____light appears, it will be preparing _____light to appear.
- b. When the _____appears vehicles start moving, _____stop.
- c. When the _____light appears, vehicles_____, pedestrians _____the road.

2. In how many geometric figures are road signs? Mention them, and give the explanation of every geometric figure.

3. Match those that are related.

- | | |
|-----------------------|---|
| a. Regulatory signs. | 1. Pedestrians crossing. |
| b. Red traffic light. | 2. How the road is made. |
| c. warning signs. | 3. preparing Red traffic light. |
| d. Yellow signal | 4. Cars cross. |
| e. Guiding signs | 5. Violating the rights of pedestrians. |
| f. Green light | 6. direct places and activities. |

4. State the types of road sign that direct road users.

5. Fill in the following table:

| Sign post | What it is showing |
|---|--------------------|
|  | |
|  | |
|  | |

6. State the colours which make up traffic light signs and the meaning of each colour.
7. State at least two rules which should guide:
 - a. Pedestrians.
 - b. motorists.
8. Draw the road signals showing the following:
 - a. There is a school near by. (school ahead)
 - b. There are humps near this place. (Humps ahead)
 - c. There is a cross road near here. (junction ahead)
 - d. Only the tax is allowed to stop here. (Taxi parking)
9. Draw traffic light road signs.

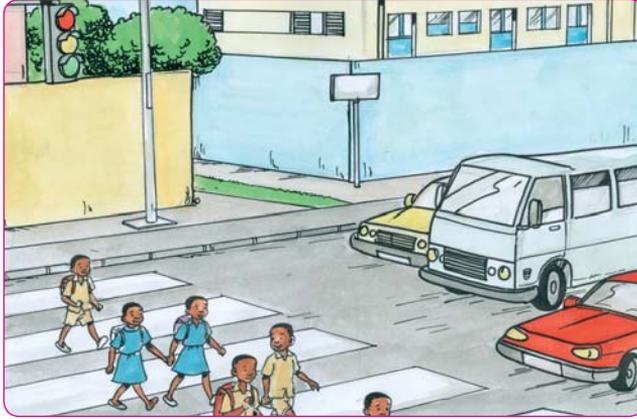
Home work

On your way to and from school, see the road signs that are in that place. Tell it to your classmates and what each represents.

C. The importance of road signs.

Activity 1

Look at the picture below and state what you can see.



Activity 2

Talk on the importance of road signs and then debate about them in general.

I have understood that:

Road signs have the following importances.

- They reduce accidents.
- Direct/guide road users.
- Warn road users.
- Stops road users from doing activities which can make their friends feel discomfort.

Exercises



1. Give the importance of respecting/ abiding by road signs.
2. What are the dangers which the motorists can face as a result of not respecting road signs?
3. State the importance of road signs.
4. State the dangers of accidents.

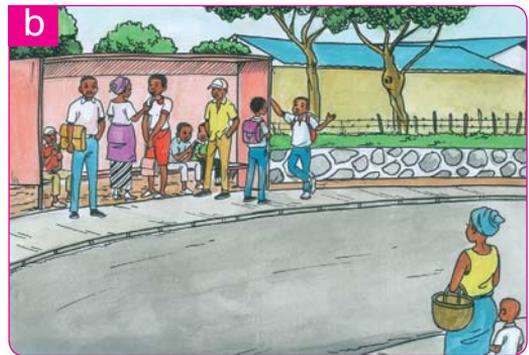
Home work

Talk to your parents/guardians on proper use of the road and the importance of respecting road signs.

D. Problems of transport in the sector

Activity 1

Look at these pictures and state what you can see.



Activity 2

Make a field visit to the sector where your school is located to see how transport is carried out. Ask the problems people face.

I have understood that:

Transport in the sector faces the following problems:

- Accidents.
- Few cars, moto cycles and bicycles.
- Poor and few roads which are not enough.

- Too much rainfall which destroy roads, lake and river water faces storms, much wind which cause accidents.
- Car and motorcycle, lack of enough repairmen.

Activity 3

Talk about the problems of transport in your sector.



Self assessment

1. A part from the police, what else helps to reduce accidents on the road?
2. Write two examples of weather changes that can affect road transport.



Peer assessment

1. Give 2 examples of mistakes done by the leaders of cars and motorcycles which cause accidents on the road.
2. What causes accidents to the following:
 - a. Boats
 - b. Cars

Exercises

Give examples of things which limits the development of transport in your sector.

Home work

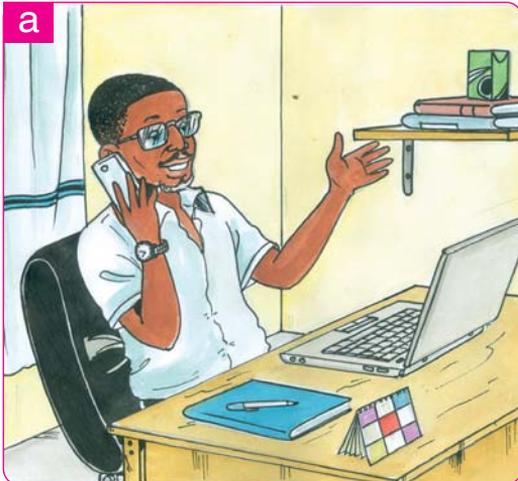
Talk to your parents/ guardians about the problems of transport in your sector. Tell it to your classmates.

8.2. COMMUNICATION IN THE SECTOR.

A. Communication materials and its importance.

Activity 1

Look at the pictures and state what you can see.



Activity 2

Talk about the communication materials seen in your sector and tell it to your classmates.

I have understood that:

In our sector, we use the following communication materials:

| Communication materials | Its importance |
|-------------------------|-------------------------------|
| Telephone | Calling and sending messages. |
| Computers | Sending messages. |

| | |
|--------------------------------|----------------------|
| Megaphone, speaker, microphone | Speak a loud. |
| Suggestion box | Putting in messages. |
| Zero phone | Calling. |
| Whistle | Calling. |
| Bell | Calling. |
| Radio | News and programmes. |
| Television | News and programmes. |

Activity 3

State the communication materials which you own at home and its use and tell it to your classmates.

Exercises

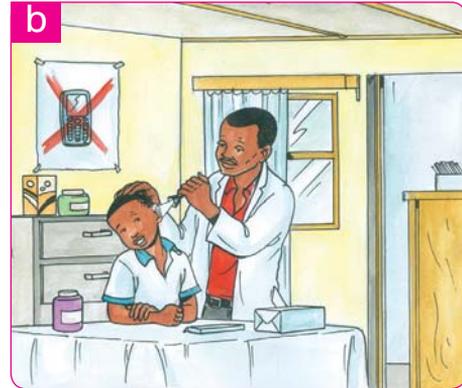
- Match communication materials with its use.

| | |
|----------------------|----------------------------------|
| a. Computer | 1. Reading news. |
| b. Telephone | 2. Giving a suggestion. |
| c. Radio | 3. Sending a message. |
| d. Television | 4. Receiving a call and calling. |
| e. Communication box | 5. For advertisement. |
- What can you do if you saw a person doing the following?
 - Climbing a mast.
 - Receiving a telephone call on the right ear.
 - Putting an ear on a microphone.

8.3. Proper ways of communication and the dangers of misusing communication tools.

Activity 1

Look at the pictures below and state what you can see.



Activity 2

Talk on the dangers of misusing communication and debate about it.

I have understood that:

| | |
|--|--|
| There are proper ways of communication. | Dangers of misusing communication. |
| Not coming near noisy mashine like microphone. | Communication materials which are noisy may damage the ears. |
| Receiving a telephone call on the left ear. | These materials can burn a person and people. |
| Not playing with communication materials. | Accidents which can be caused by climbing a mast. |

Learning how to use communication materials well.

Using communication materials when you don't know how to use them may cause losses.



Self assessment



1. Give examples of communication materials used in your sector.
2. State communication materials used in:
 - a. Telling news and programmes.
 - b. Showing news and programmes.
 - c. Receiving and sending messages.
 - d. Speaking a loud for many people to hear.



Peer assessment



1. Give 2 ways of using communication well.
2. Explain briefly the dangers of misusing communication.

Exercises



Answer with yes or No.

- a. I should play with a visitor's phone.
- b. Going near a loud communication materials spoils ears.
- c. I ask for permission before using communication materials.
- d. You should use your right ear when receiving calls.
- e. Over speaking on the phone can cause ear diseases

Home work

Talk to your parents/guardians on the proper ways of communication and the dangers of misusing it. You should make a conclusion and tell it to your classmates.

8.4. End unit assessment 8

1. State the types of transport which you know
2. Fill in using the missing word/words:
 - a. What are the traffic colours for pedestrians and cars?
____, ____ , ____.
 - b. Road traffic signals are made up of 3 important ____.
 - c. Traffic light road signals consists ____.
3. Match the following road signals and their meaning.

| Signal | What it is showing |
|---|-----------------------|
|  | No parking |
|  | There is an air port. |
|  | No way through. |
|  | Zebra crossing |
|  | Tax park |



Don't go a head.

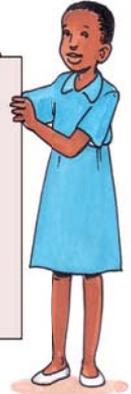
4. Explain the dangers of not respecting traffic road signals.
5. State at least 4 communication materials that you know.
6. Tell children of your age the proper ways of using a telephone and a television.

MAIN HISTORICAL EVENTS OF OUR SECTOR



Katabirora doesn't know how to differentiate time. He says that they started using sector offices at the time of sorghum harvest.

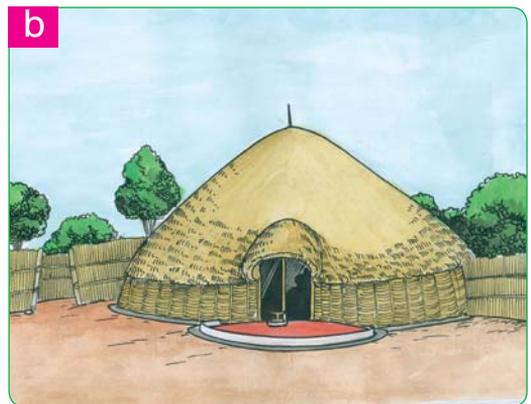
How can he be helped to get collect information?



9.1. HISTORY

Activity 1

Look at the pictures below and state what you can see.



Activity 2

Make field visit of a historical place of the sector where your school is located. If its not there, go to the sector and ask the leaders the major historical events of your sector. Talk a bout it when you reach at school.

I have understood that:

History is the study of things that happened in the past. It helps people to understand things which happen today and that may happen in the future.

A very sector has major historical events, that is to say:

- Heroes who settled there or were born from there.
- Acts of bravery in that place.
- Historical house/ museum.
- Historical wars.
- Leadership and leaders of that place.
- Activities of art and crafts of that area.

Activity 3

Visit old men and women who have been in the sector where your school is located for many years. Ask them the major historical events in that sector and then, talk about it when you reach in the class.

Exercises

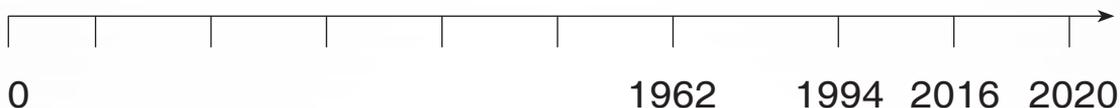
1. Explain the word “History.”
2. Which things can you start from while explaining the history of a place?
3. What is the importance of knowing the history of a place to the listener?
4. Whom can you ask if you want to know the history of a place?

Draw the timeline by showing its characteristics.

9.3. USING TIMELINE.

Activity 1

Look at this picture and state what you can see.



Activity 2

look again at the timeline and state what happened during the years shown on the timeline. Debate a bout it.

I have understood that:

People use the timeline and explain things which happened and what will happen in future.

Examples:

- 1962: Our country got independence.
- 1994: There was Genocide against the Tutsi.
- 2016: Our country chaired African Union meeting.
- 2020: The vision of development.

The timeline can help to show the important dates which we celebrate in our country every year:

- On 1 January every year: We celebrate new year.
- On 1 February every year: Heroes day.
- On 7 April, every year: The Genocide against the Tutsi.
- On 1 May: Labour day.

- On 1 July: Every year: Independence.
- On 4 July: Every year: Liberation day.
- On 1 October: Every year: Patriotism day.
- On 25 December: every year: Christmas.



Self assessment



1. State briefly the important historical events of your sector.
2. Explain the importance of timeline.



Peer assessment



Draw the timeline and on it put the year in which the following people were born:

- 1) Father
- 2) Mother
- 3) You

Exercises



1. When does the following important public holidays happen?
 - a. Labour day.
 - b. Heroes day.
 - c. Liberation day.
 - d. Patriotism day.
2. What does the following dates teach us in the history of Rwanda?
 - a. 7/4/1994:
 - b) 1/7/1962:
 - c) 4/7/1994:

9.4. End unit assessment 9

1. What do you base on while explaining the history of a place?
2. Draw the timeline and put its components.
3. State at least 3 major important things which characterised the history of our country.

4. What is the history of your school?
5. Draw the timeline and on it show atleast 3 public holiday dates which we celebrate in our country.
6. What is the difference between the following?
 - a. The past and timeline.
 - b. How many timelines?
 - c. How many past do we have?
7. What does the term history mean?
8. In normal ways, give a sentence with the word history which is used by many people. Explain

9.5. Example of assessment of Primary.3

1. Explain the importance of fulfilling the responsibilities of a very body in the family.
2. What is the best way of protecting the family property?
3. State things which show that family members are satisfied with their family property.
4. Explain the role of your family in protecting important things found in your sector.
5. Show your role in the proper management of the school property.
6. What is the difference between personal and public property?
7. Show ways how people contract the following diseases.
 - a. Malaria.
 - b. Scabies.
 - c. Tuberculosis.

8. Explain how you can avoid the following diseases:
- AIDS.
 - Scalp ring worm
 - Small pox
9. State briefly how you clean your vagina.
10. Answer with yes or No
- Its good to clean your self using your underpants after the toilet.
 - .Wearing wet underpants causes diseases.
 - Putting soap inside the vagina removes dirt.
11. Fill in these sentences with the correct words.
- No body is supposed to deny another person? _____ .
 - Its our_____to manage the school property well.
 - Its not good _____ who are disabled
 - We must _____who are disabled.
 - During Christmas and other christian festive parties, you avoid ___and ___others.
 - When you are from school, avoid _____ on the way.
12. What can you do to save for the future?
13. When does your savings assist you?
14. Make a list of 6 items which your family spends on money.
15. State the sector administrative leaders.
16. Explain the following words:
- Voters list.
 - Ballot paper.

- c. Voters card.
 - d. Ballot box.
 - e. Voting secret room.
17. Show some dangers of not protecting the environment.
 18. State the importance of census.
 19. Give examples of things which people depend on before choosing where to build a home.
 20. What are the dangers of living in slopes?
 21. State the importance of transport and communication to the people in the sector.
 22. What are 3 important things found on the timeline?
 23. What advice can you give your friends if you found them doing the following?
 - a. Climbing chairs in class.
 - b. Playing football in the garden.
 - c. Climbing moving cars.
 24. Explain the difference between:
 - a. A map and a picture.
 - b. A map and a scale.

9.6. The vocabulary in this book of Social studies.

Voting box: A voting box is where a voter put the paper after voting.

History: is the study of things that happened in the past. It helps people to understand things which happen today and that may happen in the future.

Sensus: The act of counting people, their property, what they do or ask them the important information so that you can plan for them.

Scale: The way of changing the size of a place shown on the map using small units of measurements.

Map: A picture of a place drawn using a scale.

Consecutive council: Is a group of people responsible for advising the government body it represents.

List of election: The paper used during elections written on people's identification eligible to vote and the list of voters.

Polling room: It's a room where a voter chooses/votes a candidate of his/her choice without any body knowing whom the voter has voted.

Village: The first level/ administrative unit of local government.

Community work: Activities done by people (all Rwandans) aiming at cleaning, hygiene, development, protecting the environment and helping each other by themselves.

Timeline: A line used in the history aiming at knowing the time an event took place.

Tax: Money paid by the citizens which helps the government reach its targets/ vision.

Ballot paper: A paper with names and photos of candidates who contested, the voter uses to choose the person of his/her choice.

PART TWO: RELIGIOUS STUDIES

CHRISTIAN RELIGIOUS STUDIES

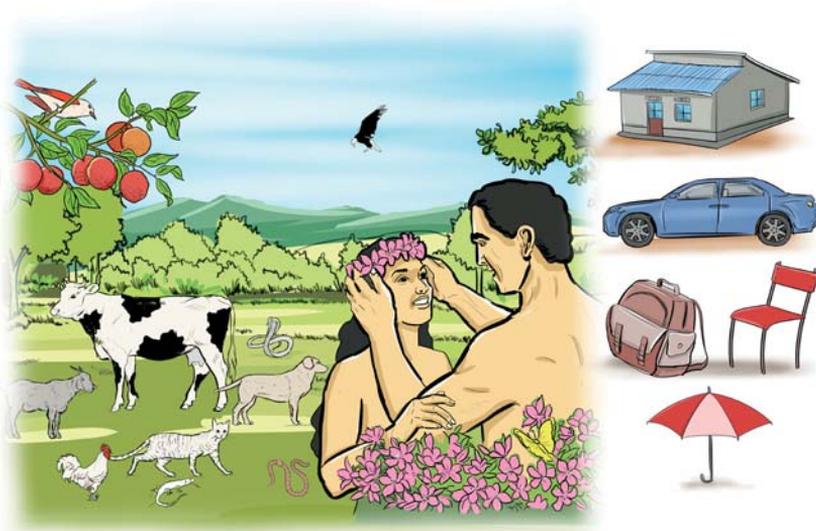
AFTER GOD HAD CREATED MAN HE GAVE HIM A MISSION

Key unit competence:

- Mention the mission that God gave man after creating him.
- Love work and respect those in authority.

Introductory activity

Observe this picture below and distinguish God's creation from man's innovation.



1.1 Work and change the world a better place

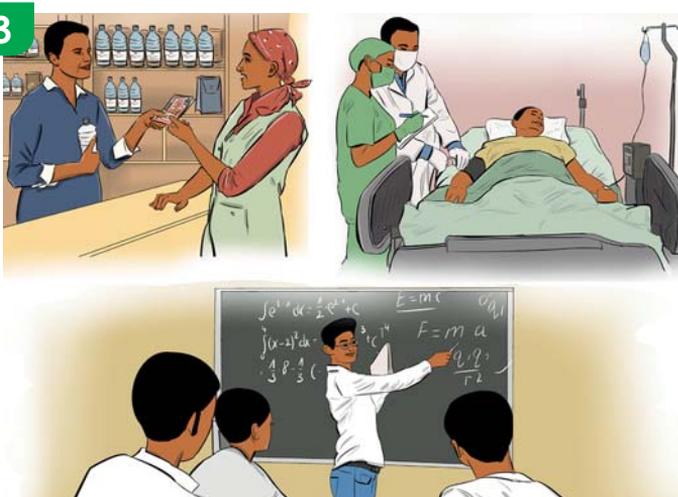
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2



3



Activity 1.1

1. Observe all above pictures carefully.
2. Mention different work that you see people are doing in these pictures.

“Then the Lord God placed the man in the Garden of Eden to cultivate it and guard it,” (Genesis 2:15).

- Every one has to work and has to do everything in right way.
- The work that man does should help in changing the world a better place.
- We should help our parents and teachers in different work that they ask us to do.



Application activity 1.1



1. Which work should you do in order to achieve the mission that God has given you to change the world a better place?
2. Explain the way man should protect what is on earth.

1.2 Fill the Earth

Activity 1.2

Observe this picture; mention the number of people that are in the picture.



“God blessed them and said to them, be fruitful and increase in number, fill the earth and subdue it.” (Genesis 1:28a).

God commended man to increase in number.

Our parents have responsibility to take care of us.

As children we have responsibility to respect our parents as well as other elderly people.



Application activity 1.2



1. Fill in these sentences by using these words: curse, blessing, earth.
 - a. After God had created Adam and Eve he gave them.....
 - b. Be fruitful and increase in number, fill the.....
2. Explain how people have filled the earth.

1.3 Rules others on the earth (Genesis1:28b)



Activity 1.3

1. On the above picture which creature is more intelligent than others?
2. Mention some activities that people can do for domestic and wild animals?

“Rule over the fish of the sea and the birds of the air and over every living creature that moves on the ground” (Genesis1:28b). God gave man ability to rule over and lead all His creatures. Man has intelligence, ability, conscience, right to choose and differentiate good from bad. The intelligence that man has is more than other’s creatures.

Among what man has to rule over, there are fish of the sea, birds of the air and all animals of the earth.



Application activity 1.3

1. What does man use to rule over everything on earth?
2. Explain how you can take care of the environment animals and vegetation include

1.4 End unit assessment 1

Questions:

1. What was the mission that man was given after he was created?
2. What ability was given to man that is greater than other's creatures?
3. Explain why people have to work?
4. What are the consequences to someone who does not work?
5. Mention activities that you can do to respect elderly people.
6. How can you implement the mission that God has given to you (at home, and at school)?

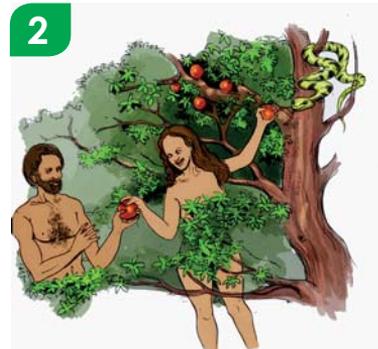
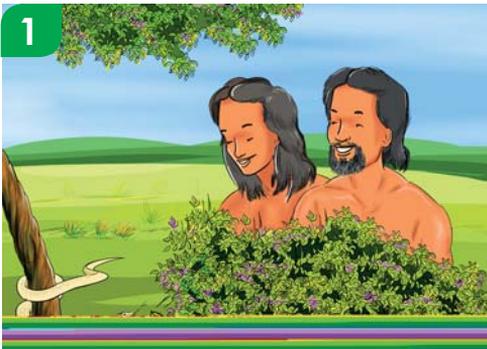
AVOIDING SIN AND ASKING FOR FORGIVENESS

Key unit competence:

A learner will be able to do what is good and ask for forgiveness for the wrong he/she has done and following morals every where

Introductory activity

Look at these pictures below and answer the following questions:



1. Who are the people in the picture above?
2. Do you think the fruits she is picking are similar to other fruits in the garden?

2.1 Sin and its roots (Genesis 3:1-7)

Activity 2.1

Story:

Read the following story and answer the following questions.

There was an indisciplined kid in classroom. He used to steal pens and notebooks from other children. One day he stole a pen from another child and he hid it. But when he was hiding it, his classmate saw him. 'What are you doing'? He asked him. Consequently, he mixed up words, and when others came in, he was ashamed, angry and shedding tears!

1. What did that child do?
2. What is sin?
3. Do you always observe trees what is the role of its roots?

It is not only trees that have the roots, our sins also have roots that support them. "When woman saw that the fruit of the tree was good for food and pleasing to the eye, also desirable for gaining wisdom, she took some and ate it. She also gave some to her husband, who was with her and he ate it." (Genesis 3:6)T.

Sin is an action, desire or any thought that is against the will of God. Sin is willingly and knowingly a separation from God.

Roots of sin

Every sin has origin which is its roots.

| Roots of sin | Sin |
|----------------------|---|
| Pretending | Arrogance |
| Greed | Being controlled by the things of the world |
| Jelousy | Betraying, backbiting, killing |
| Lust | Stealing |
| Anger | Fighting, killing |
| Selfish, Gluttony | Killing |
| Laziness, inactivity | Backbiting, provoking |



Application activity 2.1



1. Answer with Yes or No:
 - a. The snake told Eve to eat fruits that God had forbidden them to eat.
 - b. The snake told Adam to eat the forbidden fruit.
 - c. Satan came in lezard's image.
2. Mention two roots of sin and their sins.
3. What are some of temptations that you face in daily life?

2.2. Ways of avoiding sin (Matthew 26:41)

Activity 2.2

Observe these pictures and answer the following questions:



1. What are the people in these pictures doing?
2. What does respect to God help you in your daily life?

« Watch and pray so that you will not fall into temptation. The spirit is willing but the body is weak » (Matthew 26:41).

Satan brought sin to man when he tricked him to disobey the comendment of God that was given to him.

- We should avoid sin by praying and studying the word of God
- We should also avoid wrong companies as they can make us fall into sin.



Application activity 2.2



1. Mention two ways of avoiding sin.
2. How can you help your friend not to fall into temptations?

2.3. Consequences of sin (in our relationship with others)

Activity 2.3

Observe these pictures and answer the following questions:



1. How many people are in the first picture?
2. Are the people in the first picture happy or sad? Where were they and what were they doing?
3. How are the people in the second picture?

To the woman he said: « I will make your pains in childbearing very severe; with painful labor you will give birth to children. Your desire will be for your husband, and he will rule over you. » To Adam he said: «because you listened to your wife and ate fruit from the tree about which I commended you, 'you must not eat from it', cursed is the ground because of you; through painful toil you will eat food from it all the days of your life.» (Genesis 3: 16-17).

Consequences of sin to Adam and Eve's descendences (Genesis 4:1-15; Malachi3:19)

Adam made love to his wife Eve, and she became pregnant and gave birth to Cain. She said: «with the help of the Lord I

have brought forth a man». Later she gave birth to his brother Abel. Now Abel kept flocks, and Cain worked the soil. In the course of the time Cain brought some of the fruits of the soil as an offering to the Lord. And Abel also brought an offering fat portions from some of the firstborn of his flock. The Lord looked with favor on Abel and his offering. But on Cain and his offering did not look with favor. So Cain was very angry, and his face was downcast. Now Cain said to his brother Abel: «let's go out to the field. ». While they were in the field, Cain attacked his brother Abel and killed him.

The Lord said: « what have you done? Listen! Your brother's blood cries out to me from the ground. Now you are under a curse and driven from the ground, which opened its mouth to receive your brother's blood from your hand. When you work the ground, it will no longer yield its crops for you. You will be a restless wanderer on the earth. » (Genesis 4:1-5, 10-12).



Application activity 2.3



1. How many sons did Adam and Eve? Mention their names.
2. Why did Cain tell Abel to go out with him to the field?
3. What caused Cain to kill Abel?
4. Which punishment that God gave to Cain after killing his brother?
5. Do always brothers love each other?
6. For what reasons do brothers hate each other?
7. Which sin does a child commit against his parents or guardians?

2.4. Ways of confessing sins and asking for forgiveness (Luke 15:17-24)

1



2



Activity 2.4

1. Observe these pictures above and tell what you notice from them.
2. What can you do when you realize that you have committed sin against your parents?
3. How can you ask for forgiveness from someone that you have offended?

“The son said to Him ‘father, I have sinned against heaven and against you I am no longer worthy to be called your son...’ (Luke 15:21). When we fall in Sin we should feel pain and ask God for forgiveness, we should also ask for forgiveness from the offended and we should repent so that God forgive us.



Application activity 2.4



1. What should we do when we recognize that we have committed sin?
2. Do you remember anyone that you committed sin against? After studying this lesson what do you think to do?

2.5. Moral values that overcome roots of sin

Activity 2.5

Observe this picture and answer the following questions:



1. What are the people in this picture doing?
2. Do your guardians or parents at home give you advice?
3. Share with us some of advices that they give you and tell us how you put them into practice.

Moral values that overcome roots of sin

| Moral values | Roots of sin overcome by those moral values |
|---|---|
| Humility | Arrogance |
| Not being controlled by the things of the world | Greed |
| Brotherly love | Jealousy |
| Patience | Anger |
| Pure heart | Lust |
| Sacrifice | Gluttonery |
| Zeal | Laziness |



Application activity 2.5



1. Mention two moral values and the roots of sins that they overcome.
2. How does someone who keeps moral values behave?
3. What can you do in order to keep good habit that help in overcoming sin?

2.6 End Unit assessment 2

1. What sin that man had committed?
2. Answer with Yes or No
 - a. The snake told Eve to eat the forbidden fruit.
 - b. The snake said to Adam to eat the forbidden fruit.
 - c. Eve picked the fruit from forbidden tree and ate it.
 - d. Adam refused to eat the fruit given by Eve.
 - e. Satan came in lezard' image
3. Mention two ways of avoiding sin.
4. If anyone commit sin how should he behave after
5. Explain the importance of prayer.
6. Mention the children of Adam and Eve.
7. What caused Cain to kill Abel?

8. If individuals disappoint one another, what should they do after to be reconciled?
9. Do you remember anyone that you committed sin with, After studying this lesson what do you think to do?
10. What are moral values that every one should keep?

JESUS THE SAVIOR OF HUMANITY

Key unit competence:

A learner will be able to explain the life of Jesus as a deliver and a savior.

Introductory activity

1. When a woman is pregnant what is she expecting?
2. How can you take care of a newly born baby?

3.1. The Birth of Jesus (Matthew 1:18-25, Luke 2:1-7)



Activity 3.1

1. Observe the above picture and tell what you have seen.
2. What does Christmas day remind us?

«In those days Caesar Augustus issued a decree that a census should be taken of the entire Roman world. This was the first census that took place while Quirinius was governor of Syria. And everyone went to their own town to register. So Joseph also went up from the town of Nazareth in Galilee to Judea, to Bethlehem the town of David, because he belonged to the house and line of David. He went there to register with Mary, who was pledged to be married to him and was expecting a child. While they were there, the time came for the baby to be born, and she gave birth to her firstborn, a son. She wrapped him in clothes and placed him in a manger, because there was no guest room available for them. » (Luke 2:1-7).

“On the eighth day, when it was time to circumcise the child, he was named Jesus, the name the angel had given him before he was conceived.” (Luke 2:21).

A new born makes many people happy because he is a new family member and he will be profitable to his family. There was a new born and he made many people happy as God promised all people. He is Jesus born as savior and deliver of the world.



Application activity 3.1



1. In which town was born Jesus?
2. Where were Mary and Joseph living?

3. Why was Jesus laid in a manger after he was born?
4. Nowadays after giving birth where do parent put baby?
5. On which day do Christians celebrate the birth of Jesus?

3.2. The magi/wise-men came to worship Jesus (Matthew 2:1-12)



Activity 3.2

Observe the above pictures and mention what you see and what you think about them.

The magi/wise men came to worship Jesus

« After Jesus was born in Bethlehem in Judea, during the time of King Herod, Magi from the east came to Jerusalem and asked, “Where is the one who has been born king of the Jews? We saw his star when it rose and have come to worship him.” (Matthew 2:1-2). « On coming to the house, they saw the child with his mother Mary, and they bowed down and worshiped him. Then they opened their treasures and presented him gifts of gold, frankincense and myrrh. » (Matthew 2: 11).

- The Magi/wise men came to worship Jesus.
- We also believe in Jesus who came to deliver us.
- We should worship him and offer to him our wealth.
- We should go to mass and church service on due time.



Application activity 3.2



1. Who came to worship Jesus?
2. Where were they coming from?
3. When they arrived where Jesus was born what did they do?
4. Explain the ways that you use in thanksgiving and worshipping God?

3.3. Jesus escaped to Egypt (Matthew 2:13-24)

Activity 3.3

Observe this picture and mention what you see and what the people in the picture are doing.



Jesus escaped to Egypt

When they had gone an angel of the Lord appeared to Joseph in a dream. “Get up”, he said, “take the child and his mother and escape to Egypt. Stay there until I tell you, for Herod is going to search for the child to kill him. So he got up, took the child and his mother during the night and left for Egypt,” (Matthew 2:13-14).

- When a child is born some people are jealous and don't want him to grow up.
- When Jesus was little boy Herod wanted to kill him but God protected him.
- God protects and delivers everyone who believes in Him.
- Let us believe in God, worship Him, He will protect us and He will help us in everything.

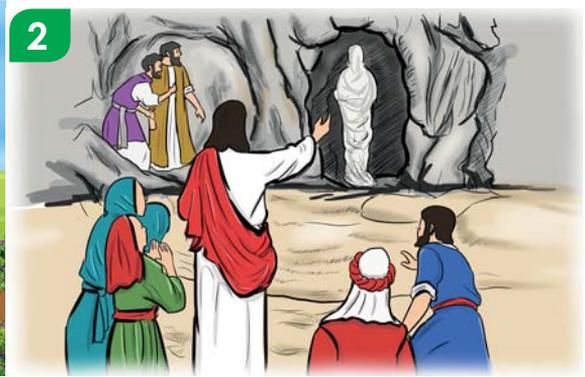


Application activity 3.3



1. Who appeared to Joseph in dream?
2. Where did God tell Joseph to escape Jesus to?
3. Who wanted to kill Jesus?
4. Herod wanted to kill Jesus. What pushed him to plan killing him?
5. Why do people become Jealous of others?
6. How can you fight against injustice every where you are?

3.4. Jesus raises Lazarus from the dead (John 11:1-44)



Activity 3.4

Observe the above picture and answer the following questions:

1. What caused the people in the first picture to have sorrow?
2. Mention some of the things that can cause people to have sorrow.
3. What can you do to help someone having sorrow?

« when he had said this, Jesus called in a loud voice, “Lazarus, come out!” the dead man came out, his hands and feet wrapped with strips of linen, and a cloth around his face. Jesus said to them, “take off the grave clothes and let him go. » (John 11:43-44)

- Jesus Christ the redeemer of humanity came to save us.
- He raised Lazarus from the dead after three days in the grave.
- The one who believes in Him will not die but he will inherit eternal life

Application activity 3.4

1. Who raised Lazarus from the dead?
2. What can you do for someone who is sick?
3. What do you want God to do for you?

3.5. Jesus raised the Jairus's daughter from the dead (Matthew 9:18)

Activity 3.5

Observe this picture below and answer the following questions:



1. Whom do you see on this picture?
2. How many disciples were with Jesus?
3. When there is a sick child at home, immediately what do parent try to do?
4. Do all sick people get healed?

“While he was saying this, a synagogue leader came and knelt before him and said, ‘My daughter has just died. But come and put your hand on her, and she will live. Jesus got and went with him, and so did his disciples. When Jesus entered the synagogue leader’s house and saw the noisy crowd and people playing pipes, he said, “Go away. The girl is not dead but asleep.” But they laughed at him. After the crowd had been put outside, he went in and took the girl by the hand, and she got up. News of this spread through all that region. » (Matthew 9: 18-19; 23-26).

Like Jairus, let’s believe in Jesus and tell him that we believe, thus he will change our sorrow into happiness. Jesus is the son of God. He is all powerful, he knows everything about our life, he has compassion, he has power to defeat death and to give life.



Application activity 3.5



1. Why did Jairus come to Jesus?
2. When the leader came to Jesus how did he handle himself?
3. Do you believe that God answer your requests when you pray Him with faith?

3.6. Jesus heals man who was demon possessed (Matthew 8: 28-34)

Activity 3.6

Observe this picture below and answer the following questions:



1. What is the difference between these people that are in this picture?
2. Have you seen any demon possessed man?
3. How do you differentiate a demon possessed man from other people?
4. Can a demon possessed man be healed?
5. What does man laying hand on them want?

The demons begged Jesus: «if you drive us out, send us into the herd of pigs. » he said to them “go!” so they come out and went into the pigs, and the whole herd rushed down the steep bank into the lake and died in the water.» (Matthew 8:31-32).

God always want his people to be safe. However bad spirit, satan's, demons, or ruser and other false power always fight against God's will.

God has power to defeat satan.

We should always pray to God that he protects and delivers us.



Application activity 3.6



1. What is a bad spirit?
2. How did Jesus cast out bad spirits?
3. Mention other names that we give to bad spirits in our daily life.
4. How can you distinguish a demon possessed man from others?
5. What can you do for a demon possessed man?
6. How can you cast out bad spirits from your self??

3.7. Jesus healed the sick (Matthew 15: 29-31)

Activity 3.7

Observe this picture and answer the following questions:



1. What kind of sickness do people in this picture have?
2. What do you think was the reason why people came to Jesus?

« Great crowds came to him, bringing the lame, the blind, the crippled, the mute and many others, and laid them at his feet; and he healed them. The people were amazed when they saw the mute speaking; the crippled made well, the lame walking and the blind seeing. And they praised the God of Israel. » (Matthew 15: 30- 31).

- Jesus performs miracles to those who believe in him, He shows love that God has for humanity.
- believing and having faith help people to get God's gift.
- Jesus brings new life to all who believe in him.



Application activity 3.7



1. Why did Jesus heal the sick?
2. What made people around Jesus amazed?
3. What shows that these people believed in Jesus?
4. What does Jesus ask us to do in order to get healed?
5. Explain how you take care of your sick neighbour.

3.8. Jew against Jesus (Luke 19:47)

Activity 3.8

Observe this picture below and answer the following questions:



1. Are these people happy?
2. Who is that person that they are pointing to?
3. When can people get angry with you?

And said: «get up; take the child and his mother and go to the land of Israel, for those who were trying to take the child's life are dead. » (Matthew 2:20).

Every day he was teaching at the temple. But the chief priests, the teachers of the law and the leaders among the people were trying to kill him » (Luke 19:47).

After this, Jesus went around in Galilee. He did not want to go about in Judea because the Jewish leaders there were looking for a way to kill him. (John 7:1).

Always there was hatred, it doesn't stop coming up and some of the causes are: jealousy, sickness, gluttony, drought etc. All of these reminds us that God is the source of good things.

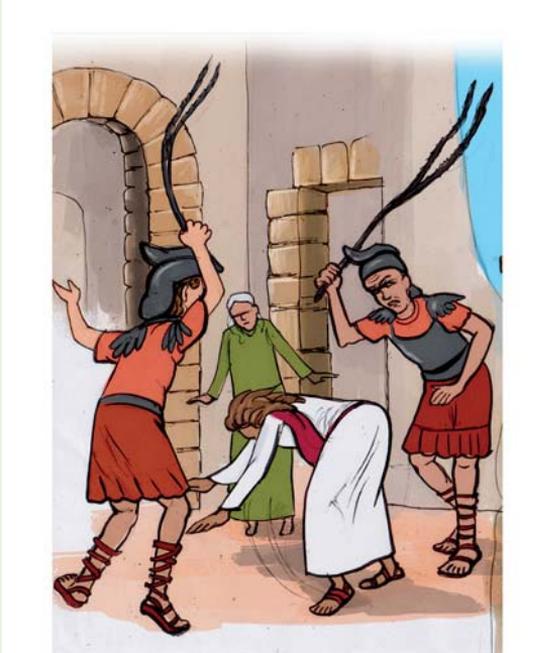
Application activity 3.8

1. Why did Jewish people hate Jesus?
2. How can I join others to fight against hatred?
3. What are your actions that show your good relationship with others?

3.9. The passion of Jesus (Luke 22:47-53).

Activity 3.9

Observe this picture below and tell what you see.



Then they spit in his face and struck him with their fists. Others slapped him and said, "Prophecy to us, Messiah. Who hit you? » (Matthew 26:67-68).

“Then Pilate took Jesus and had him flogged. The soldiers twisted together a crown of thorns and put it on his head. They clothed him in a purple robe and went up to him again and again, saying, “Hail, king of the Jews!” and they slapped him in his face.” (John 19:1-3).

“When they came to the place called the skull, they crucified him there, along with the criminals, one on his right, the other on his left.” (Luke 23: 33).

Jesus taught the word of God and people believed in him. But the religious leaders were looking for a way to kill him because of his teachings and his miracles.

My sins made Jesus to die. I will always pray to him, ask him for forgiveness, worship him and thank him for his kindness.



Application activity 3.9

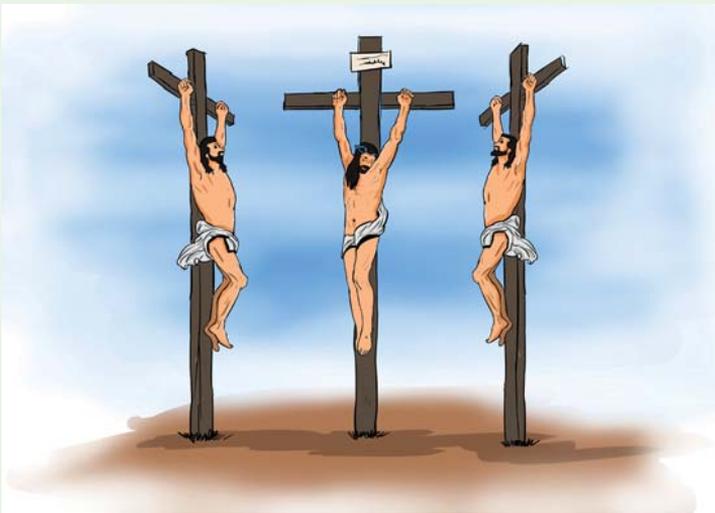


1. What made religious leaders to hate Jesus?
2. What caused Jesus to suffer and die for us?
3. What can I do in order to be with Jesus in the suffering he encountered here on earth?

3.10.The death of Jesus on the cross (Matthew 27:45-56)

Activity 3.10

Observe this picture and answer the following questions:
(These images should face the same direction)



1. How many people are in this picture?
2. Whom do you think was crucified on the cross?
3. Do you know any innocent person who had been treated badly because of injustice?

“Jesus called out with a loud voice, “Father, into your hands I commit my spirit.” When he had said this, he breathed his last breath. (Luke 23:46)”.

Jesus, son of God accepted to die on the cross for my sins. He was born holy. He accepted to suffer and be crucified on the cross so that I could get salvation. I will always honor him, I will thank him and pray to him.



Application activity 3.10

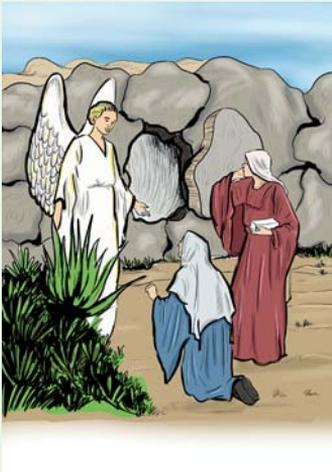


1. What made Jesus to die?
2. What are some of punishments that are given to offenders?
3. How do I stay with a person who offended me?
4. What does the love of Jesus teach me?

3.11. The resurrection of Jesus (Luke 24: 1-11).

Activity 3.11

Observe this picture below and answer the following questions:



1. How many people do you see in this picture?
2. What are differences between these people?
3. What do you think that these people are talking about?

The angel said to the women, “Do not be afraid, for I know that you are looking for Jesus, who was crucified. He is not here; he has risen, just as he said. Come and see the place where he lay.” (Matthew 28:5-6).

- It is true that Jesus has risen as he said.
- I pray that He strengthens my belief, love and faith.
- God himself raise from the dead.
- Like his disciples let us recognize and be satisfied with Jesus teachings.



Application activity 3.11

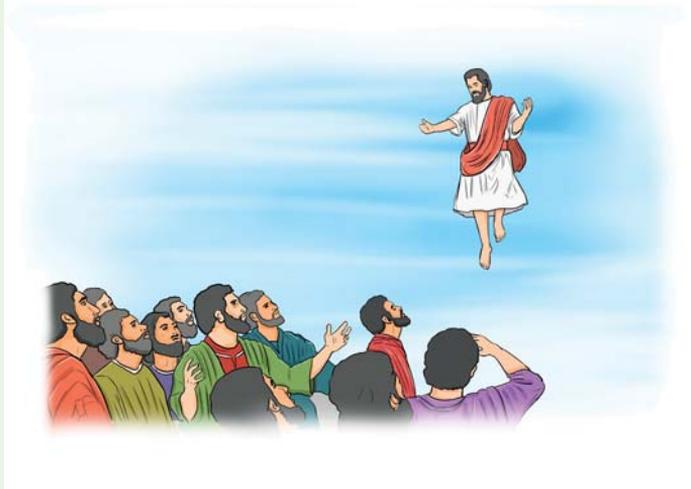


1. What did the Angel say to women who were on Jesus's tomb?
2. What made women to accept that Jesus had risen?
3. What lessons do we learn from those women?
4. What can I do to show that I believe in Jesus who has risen?

3.12. The ascension of Jesus (Acts 1 :6-11)

Activity 3.12

Observe this picture below and answer the following questions



1. How many people do you see in this picture?
2. Where is the ascending person going?
3. Whom have you heard to have gone to heaven?

After he said this, he was taken up before their very eyes, and cloud hid him from their sight. They were looking intently up into the sky as he was going, when suddenly two men dressed in white stood beside them.

“Men of Galilee,” they said, “why do you stand here looking into the sky? This same Jesus, who has been taken from you into heaven, will come back in the same way you have seen him go into heaven.” (Acts of the Apostles 1:9-11).

- The risen Lord, Jesus, has entered into the glory of God the father, and he has been given all authority
- We call him Lord or King.
- One day he will come to take all his believers and he will share with them glory and heaven’s opportunity.
- On the Ascension day, Christians celebrate that Jesus entered into the glory of God, and he will come back in his glory.

- Let us keep praying and repenting our sins and believe that we will be with him, Christ, in his kingdom.



Application activity 3.12



1. What do Christians celebrate on the Ascension day?
2. Jesus will come back, what does it mean?
3. What should I do to meet with Jesus in his glory?
4. What should I do to show that I want to meet with Jesus in heaven's glory?

3.13 End unit assessment 3

1. In which town was Jesus born?
2. What did magi do when they arrived where Jesus was born?
3. To which country God told Joseph to escape to with Jesus?
4. Herod was looking to kill Jesus. Why did he want to kill him?
5. Explain what you can do for a sick person?
6. Why Jairus went to see Jesus?
7. What could you do for demon possessed man?
8. How can I join others to fight against hatred?
9. What are some of your activities that show your love towards others?

10. What made Jesus to suffer and die on the cross?

11. What did the Angels say to women who were at the tomb of Jesus?

Key unit competence:

A learner will be able to show activities of love and humility in building inner peace.

Introductory activity**Story**

Read this story and answer the following questions:

Karabo and Kamali are pupils studying together in grade three. Karabo was the first in the class, and kamali was the second. Kamali was annoyed because karabo was the first in the class. When they met each other by the well, kamali poured out karabo's water because she got more marks than him. When they came back to school, they told their teacher about it. The teacher resolved their conflict, and they were united. And now they stay together in peace and they help others.

1. Who are main characters in this story?
2. What made Kamali annoyed?
3. When you have conflict with your neighbour, how do you resolve it?
4. Who helped kamali and karabo to be united and live in peace?

4.1 Meaning of peace and justice

Activity 4.1

Observe this picture below and answer the following questions:



1. Mention the differences between these people.
2. Have you ever seen similar people?
3. If some one offends you and doesn't ask for forgiveness what can you do?
4. What is justice?
5. What are activities that people can do to maintain peace?
6. What is the connection between peace and justice?

What is Justice?

Justice is giving everyone what he has right to, on due time and fighting against injustice.

PEACE

“Lord you establish peace for us all that we have accomplished you have done for us” (Isaiah 26:12).

“Peace I leave with you; my peace I give you. I do not give to you as the world gives. Do not let your hearts be troubled and do not be afraid” (John 14:27).

PEACE is when you are fine without any problem and without causing problem to others



Application activity 4.1



1. Fill in these sentences using words from Bible:
 - a. I leave with you; my peace I give you.
 - b. Christian gets peace from who created him.
2. What is Justice?
3. Choose the best way we can get peace:
 - a. By fighting
 - b. By praying
 - c. By having much money.

4.2. Conflict solving

Activity 4.2

Observe these pictures below and answer the following questions:



1. What are people in the first picture doing?
2. How are the people in the second picture?
3. Why do people fight?

People living together can have misunderstanding and querel. These can provoke conflict. When the problem is not resolved it causes lack of peace. But they can be reconciled by themselves or another person can intervene and help in reconciliation. God wants us to be in peace without querel. Wherever we are we need to avoid all kinds of peace disturbance.

Some causes of conflict:

- a. Anger
- b. Grudge
- c. Gluttonery

- d. Heart hardness
- e. Nepotism

Ways of conflict resolution:

- a. Peace talks
- b. Reconciliation
- c. Court assistance
- d. Mediation
- e. counselling



Application activity 4.2



1. Mention three things that can cause conflict
2. If I have a conflict with my colleagues what should we do to resolve it?
3. Do we try to ask for forgiveness and reconcile when we disappoint one another?
4. What should I do when my neighbours have conflict?

4.3 Moral values related to peace and justice

Activity 4.3

Observe these pictures below and answer the following questions:

1



2



1. What are the people in first picture doing?
2. Do families in the second picture live in peace?
3. What are the characteristics of a family living in peace?

“Lord you establish peace for us; all that we have accomplished you have done for us” (Isaiah 26:12).

“But I tell you, love your enemies and pray for those who persecute you” (Matthew 5:44).

- God is the true source of peace and he wants us to live in peace with everyone.
- Jesus recommends us to love all people: young, elderly, friends and enemies.
- In order to live in peace with everyone and promote justice, people should have moral values. Among them there is:
 - Love
 - Truth
 - Patience
 - Forgiveness
 - Compassion

- Union
- Impartiality
- Humility
- Respect
- Not revenge



Application activity 4.3



1. How does God want us to live with everyone?
2. Whom does Jesus recommend us to love?
3. What moral values that characterize people living in peace with everyone?
4. What should you do in order to promote moral values at school, at home and in neighbours?

4.4. Connection between peace and justice

Activity 4.3

Story

Pupils have formed two teams A and B and then started playing. Team A won B. when the game had ended one pupil from defeated B team, slapped the referee and tore his shirt. The referee reported it to their teacher, he called upon all players, and they explained him what happened. The teacher asked the pupil's parent to pay back the tore referee's shirt. Teacher also asked the iindisciplined pupil to ask for forgiveness and he did, the referee forgave him as well. They reconciled and lived in peace with each other.

Questions

1. What were pupils doing?
2. What caused the pupil to slap the referee?
3. When the game had ended what could indisciplined pupil do?
4. What did the referee do after being slapped and his shirt was torn?
5. How did teacher resolve the problem?

All people need peace and justice when they face injustice.

Without justice there is no peace. We are supposed to speak the truth and avoid injustice so that we may live in peace and share peace with everyone.



Application activity 4.4



1. What should you do in order to fight against injustice?
2. What is the connection between Justice and peace?
3. In other to have peace what can you do at school, at home and in neighbours?

4.5. End unit assessment 4

1. Fill in the sentence with words from the Bible. Christian get his peace from..... his creator.
2. What is Justice?
3. Mention three things that can cause conflict.
4. What should I do so that I may not have conflict with my neighbour?
5. When I have a conflict with my neighbour, do I ask for forgiveness?
6. What can I do when my neighbour has a conflict?
7. Whom Jesus recommends us to love?
8. What are moral values that helps me when living in peace with my neighbours?
9. What can you do in order to promote moral values at school, at home and in neighbours?

ISLAMIC RELIGIOUS STUDIES

PRINCIPLES OF ISLAMIC FAITH.

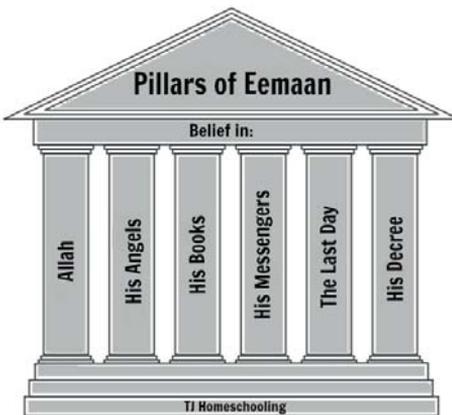
Key unit competence:

A learner will be able to respect and worship only one God as it is required.

Introductory activity

Every belief has basic principles, and Islamic belief also has principles. Mention some of the principles that you know.

1.1. Six pillars of Islamic faith.



Activity 1.1

Briefly explain the pillars of Islamic principles

The Islamic faith: a muslim is expected to believe Allah by heart, and justify that by speaking it out with mouth and all other body parts by using them in obeying God's commandments.

Whenever a man does good deeds that bring him closer to God, his faith becomes stronger and more stable. And whenever a man does bad deeds or sins that take him away from God, his faith becomes weak and instable.

The Islamic faith is based on six pillars or principles which were tough by prophet of God and God's revealed book.

Those pillars are:

1. Belief in Allah
2. Belief in His Angels
3. Belief in His Books
4. Belief in His Messengers
5. Belief in the last day
6. Belief in Predestination.



Application activity 1.1



-Which faith that was talked about in this lesson?

-Islamic faith can not be complete unless Muslim believes in six pillars of faith. Mention them.

1.2. God to be worshiped is Allah who created everything.

| Names | Explanations |
|-----------|---------------|
| Ar Rahman | Gracious |
| Ar Rahim | Merciful |
| Al Malik | The King |
| Al Qudus | The most holy |
| As Salama | The peace |

Activity 1.2

Allah says “whatever is in the heavens and earth glorify Allah, and He is the all Might, the wise. 2. To him belongs the kingdom of the heavens and earth. He gives life and causes death, and Has power over all things. 3. He is the First and the Last, the outer and the Inner, and He has knowledge of all things”. Qur’an 57: 1-3.

Explain the connection between these holy verses and the lesson title.

God is only one (Allah) that Islam teaches to be worshiped alone, He exist for ever, there is no time He has not existed, He is eternal, there is no time He will not exist, He is the first and the Last. He doesn't give birth neither was he born. None gave to him the name Allah, he himself gave it to Him. The name means ‘Only one right God to be worshiped. He is not of any specific nation or race. He is the creator of everything.

Allah says “in the name of Allah, the Gracious, and the Merciful.

1. Say (you Muhamad) “He is Allah, the one”
2. Allah, Absolute,

3. He begets not, nor was he begotten,
4. And there none comparable to Him.” Qur’an 112

Thus, To Him only we should surrender and this surrendering is what we call ‘Islam’.



Application activity 1.2



-In previous verses mention some of God’s attributes that He named for Himself.

1.3.Angels of God.

Activity 1.3

1. What does believe in angels help a believer?
2. Explain the second pillar of Islamic faith.

Believing in angels include believing that they exist, they are holy creatures, God created them that they praise Him and they implement his commendments, also believing in angels is to accept their characteristics, their actions as we found them in Qur’an and Hadith, and believing in that they are good creatures than humans, it is also believing in their honor to God and accept that they were created in light. Believing in angels means four things:

1. Believing in angel’s existence.
2. Believing in the ones we learned by names from Quran and hadith like Jibril (Gabriel), Mika-iilu etc. And the one we did not learn by names we believe that they exist though we don’t know them.
3. Believing in some of their characteristics. We know that Jibril as the messenger of God had said that he saw him

like the way God created him having six hundred wings.

4. Believing in their activities that they are assigned to perform

- **Names of Angels.**

In Islamic beliefs there are some names of angels learned from Quran and Hadith though they are of few numbers as follow:

- Jibril.
- Mikail.
- Is'rafil.
- malakul mawti.
- Maliki.
- Munkar and Nakeer.
- Haruta and Maruta.
- Ridhwan.

- **Angels' activities.**

A Muslim should believe in angel's activities that they have been assigned by God, there are many activities but the ones we learned from Quran and Hadith are:

1. **praising God:** Fa in istak'baruu faladhina inda rabika yusabihuna lahu bilayili wa nahari wahum la yas'amuna:

“But if they are arrogant then those who are near your Lord praise Him by night and day, and they can't hear”
Qur'an 41: 38.

2. **Respecting and obeying God:** “La yaaswuna llaha ma amarahum wa yaf'aluna ma yu'umaruna: They do not disobey Allah in what He commands them but do what

they are commanded.”. Qur’an 66: 6.

- 3. Transferring the message to the messengers of God:** «Nazala bihi ruhul aminu: and by the Truth, this (Qur’an) revealed by Lord the owner of creation (all). The trustworthy Spirit has brought it down [Angel Gibril]. On your heart (you Muhamad) that you might be one of the prophets, ». Qur’an 26: 193.

And other many activities written in the Holy Qur’an and also the sayings of Prophet Muhamad (May God give him peace and blessing).



Application activity 1.3



list some of angel’s activities

1.4. praising should be to Allah.

*Ar Rahman
Ar Rahim
Al Malik
Al Qudus
As Salam*

Activity 1.4

Among God’s attributes there is that God is Gracious and among people there are also gracious people, does it mean that people are like God in graciousness? Explain.

A true Muslim believes without hesitation that God created

everything, and Him alone without any helper he gave image to them by his own choice. He believes also that God is almighty and nothing is out of his control whatever He wants it happen. He has knowledge about everything, nothing can be out of his mind, and everything is under his control.

He believes in names of God and His attributes, which means to believe and acknowledge the names and attributes that God named himself as written in Qur'an, or what His messenger Muhamad (May God give him peace and blessing) named him, we acknowledge it with Glory of God, without comparing God with his creatures.

Names of God and his attributes are good, and show his glory, righteousness and mighty, God said:

«And to Allah belong the most beautiful names, so call Him by them, and leave behind, the ones who blaspheme His names, they will be repaid for what they used to do» Qur'an 7: 180.

To believe in names and attributes of God requires: to know their explanations, to memorize them and put into practice what they mean.

Some of the names and attributes of God as found in Qur'an are:

“He is Allah, other than whom there is no deity, knower of the unseen and the witnessed. He is the gracious, the merciful. 23. He is Allah, other than whom there is no deity, the king, the Pure, the Peace, the Bestower of faith, the Overseer, the all Might, the Compeller, the Superior. All praise is due to Allah, above whatever they associate with Him. 24. He is Allah, the Creator, the Inventor, the Fashioner; to Him belong the best names. Whatever is in the heavens and earth praise Him. And He is the all Might, the Wise”. Qur'an 59: 22-24.



Application activity 1.4



Mention some of the names and praises of God as we have studied them.

1.5 End unit assessment 5

- List the pillars of Islamic faith.
- Mention three attributes of God.
- Believing in angels involves four things. Mention them?

Key unit competence:

A learner will be able to recite five surats.

Introductory activity

Recite some of chapters of Qur'an

Mention some activities where we use the chapters of Quran that we have memorized?

2.1. Reading Surat Al-Humazat.**Activity 2.1**

Open your Qur'an and look for Surat one hundred four (104), read the Surat you see?

Surat 104 Al-Humzat (the very scorner and mocker) was revealed at Mecca it has 9 lines.

| | |
|------------------------------------|---|
| Bismillahi, rahmani, rahiim | In the name of Allah, the Gracious, the Merciful. |
| 1. Waylu likuli humazati lumazat | 1. Woe to every slanderer backbiter |
| 2. Aladhi jama'a mala wa adadah | 2. Who gathers wealth and counts it over |
| 3. Yahsabu ana malahu akh'ladah | 1. Thinking that his wealth has made him immortal |
| 4. Kala layun'badhana fil hutwamat | 2. By no means. He will be thrown into the crusher |
| 5. Wamaa ad'raka mal hutwamat | 3. And what will make you realize what the crusher is |
| 6. Narullahi l muqadat | 4. God's kindled Fire |
| 7. Alati tatwali'u alal af'idat | 5. That laps to the hearts |
| 8. Inaha alayihim mu'uswadat | 8. It closes in on them, |
| 9. Fii amadin mumadadat | 9. In extended columns |



Application activity 2.1



1. Mention the main topic of the chapter
2. Write down the punishments reserved to the people the chapter talked about
3. Read loudly Surat al-Humazat.

2.2. Reading Surat Al-As'r..



Activity 2.2

Open your Qur'an and find Surat 103, read the Surat you see?

Surat Ya 103 Al-As'r (Time)

It was revealed in Mecca and it has 3 lines.

| | |
|---|--|
| Bismillahi, rahman, rahiim Wal as'ri Ina l insana lafii khus'ri Ila ladhina amanu wa amilu swalihati, wa tawaswawu bil haqi wa tawaswawu biswab'ri. | In the name of Allah, the Gracious, the Merciful. <ol style="list-style-type: none">1. By time,2. Indeed, mankind is in loss,3. Except for those who have believed and done righteous deeds and advised each other to truth and advised each other to patience |
|---|--|



Application activity 2.2

1. This Surat shows that everyone is in loss except some. Mention them.
2. Read and explain Surat al-As'r

2.3. Reading Surat at Takathuru.



Activity 2.3

Open your Qur'an and find Surat 102, read the Surat you see?

Surat 102 At-Takaathur revealed at Medine has 8 lines.

| | |
|---|--|
| Bismillahi, rahmani, rahiim Al'haakum takathur Hata zur'tum ul maqaabir Kala sawufa ta'alamuna Thuma kala sawufa ta'alamuna Kala lawu ta'alamuna i'lma l yaqiin Latarawunal jahiim Thuma latarawunaha a'ynal yaqiin Thuma latus'aluna yaw'ma idhin an' naiim | In the name of Allah, the Gracious, the Merciful. <ol style="list-style-type: none">1. Competition in worldly increase diverts you,2. Until you visit the graveyards,3. No! You are going to know.4. Then no! You are going to know.5. No if you knew with knowledge of certainty.6. You will surely see the Hellfire!7. Then you will surely see it with the eye of certainty.8. Then you will surely be asked that Day about pleasure |
|---|--|

Application activity 2.3

- On the last day people will go into fire and they will see it face to face. Mention the verse that talk about that
- Write down the reasons that will make God punish people?

2.4. Reading Surat Al Qari'at.



Activity 2.4

Open your Qur'an and look for chapter 101, read the Surat you see?

Surat 101 Al-Qaariat (Calamity) revealed at Medine has 11 lines.

| | |
|---|--|
| Bismillahi, rahman, rahiim | In name of Allah, the Gracious, the Merciful. |
| Al qaari'at | 1. The Shocker |
| Mal qaari'at | 2. What is the The Shocker |
| Wama ad'raka mal qaari'at | 3. And what can make you know What is the The Shocker? |
| Yawuma yakunu nasu kal farashil mab'thuth | 4. It is the day when people will be like scattered moths. |
| Wa takunul jibalu kal i'hin l man'fush | 5. And the mountains will be like wool fluffed up. |
| Fa ama man thaqulat mawaazinuhu | 6. Then as for one whose scales are Heavy (with good deeds |
| Fahuwa fii i'ishat radwiyat | 7. He will be in a pleasant life |
| Wa ama man khafat mawaziinuh | 8. But as fo one whose scales are Light |
| Fa umuhu hawiyat | 9. His refuge will be an abyss |
| Wamaa ad'raka ma hiyah | 10. And what can make you know that is? |
| Narun haamiyat | 11. It is a fire, intensely hot! |



Application activity 2.4



1. Mention the calamities the Surat talked about
2. This Surat talks about some miracles that will happen on last day, mention some of them

2.5. Reading Surat Al Adiyat.



Activity 2.5

Open your Qur'an and look for chapter 100, read Surat you see?

Surat 100 A-Adiyat (running horses) revealed at Medine and has 11lines.

| | |
|---|--|
| Bismillahi, rahman, rahiim | In the name of Allah, Gracious and Merciful. |
| Wal aadiyati dwab'ha | 1. By the racers, panting |
| Fal muriyati qad'ha | 2. And the Producers of sparks When striking, |
| Fal mughiraati swub'ha | 3. And the chargers at dawn |
| Fa athar'na bihi naq'an | 4. Stirring up thereby clouds of dust |
| Fawasatw'na bihi jam'an | 5. Arriving Thereby In the center Collectively |
| Inal insana lirabihi lakanuud | 6. Indeed mankind To his Lord, Is ungrateful |
| Wa inahu a'la dhalika lashahiid | 7. And indeed, he is to That a witness, |
| Wa inahu lihubil khayri lashahiidu | 8. And indeed He is, in Love of Wealth, Intense |
| Afala ya'alamu idha bu'uthira ma fil qubuur | 9. But does he not know that when The contents of the graves are scattered |
| Wa huswila ma fii swuduur | 10. And that within the is obtained, |
| Ina rabahum bidhan'bihim la khabiir | 11. Indeed, their Lord with them, that Day, is fully acquainted |



Application activity 2.5



1. Mention the main topic of the Surat?
2. Explain what does Allah intend to insist on after this determination.

2.6 End unit assessment 2

- Read and give explanation of at least 3 surats that you have memorized.
- Explain Surat ul Asr, and show whom Allah is talking about in this Surat that are not in calamity?
- On the last day people will be in two groups regarding to what they will have been done. Explain that as it is stated in Surat al Qari'at?

Key unit competence:

A learner will be able to be an example to others and call them up on to always be prepared for prayers

Introductory activity

Mention the importance of additional prayers after compulsory prayers?

3.1 The additional prayers before and after compulsory prayers.**Activity 3.1**

Mention the types of additional prayers that a Muslim is told to do everyday?

Every Muslim is recommended to pray five prayers everyday, this is the second pillar of Islam, and it is the stronger pillar after two testimonies. Swalat (prayer) is a fellowship between a servant and his Lord having communication with him, asking for a help, presenting his thanksgiving and praising him. It helps the servant to have inner peace and welfare on earth and on last day.

But there are other types of prayers which are not compulsory. They are optional prayer formed by prophet Muhamad

(May God give him peace and blessing) they are not compulsory but he recommended them to people to do them. They are called optional prayers of messenger.

The optional prayers are: prayers that Muhammad (May God give him peace and blessing) used to pray besides compulsory prayers and he recommended them to his followers, thus a Muslim also has to perform them such that he or she earns more rewards and God's love.

Optional prayers (Sunat) that a Muslim is asked to do are of two types:

1. **Additional Prayers before and after compulsory prayers:**

| No | compulsory Prayer | units (rakat) of prayer | Additional prayer before | Additional prayer after |
|----|-------------------|-------------------------|--------------------------|-------------------------|
| 1 | Al Faj'ri | 2 | 2 | - |
| 2 | Adhuhuri | 4 | 2+2 | 2 |
| 3 | Al Asri | 4 | 2+2 | - |
| 4 | Al Magh'rib | 3 | 2 | 2 |
| 5 | Al Isha | 4 | 2 | 2 |

These are additional prayers (Sunat) that Muslim could pray along with compulsory prayers to be blessed and well accepted by God. The Prophet Muhammad (May God give him peace and blessing) says «whoever prays twelve(12) additional units God will build for him a villa in heaven, four(4) additional units before and two(2) additional units after Adhuhur, and two (2) additional units after Magh'rib and two (2) additional units after Al isha, and two (2) additional units before Al Faj'r».

2. **Second type of optional prayers:** those are optional prayers different from those said above, they are often performed when there is a special situation like solar eclipse, drought, when entering in Mosque,

They include the following:

- Al Kusufi (optional prayer during the time of solar eclipse).
- Is'tis'qau (optional prayer we perform requesting for rain when in drought).
- Tarawehe (optional prayer we perform in nights of holly month of Rhamadhan).
- Tahajudi (optional prayer we perform in last third of night).
- Witri (impair optional prayer in night before sleeping).
- Dwuha (the optional prayer we perform in th morning after the sun has raised).
- Atahiyatul Masjid (optional prayer when entering in Mosque).
- Istikharat (the optional prayer of seeking Allah's guidance to choose between two things or between doing something or leaving it).
- And other many prayers that are not mentioned. All of them have requirements and elements.



Application activity 3.1



- Mention the types of optional prayers and give exemples

3.2. Adhana and iqamat before prayer (swalat)..



Activity 3.2

Differentiate between Adhana and Iqamat?

Adhana and Iqamat refer to the first and second calls for prayer. They are words spoken out before obligation prayers and it is necessary for men to make both calls before five obligation prayers. But for ladies the second call (iqamat) is enough; the two call are meant to alert people that it is time for prayer.

The words used in first call (Adhana) are: “allahu ak’bar: Allah is great (*4), ash’hadu an la ilaha ila llahu: i testify that there is no God except Allah (*2), ash’hadu ana muhamada rasulu llah: I testify that muhammad is the prophet of allah (*2) haya ala swalat: come for prayer (*2), haya alal falah: come for victory (*2) allahu ak’bar - allahu ak’bar, la ilaha ila llah: Allah is great (*2) there is no God except Allah.”

note: for morning prayer (alfadjir) after haya ala swalat we add aswalatu khayiru mina nawumi: prayer is better than sleep (*2)

Words used in the second call: “allahu ak’bar: Allah is great (*2), ash’hadu an la ilaha ila llahu: I testify that there is God except Allah (*1), ash’hadu ana muhamada rasulu llah: I testify that muhammad is the prophet of Allah(*1) hay ala swalat:come for prayer(*1), haya alal falah: come for victory(*1) qad qamat swalat: its time for prayer (*2) allahu ak’bar - allahu ak’bar:, Allah is great (*2) la ilaha ila llah: there is no God except Allah.”



Application activity 3.2



- recite the two calls for prayers

3.3. Punishments that Allah prepared for people who do not pray.

Activity 3.3

Explain the rules regarding people who do not perform prayers (Swalat)?

Any person who fails to perform prayers due to lack of knowledge should seek for knowledge. But if a person willingly ignores to perform prayers due to negligence or pride will never have blessing in whatever he or she does. God becomes angry with him and if he doesn't repent he will be punished with hellfire because of ignoring God's great commandment. The prophet of Allah said “the first act that servant of God will be asked about on last day is prayer”.

On the day of judgement God will punish with eternal hellfire any person who have willingly ignored his prayers, because that is being rebellious to God's commandments.

Allah says “but there come after them successors who neglected prayer (Swalat) and pursued desires; so they are going to meet perditions” Qur’an 19: 59.

Again Allah says “so woe to those who pray; 5. But who are heedless of their prayer (they don’t do it on their right times) “ Qur’an 107: 4-5



Application activity 3.3

- Mention some of the punishments that God reserved to those who do not pray

3.4. Idjuma prayer and its instructions.

Activity 3.4

Mention the instructions of Friday congregation prayer (Idjuma)?

Idjuma prayer: it is done in congregation on Friday. It has two summon (Khutubat) and two units (rakats). This prayer for men is obligation to be done in Mosque and optional for women. The instruction about this prayer is in Quran 62:9: where Allah says “O you who believe! When the call is made for prayer on Congregation day, hasten to the remembrance of God, and drop all business. That is better for you, if you only knew”. And when the prayer has been concluded, disperse in the world and seek from the bounty of Allah, and remember Allah often that you may succeed». Qur’an: 62-9-10.

- **Some Friday activities.**

Friday is great day for all Muslims, thus on this day every Muslim has to prepare him or herself early enough and go to

mosque for a prayer as prophet Muhammad (May God give him peace and blessing) used to do it

he used to carryout the following activities:

- washing and preparing his body and apply nice perfume
- Being in mosque on time.
- Praying additional prayer (Sunat) before Imam comes on palpate for summon.
- Being quite and attentive when the imam isa delivering the summon (Khutubat). and stop speaking and playing with anything.
- Praying for prophet Muhammad (May God give him peace and blessing) frequently that peace and blessing be upon on him.
- Stop all activities when you hear Adhana.
- It is good for a Muslim to read Surat Al kah'fi.
- do a lot of supplications to meet the Friday special period of time recommended by prophet Muhammad that God answers servant's supplications.
- It is forbidden for a Muslims to come forward skipping others that he or she wants to sit in front lines when he or she came late, those who come first should fill the front lines.



Application activity 3.4



- Mention some some rules Friday prayer.

3.5. Parents responsibilities related to prayers (swalat).



Activity 3.5

Explain the parent's role in encouraging their children to do prayers and portray good behaviours?

Parents have great responsibility in their children's education, and they have to transform them into what they should be in the future. It is not only the school that has to do it, parent's responsibility also is very important. They have to make them love prayers, they have to teach them and lead them in prayers. That is also parents' responsibility as they have to feed them, to provide clothes for them and to ensure security for them.

God says "and enjoin prayer (Swalat) upon your people at home and patiently adhere to it. We ask of you no provision; but we provide for you, and the good ending is that for righteousness." Qur'an 20: 132.

Again prophet Mohammad (May God give him peace and blessing) says "train your children into prayer when they are seven years, and punish them until 10years."

- Mention the verse of Qur'an that ask parents to train their children into prayer.



Application activity 3.5



In which chapter of the Qur'an God obliges parents to teach their children prayers?

3.6 End unit assessment 3

1. Explain the two types of optional prayers (Sunat) and give examples
2. differentiate Adhana and Iqamat?
3. Write down the additional words in the adhan of morning prayer (Al Fajr)
4. Explain the punishments that God reserved for those who do not pray.
5. Mention some instructions for Friday congregation prayer.

Activity 4.1

Explain the demonstration of above picture?

God says “and we certainly sent into every nation a messenger, saying, “Worship Allah and avoid idolatry.” And among them were those whom Allah guided, while others deserved misguidance. So So travel through the earth and observe how was the end of the deniers.” Qur’an 16: 36.

Prophet of God Muhammad (may God give him peace and blessing) said: “us [prophets of God] we are like children coming from different mothers, but with same father”. This is why the message of the prophets was the same even, if they were sent to different places, all of them called people to praise and obey only one God as follows:

God says “indeed Abraham was an exemplary leader, devoted to God and obedient to Allah, a monotheist, and he was not of those who associate other things with Allah. He was grateful for His favors. Allah chose him and guided him to a straight parth. “Qur’an 16: 120-121.

Ibrahim (may God give him peace and blessing) trained his family and his followers to obey, respect, and be humble towards God’s commandments.

We can witness that out of faith of his wife (Hajir- mother of Ismael), when Ibrahim decided to leave her with her baby in desert where they could not find water and food just to obey God’s Commandment, Hajir- accepted it and said “if it is God’s commandment, go He will not abandon us!”

We can also witness that out of respect and obedience of his son Ismail when his father through dream was ordered to sacrifice him.

God says “Then, when he was old enough to accompany him, he said, “o my son, indeed I have seen in a dream that I must sacrifice you, so what do you think.” He said, “o my father does as you are commanded. You will find me, if Allah wills, of the steadfast.”

«Qur‘an 37: 102.



Application activity 4.1

- God said that Ibrahim was exemplary. mention the things in which he was exemple
- Mention lessons learnt from the history of can a believer get from Abraham (may God give him peace)?

4.2. History of Messenger Noah



Activity 4.2

Mention is the most known thing about from Noah (May God give him peace)?

God said “we sent Noah to his people (and directed him): warn your people before there comes upon them a painful punishment “ Noah said: “O my people, I am to you a clear warner, that you Worship Allah and fear Him, and obey me.” Qur‘an 71: 1-3.

in this chapter of Qur'an that Allah named after prophet noah, we see that his message was about warning people about punishments of God that would come to them if they don't obey Him. And that they have to only worship God, fear and respect Him. They have also to respect Noah's message. But they didn't do so, rather the proud among his people were rebellious and didn't respond to his call. So the respected people among his people who did not believe him said, "the notables who disbelieved among his people said, "We see in you nothing but a man like us, and we see that only the worst among us have followed you, those of immature judgment. And we see that you have no advantage over us. In fact, we think you are liars.", He said, "O my people, have you considered? If I stand on clear evidence from my Lord, and He has given me a mercy from Himself, but you were blind to it, can we compel you to accept it, even though you dislike it?" "O my people! I ask of you no money for it. My reward lies only with Allah. And I am not about to dismiss those who believed; they will surely meet their Lord. And I see that you are ignorant people." (Qur'an 11: 27-29).

And it was revealed to Noah: "None of your people will believe, except those who have already believed, so do not grieve over what they do." "And build the Ark, under Our eyes, and with Our inspiration, and do not address Me regarding those who did wrong; they are to be drowned." As he was building the ark, whenever some of his people passed by him, they ridiculed him. He said, "If you ridicule us, we will ridicule you, just as you ridicule." "You will surely know upon whom will come a torment that will ruin him, and upon whom will fall a lasting torment." Until, when Our command came, and the volcano erupted, We said, "Board into it a pair of every kind, and your family—except those against whom the sentence has already been passed—, and also take those who have believed." But those who believed with him were only a few. (Qur'an 11: 36-40).



Application activity 4.2



- mention the lessons a believer can learn from messenger Noah (May God give him peace)?

4.3. History of messenger Moses

Activity 4.3

List the miracles that God gave to Moses?

The messenger of God Moses (may God give him peace) was born when Egypt's king (Pharaoh) was mistreating Israelites, and killing all children born male and leaving alive female. God showed his power when Moses grew up in enemy's family (Pharaoh). Allah says "then we revealed to Moses' mother (saying) «breastfeed the child, but if you are worry (that he can be killed), throw him into water and don't be afraid or worry. Indeed, we will bring him back to you and we will make him our messenger». Then he was picked by people of king Pharaoh, but he became his enemy and caused burden to them. Thus Pharaoh's wife told him «(this child) will be our joy (me and you)! Don't kill him! Maybe he will be fruitful to us or we will make him our child. But Pharaoh and his people could not understand that he could be problem to them. Allah says "there was nothing in Moses mother heart except thinking about his child. She would almost to be exposed by herself if we didn't encourage her to be among believers". Quran 28: 7-11

When it was time to be given message, God revealed to him that he should go to Pharaoh and save Israel people from slavery, and to inform him that there is God stronger than

him to whom reserved all prayers. Allah says: “Has the story of Moses reached you? When he saw a fire, he said to his family, “Stay; I have noticed a fire; Perhaps I can bring you a torch therefrom, or find some guidance by the fire.”

when he approached, he was called «Eh Moses! Indeed, I am your Lord, then remove your shoes, as you are in Holy Place of Twua and I have chosen you. Pay attention to what is revealed to you. Indeed, I am Allah, there no other god to be worshiped beside Me. Then be with Me and keep praying (swalat) so that you may remember me. “ (Qur’an 20: 9-41).



Application activity 4.3

- mention the lessons can a believer learn from the History of the messenger of God Moses (may God give him peace and blessing)?

4.4. History of Messenger Ismael and Issa

Activity 4.4

Mention the lessons do we get from these messengers of God Ismael and Issa (may God give them peace)?

Messenger of God Ismael is the son of messenger of God and ancestor of all believers Abraham (may God give them peace), God performed a miracle to His friend Abraham he gave him two sons (Ismail and Is’haq) when he was old. Allah says “(when Abraham escaped fire from his people as they couldn’t believe him) and then he said» Indeed, I will go to (where I am ordered by) my Lord; He will guide me. « Abraham said “My Lord, grant me [a child] from among the righteous. So We gave him good news of a clement boy. And Then, when he was old enough to accompany him, he

said, “oh my son, indeed I have seen a dream that I [must] sacrifice you, so see what you think.” He said, “o my father, do as you are commended. You will find me, if Allah wills, of the steadfast. «And when they had both submitted and he put him down upon his forehead, we called to him, oh Abraham, You have fulfilled the vision.” Indeed, we thus reward the doers of good.

«Indeed, this was the clear trial. And we ransomed him with a great sacrifice, and we left for him [favorable mention] among later generations: peace upon Abraham.Indeed we thus reward the doers of good. Indeed, he was of our believing servants (Qur’an 37: 99-111).

And we gave him good news of Isaac, a prophet from among righteous. And We blessed him, and Isaac. But among their descendants are some who are righteous, and some who are clearly unjust to themselves. (Qur’an 37: 99-113),, and certainly did our messengers come to Abraham with good news; they said, “peace.” He said, “peace,” and did not delay in bringing [them] a roasted calf. But when he saw their hands not reaching for it, he became suspicious of them, and conceived a fear of them They said, “Fear not. We have been sent to the people of Lot.” And his wife was standing, and she smiled. Then we gave her good news of Isaac and after Isaac Jacob. She said, woe to me! Shall I give birth while I am an old woman and this, my husband, is an old man? Indeed, this is an amazing thing!” They said, “Are you amazed at the decree of Allah? May the mercy of Allah and his blessings be upon you, people of the house. Indeed, he is praiseworthy and honorable.” (Qur’an 11: 69-73).

- **Messenger of God Issa (may God give him peace).**

He is one of the messengers that God gave blessing, he was born in miraculous way by his mother Mary, and we find his story from 19th chapter named after Mary, the mother of prophet Issa:

1. And mention [Oh Muhammad], in the book [the story of] Mary, when she withdrew from her family to an eastern location.
2. She screened herself away from them, and We sent to her Our spirit, and He appeared to her as an immaculate human.
3. She said, “indeed, I seek refuge in the Most Merciful from you, [so leave me], should you be righteous.””.
4. He said, “I am only the messenger of your Lord to give you [news of] a pure boy.”
5. She said, “How can I have a boy while no man has touched me and I have not been unchaste?”
6. He said, “Thus [it will be]; your Lord says, it is easy for Me, and we will make him a sign to the people and a mercy from Us. And it is a matter [already] decided”.
7. So she conceived him, and she withdrew with him to a remote place.
8. And the pains of childbirth drove her to the trunk of a palm tree. She said, “Oh, I wish I had died before this and was in completely, forgotten.”
9. But he called her from beneath her, “do not worry; your Lord has provided beneath you a stream».
10. And shake toward you the trunk of the palm tree; it will drop upon you ripe, fresh dates.
11. So eat and drink and be contented. And if you see from among humanity anyone, say, ‘indeed, I have vowed the fast to the Most Merciful, so I will not speak today to [any] human’”.
12. Then she brought him to her people, carrying him. They said, “O Mary, you have something terrible”.

13. «O sister of aaron, your father was not a man of evil, nor was your mother unchaste?».
14. So she pointed to him. They said, “how can we speak to one who is in the cradle a child?”.
15. Jesus said, “Indeed, I am the servant of Allah. He has given me the scripture and made me a prophet”.
16. And He has made me blessed wherever I am and has enjoined upon me prayer and charity as long as I remain alive.
17. And made me dutiful to my mother, and He has not made me disobedient rebel.
18. And peace is on me the day I was born and the day I will die and the day I am raised alive.
19. That is Jesus, the son of Mary – the word of truth about which they doubt.
20. It is not for Allah to have a child—glory be to Him. To have anything done, He says to it, “Be,” and it becomes
21. [Jesus said], “and indeed, Allah is my Lord and your Lord, so worship Him. That is a straight path.”
22. Allah in other verses of chapter 3 (al Imrani) says:
23. Remember when angel said “Oh Mary, indeed Allah chose you (to be obedient), he made you clean, he made you higher than ladies’ allover the world (in your time).
24. Oh Mary! Be obedient to your Lord, and bow down with others who bow down (in praying Allah).
25. Those are some hidden stories revealed to you (you
26. Muhammad). And you were not with them they put down their pens (choosing) to find out who should take care of Mary. Nor were you there when they discussed.

27. Remember when the Angel said «Oh Mary! Indeed, Allah gives to you good news from his word. His name is Masihi Isa (Jesus), Mary’s offspring. He will be as excellence on earth and on last day, and he will be with all near by Allah.
28. He will speak to the people right from the childhood, and in adulthood, and will be one of the righteous.”.
29. (Mary) said «My Lord! How can I have a when no man has touched me? » he said «This is so, Allah create whatever he wants. Indeed when he take decision he says « Be!» and it is as he says.“ (Qur’an 2: 42-47).



Application activity 4.4



- Mention the lessons that a beleaver can learn from these messengers (Ismael and Issa) stories (may God give them peace)?
- Explain briefly the lives of two messengers ismail and issa

4.5 End unit assessment 4

1. Mention the smilarities of messengers of God?
2. Write down the lessons we learn from the life of messenger of God Moses (may God give him peace)
3. Qur’an shows messenger of God Jesus (may God give him peace) is the “word of God.” with lines from Qur’an that we have seen explain what God meant by “Word of God”

Key unit competence:

A learner will be able to respect everyone in everyday different life's situation and he will be able to have good relationship with people from all categories.

Introductory activity

With examples explain what to respect and love others as you love yourself mean.

5.1. Values instructions in different life's situation.**Activity 5.1**

Explain What does this above picture show to you?

Islam is a religion that teaches morals and values that should characterize every person, Islam has instructions that guide

and muslims to portray good behaviors in every situation of life every time and everywhere.

The following are Some behaviors that should characterize good people:

God in chapter 49 (Al Hujrat) says:

1. Oh you who believe let not people ridicule [other] people; perhaps they may be better than them; nor let women ridicule [other] women; perhaps they may be better than them. and do not insult one another and do not call each other by [offensive] nicknames. Wretched is the name of disobedience after [one's] faith. And whoever does not repent – then it is those who are the wrongdoers.
2. O you who have belevaed, avoid much [negative] suspicion. Indeed, some suspicion is sinful. And do not spy or backbite each other. Would one of you like to eat the flesh of his brother when dead? You would detest it. And fear Allah; indeed, allah is accepting of repentence and merciful.
3. Oh mankind, indeed we have created you from male and female and made youraces and tribes that you may know one another. Indeed, the most noble of you in the sight of Allah is the most righteous of you. Indeed. Allah is All-Knowing, Well-Experienced.

In the teachings of messenger of God, Muhammad (May God give hime peace and blessing) we find the following:

In sayings of Amru bun Al Aswi (may God be happy with him) says re) that one man came to messenger of God and asked: what are of good Islamic behaviors? The messenger answered “give food to the poor hungry people, and use peace greeting’s¹⁰⁴

(Salamu) to those you know and to those you don't know” it was received by Bukhar and Muslim.

Again as it came from teachings of messenger of God (may God give him peace and blessing) among the signs of last day people will be greeting whom they know. Hugging and greeting remove fear from whom you greet that he should have to you, and it promotes love among people, but now people can cross each other without greetings. Greeting your neighbor is kind of humility and he can make him or her come to you freely.

There many teachings of messenger of God Muhammad (may God give him peace and blessing) to promote the harmonious life with others which include keeping your face clear and smiling when you meet with your neighbor without pretending. Indeed, when someone smiles to you, that shows that his heart is clean, he does not wish anything wrong to you.

From the saying of Abidhar – one of the followers of messenger of God (May God give him peace and blessing) he said, “do not neglect anyone (even the lowest) smile when you meet with your neighbor”.

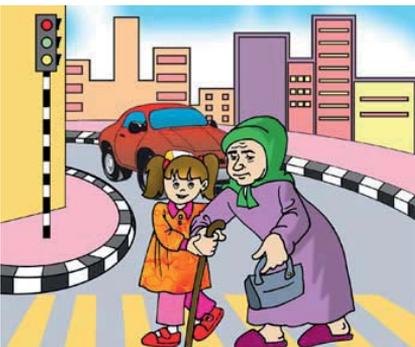


Application activity 5.1



Mention some of morals that we get from Qur'an that we talked about?

5.2. Self respect and respect others.



Activity 5.2

What does the above picture show to you?

In different verses of Qur'an we find a lot of teachings about morals which should characterize all people themselves and with others. chapter Nur (24) in verses 4-5 Allah says:

1. And those who accuse chaste women and then do not produce four witnesses caine them with eighty caines and do not accept from them testimony ever after. And those are the defiantly disobediensst.
2. Except for those who repent thereafter and reform, for indeed, Allah is forgiving and merciful.

Some of lessons we can get from these lines:

- i. Accuse chaste woman, who avoids committing adultery, is one of great sins against and it destabilizes and destroys families.
- ii. Accuse believers and suspect them over adultery it is a kind of spreading destruction within family (among people).
- iii. Muslim should protect neighbor's respect and keep secret and keep warning him when he does mistakes.
- iv. It is not right to judge someone over disobedience because of listening and suspecting anything about him.

Within this chapter 24 verses: 27-29: morals of asking for permission of entering other people's house.

O you who believe! Do not enter homes other than your own, until you have asked permission and greeted their occupants.

That is better for you, that you may be aware. And if you find no one in them, do not enter them until you are given permission. And if it is said to you, “Turn back,” then turn back. That is more proper for you. Allah is aware of what you do. There is no blame on you for entering uninhabited houses, in which are belongings of yours. Allah knows what you reveal and what you conceal.

Some of the lessons that we draw from these verses:

- a. It is a must to ask for permission when entering in the home that is not yours.
- b. It is forbidden to enter into house when the owner is not around.
- c. It is a must to go back when you are not welcomed.
- d. It is a must for a visitor to greet; it is a good manner of Islam.
- e. It is not allowed to look at other’s nakedness.
- f. It is not bad to enter into public houses without permission, like shops.
- g. It is a must that Muslim protects someone’s reputation, he is not allowed to harm him by violating his inner peace and property.

These are good manners of Islam that we learn from God’s commendments which help us to live with family members and other people harmoniously.



Application activity 5.2



Mention some morals of respecting others?

5.3 End unit assessment 5

1. Qur'an and its teachings didn't leave behind teachings about moral values either on selfrespect and respect for others. Mention the verses of Qur'an that talk about that?
2. Explain how you can adhere to the culture of respect in your everyday life.
3. Does only greeting culture goes to person that you already know? Explain.

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