

Social and Religious Studies

Teacher's Guide

Primary

3

Primary schools in Rwanda

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FOREWORD

Dear teacher,

Rwanda Education Board is honoured to present P3 Social and Religious studies Teacher's guide which serves as a guide to competence-based teaching and learning to ensure consistency and coherence in the learning of the Social and Religious studies. The Rwandan educational philosophy is to ensure that learners achieve full potential at every level of education which will prepare them to be well integrated in society and exploit employment opportunities.

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

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

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

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

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

To facilitate you in your teaching activities, as earlier mentioned, this teacher's book is comprised of 2 parts: Christian and Islamic Religious studies part. Your guidance will depend on which Religion the school has chosen. Each part is divided into 3:

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

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

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

Dr. NDAYAMBAJE Irénée

Director General of REB

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PART ONE: SOCIAL STUDIES

PART I. GENERAL INTRODUCTION

1.0 About the teacher's guide

This book is a teacher's guide for Religious studies P1. It is comprised of Christian and Islamic Religious studies. It is designed to accompany senior two student's book and intends to help teachers in the implementation of competence based curriculum specifically Social and Religious Studies syllabus.

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

1.1 The structure of the guide

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

Overall structure

The whole guide has three main parts as follows:

- **Part I: General Introduction.**

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

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

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

- **Part III: Unit development**

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

Structure of a unit

Each unit is made of the following sections:

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

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

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

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

- **Guidance on the introductory activity:**

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

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

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

- **End of each unit**

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

- Summary of the unit which provides the key points of content developed in the student's book.
- Additional information which provides additional content compared to the student's book for the teacher to have a deeper understanding of the topic.
- End unit assessment which provides the answers to questions of end unit assessment in the textbook and suggests additional questions and related

answers to assess the key unit competence.

- Additional activities: remedial, consolidation and extended activities). The purpose of these activities is to accommodate each learner (slow, average and gifted) based on end unit assessment results.

Structure of each sub heading

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

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

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

- **Teaching resources**

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

- **Learning activities**

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

- **Exercises/application activities**

This provides questions and answers for exercises/ application activities.

1.2 Methodological guidance

1.2.1 Developing competences

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

The competence-based curriculum employs an approach of teaching and learning based on discrete skills rather than dwelling on only knowledge or the cognitive

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

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

Generic competence	Examples of activities that develop generic competences
Critical thinking	<p>Basing on your Christian and personal life show how the communicable attributes of God help you to live in relationship with God by:</p> <ul style="list-style-type: none"> • Drawing a lesson from your personal experience of who God is to you, then; • Relate your experience to the biblical message of God's attributes. • Analysing a case studies • Describing the gender issue relating it to the Christian life and the gender issue in Rwanda.
Research and Problem solving	<ul style="list-style-type: none"> • Research using internet or books from the library • Propose a solution to the presented case studies

Innovation and creativity	<ul style="list-style-type: none"> • Discussing how to overcome the causes of sins • Proposing a solution to the problems that affect families today. • Choosing alternative behaviour in case of a moral problem • Discussing how Dawat change people's lives?
Cooperation, Personal and Interpersonal management and life skills	<ul style="list-style-type: none"> • Work in small groups • Work in Medium groups • Work in Large group
Communication	<ul style="list-style-type: none"> • Learners present their findings/arguments/ reports either in written or verbal form • Reading and listening to the Sacred Scriptures • Select and use appropriate formats and presentations.
Lifelong learning	<ul style="list-style-type: none"> • Exploit all opportunities available to improve on knowledge and skills. Daily reading the word of God.

1.2.2 Addressing cross cutting issues

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

- Genocide Studies,
- Environment and sustainability,
- Gender,
- Comprehensive sexuality education,
- Peace and Values Education,

- Financial Education,
- Standardization Culture
- Inclusive Education

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

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

Peace and values education: the overall purpose of Religious studies is the behavioral and positive attitude change in the learners. In all activities, after exploring the biblical passages, learners are helped to live and apply what they have learnt in everyday life. Precisely peace and values education is included in each and every lesson more especially in the application activities and in the end unit assessment tasks. In some units, learners are called to respect unit in diversity and to respect other people’s beliefs, and to live in harmony as Children of the same Heavenly Father.

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

Cross-cutting issue	Examples on how to integrate the cross-cutting issue
Inclusive education	Involve all learners in all activities without any bias. E.g. Allow a learner with physical disability (using wheelchair) to take notes or lead during the assigned tasks.
Gender	Involve both girls and boys in all activities: No activity is reserved only to girls or boys. Boys and girls should read equally the Holy Scriptures in the classroom without discrimination.

	Teachers should ensure equal participation of both girls and boys during reading the Word of God and during carrying out other assigned tasks
Peace and Values Education	During group activities, debates and presentations, the teacher will encourage learners to help each other and to respect opinions and religious views of colleagues as well sharing values and convictions in more respectful manner. They are all the Children of the same Heavenly Father.
Standardization culture	All lessons involve scripture readings from which we get the moral behaviour to adopt in our daily life. Students are invited to stick and stand for their values. Decision making and right use of the conscience will help them to live a standard life in matters of morality.
Environment and sustainability	In all lessons Learners glorify God by protecting and respecting his creatures and taking positive attitudes of the beautifying world.
Financial Education	Sound spirit in using Money and more especially using money for the wellbeing of others.

1.2.3 Attention to special educational needs

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

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

Teachers need to:

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

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

Strategies to help children with developmental disabilities:

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

Strategies to help children with hearing disabilities or communication difficulties:

- Always get the child's attention before you begin to speak.
- Encourage the child to look at your face.
- Use gestures, body language and facial expressions.
- Use pictures and objects as much as possible.

- Ask the parents/caregivers to show you the signs they use at home for communication; use the same signs yourself and encourage other children to also use them.
- Keep background noise to a minimum.

Strategies to help children with visual disabilities:

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

Adaptation of assessment strategies

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

1.2.4 Guidance on assessment

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

Continuous/ formative assessment

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

Summative assessment

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

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

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

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

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

a. Active and reflective learners

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

b. Sensing and intuitive learners

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

c. Visual and verbal learners

Visual learners remember best what they see: pictures, diagrams, flow charts, time lines, films, demonstrations, etc; verbal learners get more out of words: written and spoken explanations.

d. Sequential and global learners

Sequential learners tend to gain understanding in linear steps, with each step following logically from the previous one. Global learners tend to learn in large

jumps, absorbing material almost randomly without seeing connections, and then suddenly “getting it.”

1.2.6 Teaching methods and techniques that promote the active learning

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

What is Active learning?

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

The role of the teacher in active learning

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

The role of learners in active learning

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

- Communicates and shares relevant information with other learners through presentations, discussions, group work and other learner-centred activities (role play, case studies, project work, research and investigation).
- Actively participates and takes responsibility for their own learning.
- Develops knowledge and skills in active ways.
- Carries out research/investigation by consulting print/online documents and resourceful people, and presents their findings.

- Ensures the effective contribution of each group member in assigned tasks through clear explanation and arguments, critical thinking, responsibility and confidence in public speaking.
- Draws conclusions based on the findings from the learning activities.

Main steps for a Religious studies lesson

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

1. Preamble/Introduction

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

2. Dialogue/ development of the new lesson

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

- **Discovery activity**

Step 1

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

Step 2

- The teacher let the students work collaboratively on the task.
- During this period the teacher refrains to intervene directly on the knowledge.
- **Presentation of learners' productions**

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

3. Assessment

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

Specific approach in teaching Religious studies subject

Religious studies aims at helping students to nurture spiritually and morally. It promotes positive values and attitudes which enable the youth to live together in harmony and to make good decisions. Emphasis in teaching Religious studies is based on individual development and self-fulfillment. So sound moral and religious values help the youth to grow up into self-disciplined and accountable people. It helps learners to face the current social, political, religious, and economic issues

affecting the world today with objectivity and good conscience. Such contemporary issues include globalization, technological development, environmental degradation, drug and substance abuse, terrorism, gender based violence, sexual abuse and human trafficking among others.

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

Life approach in teaching Religion

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

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

Stages in the use of the Life Approach

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

a. Human Experience

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

b. The Biblical Experience

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

c. Explanation

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

d. Application and Response

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

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

e. Conclusion

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

1.2.7 Teaching and learning in the second language

A Rwandan child enters school with the accumulated experience of his/her pre-school years (ECD Centers and Nursery school) in the Kinyarwanda language which is also used at home. The child has already absorbed and processed few amounts of information about the Kinyarwanda language and customs of his/her society and the variety of objects and experiences that his/her environment offers: objects, houses, animals, trees, etc. Other experiences can be gotten "from outside" through the radios or TV and they are equally part of his everyday life.

As the child enters the Primary one (P1), the Kinyarwanda teacher will have to guide the child to deepen this information because the medium of instruction for other subjects is the English, a second language for the child.

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

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

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

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

Presentation:

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

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

Communication:

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

Feedback and conclusion:

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

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

Religious studies learning strategies in CLIL

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

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

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

1. Cognitive strategies

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

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

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

2. Meta-cognitive strategies

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

3. Social strategies

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

PART II: SAMPLE LESSON PLAN

School Name: **Teacher's name:**

Term	Date	Subject	Class	Unit No	Lesson No	duration	Class size
2	16/5/2019	Religious studies	P3	2	2/6	40 minutes	30
Types of special needs to be catered for in this lesson and numbers of learners in each category.			Learner with low/short visual (1): to sit on the front desk to facilitate the sight on the chalkboard and follow up the teacher. Physical challenged (1): to sit on the front desk on the walls for safe support and be in integrated in the groups.				
Unit title		Avoiding Sin and asking for forgiveness					
Key unit competence		The pupils will be able to do what is god and ask for forgiveness for the wrong done and follow morals everywhere					
Lesson title		Ways of avoiding sin					
Instructional objective		With biblical text, pictures and games, pupils will be able identify ways of avoiding sins in everyday life.					
Knowledge and understanding		Identify ways of avoiding sins in everyday life					
Skills		Differentiate good from bad behaviors					
Attitudes and values		Have attitude and a habit of asking forgiveness and avoiding peer pressure that lead to committing sins.					
Plan for this class		In the classroom					
Learning materials		Bible, pictures, songs					
References		Holy Bible, pupil's textbooks.					
Description of teaching and learning activity:							
Through performing some activities in the classroom, listening to the word of God, the pupil will identify ways of avoiding sins and asking forgiveness when committed wrong.							

Timing for each step	Teacher's activities	Learners' activities	Generic competences and crosscutting issues to be addressed
Introduction 5 min	PREAMBLE: Welcome the pupil ensure them. Introduce learners by asking questions what a sin is and requesting them to provide some examples of sins at home, school and community in general.	Feel comfortable and respond to the greetings. Respond to the questions about the meaning of a sin and providing examples of sins. Examples of sins: stealing, not respecting our parents and guardians, fighting, insulting others	Listening skills Communication skills and cooperation as learners pairing and expressing ideas.
Development 25 Min	PREPARATION: Ask pupils if sins are committed by all people and are wrong, find out ways of avoiding so that people are real children of God, and what can be done when one had already committed sins to his/her friends. Use a game to facilitate pupils to identify these ways. PRESENTATION: Reads biblical text on Romans 16:17 "Now I urge you, brethren, keep your eye on	Identify ways of avoiding sins in everyday life and ways of asking for forgiveness. The pupils play a game, observe pictures to discover these ways. Analyze the biblical text and the games they have played which ways of avoiding sins in everyday life.	Peace and Values education especially value of respect of God as the creator, of fellow human beings, Living peacefully with others and of other creatures. The competence of cooperation and collaboration will be developed

	<p>those who cause dissensions and hindrances contrary to the teaching which you learned, and turn away from them”</p> <p>EXPLANATION:</p> <p>Guide the analysis of biblical passage and the game they have played which shows the abilities of human beings which other creatures do not have. The teacher helps the pupil to understand the new words</p>	<p>The sin is avoiding by doing away with whatever takes us away from God’s teachings and good things we get from our elders, leaders and parents. We should also avoid people leading us astray and avoid being cause to sin for our friends. When we commit sins we should ask for forgiveness to God and to our friends.</p>	
	<p>INTERIORISATION</p> <p>Give detail explanation on the opinion from different groups</p> <p>Ask questions for deep learners’ understanding</p> <p>APPLICATION TO LIFE:</p> <p>Guide pupils to discover ways of avoiding sins in their life at home school and community in general. Let them realize the necessity of saying sorry to friends, parents and other people when they have committed wrong.</p>	<p>Pupils answer short questions on the word of God read about ways of avoiding sins in everyday life at school, home and in the community. Let them discuss the value of saying sorry when one commits something wrong.</p> <p>Respond to the questions of deep understanding of the lesson</p> <p>Identify the necessity of saying sorry when one commits wrong things and encourage others in the community</p>	<p>Critical thinking</p> <p>Cooperation and communication. Peace and values education as well as gender are addressed through the emphasis that all people should say sorry when they commit wrong things. Pride is the source of all sins</p>

	<p>Let them practice the value of asking for forgiveness</p> <p>SYNTHESIS AND PRAYER:</p> <p>Ask questions that sum up the lesson about abilities that distinguish human beings from other creatures</p>	<p>to say sorry always committed wrong things. Practice the value of humility</p> <p>Synthesize the lesson by praying a song about asking forgiveness or avoiding sins</p>	
<p>Conclusion</p> <p>10 Min</p>	<p>SUMMARY:</p> <p>Ask pupil's questions about what they will do to be real children of God at home at school and in community in general</p>	<p>Respond the questions on what they will do to be the real children of God at home, in school and in community in General</p>	<p>Co-operation and Communication as learners are doing application activity</p>
<p>Teacher self-evaluation: The lesson was well delivered but activities for consolidation and homework will be given to pupils.</p>			

Unit 1: EXTENDED FAMILY.

1.1 Key Unit competence:

Be able to demonstrate the importance of fulfilling responsibilities in the extended family and the dangers of not doing it.

1.2. Lessons learnt before that are related to this Unit.

- Responsibilities of members in the nuclear family.
- Relationship of members of extended family.

1.3 knowledge on cross-cutting issues in this Unit and how it is achieved.

- *Gender equality in doing exercises with out segregation.*
- *Inclusive education and without harming fellow pupils with disabilities or other special problem cases.*
- *Environmental management: Learners should be taught how to manage the environment, an example, by planting trees, not throwing waste a round the school, river, lake, swamp....*
- *The culture of peace while working with friends without inconveniencing any body.*
- *The culture of proper management of resources by showing his/her responsibilities in proper management of the family resources.*

1.4 Skills a pupil will acquire in this Unit

- **Observe** and state what he/she has observed.
- **Cooperation** in case of group work or work with others.
- **Think a bout** exercises that is given to him/her before doing it, and thus does it well without mistakes.
- **Use clear language** while explaining what has been done.
- **Innovation** in case he/she is making sign posts aiming at sensitising people to fulfil their responsibilities in the family.
- **Curiosity** in knowing new things a bout fulfilling responsibilities in the extended family.
- **Problem solving**, in case of fulfilling his/her responsibilities in his/her evry day life.

1.5 Vocabulary to be acquired by the learner.

- **Extended family:** Extended family, up to great grand father and mother.
- **Responsibilities:** what a person should do in his/her every day life.

- **Fulfilling responsibilities:** Fulfilling responsibilities well, quickly and accurate.
- **Not fulfilling responsibilities:** Not fulfilling them or fulfilling them poorly.

1.6 The major issue

- A teacher tells pupils to read a story about some pupils who don't know the responsibilities of members of extended family.
- He/she asks pupils to discuss about it and give views about it by showing reasons that make pupils not to know these responsibilities.
- Explains to them that the answers will be got in the following lessons to be taught in this Unit.

1.7 Teacher's activities

- Slow learners are given exercises found in this book on page, 34.
- Those who are physically disabled: first know the nature of disability, and prepare the special teaching / learning materials for them and exercises to every pupil which can assist them to know how they fulfil responsibilities in extended family.
- Those who are gifted with quick learning, give them activities to discover the lesson found on page, 35 in addition to what you gave out in general.

1.8 Table of content found in Unit.1

Number	List of content	Number of periods:7
1	Fulfilling responsibilities in extended family.	2
2	Proper management of the family resources.	3
3.	End Unit assessment	2

1.9 How to teach every content

1.9.1 Lesson: I. Fulfilling responsibilities in extended family.

a. Learning objectives

Knowledge

- State the responsibilities of every member in the extended family.

Skills

- Explain the importance of fulfilling responsibilities and the dangers of not fulfilling them.

Attitudes and values.

- Have the culture of living in harmony with others, working together, respect, and love for others.

b. Revision exercise

- Questions on responsibilities of members of Nuclear family and family tree of members of extended family.

c. Teaching aids

- Pictures showing how members in the family fulfill their responsibilities, photos and other tangible things found in your home area.

d. Teaching and learning process

- Prepare enough teaching aids which aims at helping pupils to understand the responsibilities of every member in the extended family.
- Put pupils into groups.
- Respect rules of observing pictures, discuss about it and explain to others what they have observed.
- The teacher helps pupils to put together the findings and supplements their ideas.
- Makes correction by helping pupils to develop their communication skills by using words that clearly explain the lesson.

Example: Fulfilling responsibilities, not fulfilling responsibilities.

e. Lesson summary.

- Guide pupils to state briefly how they will be fulfilling their responsibilities, the importance of fulfilling them and the dangers of not fulfilling them in the family.

f. Assessment

- Give pupils exercises in pupil's book of explaining ways of fulfilling responsibilities in extended family, its importance and the dangers of not fulfilling them. Pages, (2, 3, 5, 7, 8).

Answers to exercise and activities on lesson.

Self assessment on page, 2 of pupil's book

1. Those responsible for the welfare and parents/guardians.

Peer assessment on page, 2 of pupil's book

1. It makes them develop and have good welfare.
2. Proper housing, having medical insurance, proper feeding.

Exercise on page, 3 in pupil's book

1. It depends on the welfare of every pupil, but when helping the parents/guardians, clean, fetch water and be sent to particular place by elders.

2. Proper welfare

- Hygiene of the body, sanitation of where you live and clothes.
- Enter pupils in class.
- Family planning.
- Paying and using medical insurance.
- Exotic breeds and modern farming methods.

Economy and development

- Plant forests and prevent soil erosion.
- Construct roads and maintain bridges.
- Paying taxes.
- Modern farming methods.

Good governance

- Respect laws.
- Taking part in elections.

3. Community work, taxes.

Game: Build a basket ride on page, 3, pupil's book.

Instructions: Pupils are given small bricks, some do line 1 which has 6 bricks, others 4, others 2, and the last should put 1 brick. They should do it without it falling a part.

Objective: Emphasise the role of every person in the family, working together and complementarity.

Self assessment on page, 5 of pupil's book

1. wealth, Happiness, Unity and development.
2. The country can not develop without infrastructure.

Peer assessment on page, 5 of pupil's book

1. Being at good terms, assist one another and work together in everything.
2. Being considerate, and to do what you are tasked to do, self respect and respect of others.

Exercise on page, 5 of pupil's book

1. On taxes and tributes.
2. a. 3 b. 4 c. 1 d. 2 e. 5

The game: Touch the tail of a wolf on page, 5 of pupil's book.

Instructions: Pupils line up on one line and touch each other's belly and one play a wolf, it begins from in front going behind wise to touch the tail (the behind person). They all stop its path until it fails to get a way through but without pupils separating.

Objective: This game teaches how to protect family resources and help each other.

Self assessment on page, 7 of pupil's book.

- | | | | |
|-------|--------|--------|--------|
| a. No | c. No | e. No | g. No |
| b. No | d. Yes | f. Yes | h. Yes |

Self assessment on page, 7, pupil's book.

1. Baba is big headed, Selfishness, they don't cooperate with others, they are arrogant.
2. Sickness, disaster, insecurity caused by bad people or animals which hide in there.

Exercise on page, 7, pupil's book

1.
 - a. The government does not construct infrastructure.
 - b. The citizens do not go to the hospital and become ill at home or seek medication using a lot of money.
 - c. It stops economic development of the country.
 - d. It stops economic development of the citizens.
 - e. Increases ignorance.
2. They hate each other, they don't work together and they don't develop.
3. Calmness, peace, wealth, happiness, development, Kindness.

The game on page, 8, pupil's book

A game pupil proposes

Instructions:

- Explain to pupils that they are supposed to initiate games using the knowledge of what was learnt.
- Put them in groups.
- Check if what they have initiated good games.
- Ask every group to play for others, they should follow and then may give both good and bad comments.

Objective: Give pupils chance to initiate, amuses and identify bad games.

1.9.2 Lesson 2: Proper management of family resources.

a. Objective

Knowledge

- State the componets of the family asset.

Skills

- Explain the importance of important components of the family asset and how it can be properly managed.

Attitudes and values

Have the culture of: – Protect the family asset.

- Be satisfied and happy with the family asset.

b. Revision exercise

-The basic necessities of life.

c. Teaching aids.

- Pictures showing family asset and how family members properly manage their asset, photos and tangible things found where pupils live.

d. Teaching and learnig process

- Prepare enough teaching Aids which help pupils to know how to manage family asset.
- Put pupils in groups.
- Respect instructions of observing pictures, discuss a bout it and explain to others their findings.
- The teacher helps pupils to put together their findings and supplements on their ideas.
- Makes correction by helping pupils to develop their communication skills by using clear words which explain the lesson.

An example: Being satisfied and happy.

e. A combination of what was learnt

- Guide pupils to state in summary the family assets they have, the importance of every asset, the use, management of that asset and the importance of being satisfied with their family asset. (On pages, 10, 12, 14, 15, 19, 20)

f. Assessment

- Give pupils exercises in pupil's book of identifying the components of family assets, its importance, its use, management and how he/she becomes happy as a result of this asset.

Answers to exercise and activities on this lesson.

Self assessment on page, 10, pupil's book.

1. Fixed and non fixed assets.

Peer assessment on page, 10, pupil's book.

1. Non -fixed assets can be moved from one place to another while fixed assets can not be moved from one place to another. It is fixed in one place.

Exercise on page, 10, pupil's book

Fixed asset

Maize garden, plot of land, kitchen, toilet, house, forest.

Non- fixed asset.

Chairs, Bed, Radio, charcoalstove, cupboard, clothes, bag, bedsheets.

Self assessment on page, 12, pupil's book.

- a. Radio and television.
- b. Bed room.
- c. Food.
- d. House.
- e. Umbrella.

Peer assessment on page,12, pupil's book.

Market, Power station, Health center, Lake, Stadium, Road, Swamp, Air port.

Exercise on page, 12, pupil's book.

- a. 5 b. 4 c. 6 d. 7 e. 3 f. 2 g. 1

Self assessment on page,14, pupil's book.

1. a. Soil erosion b. Disaster c. Forest burners d. Rust
2. Longlasts, and becomes more useful and prevents misusing the asset.

Peer assessment on page, 15, pupil's book

- a. Avoid what can spoil it, repair it in case of damage, oil it.
- b. Store it in a safe place to avoid stealing and damaging it, prevent it from rust.
- c. Wash it, ion it and keep it well.
- d. Prevent soil erosion, cultivate it in a modern way and fertilise it.
- e. Clean them, store them well.
- f. Feed them well, vaccinate them and clean where they stay.

Exercise on page, 15, pupil's book

Asset

- Table - clothes - Bed - hygiene materials
- Forests - Cows - House - Car
- Fruit trees

Importance

- We use it when eating, use it while writing.
- Sleep on it.
- Gives us timber and trees for building and cooking.
- We sit on them when eating, gives us money.
- We wear them and keeps us warm during cold weather.
- Helps us to clean ourselves.
- They give us milk, meat, ferterizers and money.
- It transports us, gives us money.
- Gives us fruits that we eat and we sell them to get mosney.

Ways of using and saving

- Keep it clean without scratching it, we should not rain soak it.
- Don't play on it, and lay it well.
- Prevent it from burners, harvest it when it is ready, weed it.
- Keep it clean and repair the damaged parts, paint it.
- Wash it, ion it and don't tear it.
- Keep it well and avoid overspending it.
- Feed them with grass, water and salt, vaccinate/treat them, clean the kraal.

- Wash it every day, repair it, don't scratch it, put petrol or oil in it and oil it.
- Put fertilizers on them,, prevent insects by spraying chemicals on them, water them during dry season and mulch them.

Self assessment on page,17, of pupil's book

1. Rasts for a short time, causes poverty and loss.
2. Wasting/pouring water, pour food, put on lights when your not there, break utensils like plates, cups, breaking windows and doors, break chairs, beds and others.

Peer assessment on page, 17, of pupil's book

- a. Yes b. No c. No d. No e. Yes

Exercise on page, 17, pupil's book

1. In order for it to last longer and be useful to us and we should assist parents/guardians to save.
2. I can request them to stop and when they refuse, I can report them to the parents/guardians so that they can stop them.
3. Water, electricity and food.

Self assessment on page, 19 of pupil's book

1. Greedness, begging, wandering.
2. It makes you work with family members and solve issues together and manage the family asset well.

Peer assessment on page, 20 in pupil's book

1. It makes him/her happy, is not greedy, manages them well and aspires them to multiply/ increase.
2. Is ever lamenting/whingeing, admires other's property, begs, greedness, is a wanderer, mismanages his/her things.

Exercises on page, 20 of pupil's book

1. They avoid bad behaviour caused by greed, begging and being un satisfied. It leads to proper management of the asset and increases it, and the family develops.
2. Doesn't make you steal and makes you manage it well.
3. Greedness on other's property/ wealth.
4. Making studies and passing a priority, not stealing other's items, using his/ her items well, share with others, wandering a round checking food for his/ her friends.

The game on page, 20, pupil's book

Instructions:

- Explain to the pupils that they are required to initiate a game starting from what has been learned.
- Group them.
- Check if what they have initiated is good.
- Ask every group to play for others and they follow and then give views on what is good and bad.

Objective: Give pupils chance to initiate, amuses and knowing how to separate bad from good and maintain good ones.

1.10 End of the Unit

a. Summary of the content in the unit.

- Every person in the extended family has responsibilities that he/she should fulfil that work hand in hand with government programs like welfare, economy, good governance and security.
- When people fulfil their responsibilities, it makes them live in harmony and they develop.
- By not fulfilling responsibilities causes poverty, poor wellbeing and insecurity.
- Proper management and use of the family property and asset make it last longer and become more valuable to the people. And mismanagement makes it wasteful and misusing it doesn't make it useful.
- Its good to be happy of the family property because it stops you from admiring other's property.

b. Additional knowledge required of a teacher.

- Know how to conduct all activities without leaving any pupil behind.
- Explain in details how hygiene is done.
- Explain the major important things in this Unit.
- Prepare and use well different teaching Aids.
- Know very well how Social Studies subject is taught basing on the syllabus based on competences.
- Know how he/she can emphasise cross-cutting issues while teaching this unit.

c. Answers to end unit assessment on page, 21, pupil's book

1. a. Help parents/guardians, study with courage, do home work.
b. Pay taxes, give support.
2. a. yes b. No c. yes d. yes
3. a. Develops the country and builds infrastructure.
4. Prevents disasters and diseases caused by poor hygiene.

5. a. Houses, Cows, Forests, Saving, Tree planting, Domestic animals.
b. Wandering, Begging, discomfort, greed.

d. Special exercise with answers given to slow learners.

1. Read and answer

Fundi on his way to school met children and they started playing football. He played with them until evening. When others went home, he also went home.

- a. State the responsibilities he didn't fulfil.
- b. What effects is he likely to face?
2. Which of the following is not a family asset?

Electricity pole, Goat, River, Cup, Radio, Bicycle.

Answers

1. a. He did not go to school, and was careless.
b. He is likely to be punished, fail, be injured or break his legs.
2. Electricity pole, River,
- e. **Special exercise with answers given to quick learners.**

Questions

1. Read and answer

Munana was at home helping his parents/guardians doing some work, he smelt food flavour from the neighbours. Instead of doing his task, he went to ask for food from the neighbours and was served. He made it his daily routine, even when he is served food at home, he becomes ungrateful and goes to the neighbours to ask for food.

- a. Which responsibilities didn't Munana fulfil?
- b. What causes Munana never to be satisfied with their food at home?
- c. What effects is he likely to face?
2. State the dangers pupils face when they are not satisfied with their family asset.

Answers

1.
 - a. He stopped helping parents/guardians.
 - b. He likes food from the neighbours yet what is served at home is never enough for him.
 - c. He can become a wanderer, begger, being grumbled by the neighbours.
2. Can be harmed, steal, begging, greed, be a wanderer.

Unit. 2: OUR SECTOR.

2.1 Key unit competence:

Respect and protect important features in our sector.

2.2 Lessons learnt before that are related with this Unit.

- Features of the Village and the Cell.
- Proper management of the features found in both the Village and the Cell.

2.3. Knowledge on cross-cutting issues in this unit and how it is achieved

- *Gender equity in doing exercises without segregation.*
- *Inclusive education by not harming his/her classmates who are disabled or who have other special cases.*
- Proper management of the environment.
- When he/she is cleaning the work place or handle well the learning Aids he/she will has used.
- When he/she is doing activities of protecting features in the sector.
- The culture of peace/harmony.
- While he/she is working with others peacefully without inconveniencing any body.
- While he/she is explaining that when using the asset of the sector, no body should inconvenience others.
- **The culture of proper using of the asset.** While showing his/her responsibilities in proper management of the sector asset.

2.4 Key unit competence in this unit

- *Observe and explain what he/she has observed.*
- *Cooperation while working in groups or work with others.*
- *Thinking* on the exercise given to him/her before doing it, thus does it well without mistakes in it.
- *Using clear language while explaining what he/she is seeing on the map of the sector.*
- *Innovation* while he/she makes sign posts sensitising people to protect the sector asset or showing tourist attractions in the sector.
- *Have curiosity* of always improving knowledge about important things in his/her sector.
- *Problem solving while protecting important things found in his/her sector.*

2.5 Words a pupil gains in this unit

Features of the sector: Special things found in the sector or which makes it to be identified among other sectors.

Public assets: Public asset in general which is not personal asset.

Responsibilities: What a person should do in every day life.

Fulfilling responsibilities: Fulfilling them well.

Not fulfilling responsibilities: Not fulfilling them or poorly fulfil them.

Components of the Map: Scale and the signs.

Amap: Is a representation of an object as seen from above.

A map has different qualities like a key, a frame, a tittle, a scale and a compass direction. i.

The scale: it measures the actual ground distance on the map.

A key: Explains map symbols

2.6. Major issue

- The teacher will tell a pupil to read a short story related to a problem of a pupil who doesn't know the features of a sector and can not direct a person to where the important features of his/her sector are found.
- Requests pupils to discuss about it and give ideas by showing how they can help pupils with similar problems to solve them.
- Explain to them that the answers will be got in lessons that will be taught in this unit.

2.7. How a teacher deals with pupils with special learning needs when teaching this unit.

- Give simple exercises found in this book on page, 47, to slow learners.
- First know those who are disabled and the type of disabilities and then prepare special teaching materials and exercises to every body.
- Give exercises on page, 48, to those who are quick learners so that they should not disrupt others.

2.8. Table of content on unit.2

Number	List of content	Number of periods: 15	
1	Features of our sector	4	
2	Important things found in our sector.	3	
3	Proper management of school asset.	3	
4	Proper management of public asset found in our sector.	3	
5	End Unit assessment	2	

2.9. Ways of teaching every lesson

2.9.1 Lesson. 2: Features of our sector.

a. Objective

Knowledge

- Show the features of his/her sector and where it is located on the map of the district.

Skills

- Show on the map where the sector is located, its cells and the neighbouring sectors.

Values and attitudes

- Have the culture of observing.

b. Revision exercise

- Features of our village and cell.

c. Teaching aids

- Photos showing features of the sector, map of the sector and map of the district.

d. The teaching/ learning process

- Prepare enough teaching Aids which assist pupils to understand their sector.
- Put pupils in groups.

- Respect instructions of observing pictures, discuss about it and explain to their fellow pupils what they have seen.
- The teacher helps pupils to put together their findings and supplements their ideas.
- Makes correction by helping pupils to use clear language by using words that clearly explain the lesson.

An example: Infrastructure, protecting....

a. Teacher's activity

- Guide pupils to state in summary the features of their sector and where it is located in the district.

b. Assessment

Give exercise to pupils found in pupil's book pages, 24, 26, 27, 29, 30, 31, 33, of stating the features of their sector by showing on the map where it is located, its cells and the neighbouring sectors.

Answers to exercise and activities on this lesson.

Self assessment on page, 24, pupil's book

1. Terraces, National parks, Natural forests, Gardens
2. Environment are things around us while infrastructure are physical things constructed by human beings.

Peer assessment on page,24, pupil's book

Answers are different depending on where pupils study from and where they live.

Exercise on page, 24, pupil's book

1. And 2, answers are different depending on where every pupil studies from.
3. Towers, s, slums, Air ports, Many business houses.
4. Answers are different.

Self assessment on page, 26, pupil's book

- a. Village, Cell, Sector, District.
- b. District, sector, Cell, Village.

Peer assessment, 27, pupil's book

- a. The small administrative level is a village.
- b. A cell is made up of many villages.

- c. Many villages make up one Cell.
- d. A sector is made up of many cells.
- e. The answer is different.
- f. Many cells make up one sector.

Exercise on page,27, pupil's book

- 1. District, Sector, Cell
- 2. a. Answers are different
b. Answers are different.
c. Sectors
d. Villages
e. District
f. Sector
g. Cells
h. Cell

Exercise on page, 29, pupil's book

Answers are different depending on where every pupil study's from and where he/she lives.

Self assessment on page, 30, pupil's book

- 1. North, South, East, West.
- 2. A key, a scale, a frame, a title and a compass direction.

Peer assessment on page, 31, pupil's book

- 1. Map
- 2. It has the name of where it is showing

Exercise on page, 31, pupil's book

- 1. A scale, a title, a frame a compass direction and a key.
- 2. A scale: This is the quality of a good map which measures the actual ground distance.
- 3. A map is any thing drawn as seen from above while a picture is any thing drawn as seen from aside.

Self assessment on page, 33, pupil's book

All answers are different depending on where every pupil studies from and where he/she lives.

2.9.2 Lesson. 2: Important places found in our sector

a. Objective

Knowledge

Show important place found in their sector.

Skills

- Explain different ways of protecting important places found in their sector and its importance.

Attitudes and values

- Have the culture of observation and explain to others what he/she observed.
- Play a role in protecting important places found in their sector.

b. Revision exercise

- Important places found in the Cell and sector.

c. Teaching aids

- Map of the district, sector, pictures of important places found in the sector.

d. The teaching/learning process

- Prepare the enough teaching Aids for helping pupils to know important places found in their sector.
- Put pupils in groups.
- Respect the rules of observing pictures, discuss about them and explain to others what they have observed.
- The teacher helps pupils to put together their findings and supplements on their ideas.
- Makes correction by helping pupils to use clear language about the lesson.

An example: play a role, protecting, important places

e. Review of the previous lesson

- Tell pupils to state in summary important things found in their sector.

f. Assessment

Give pupils exercise on pages, 35, 37, 38, 40, 41 of pupil's book

Answers to exercise and activities on this lesson.

Exercise on page, 35, pupil's book

1. Important places found in village sectors.

Gardens, Forests, Rivers, Hills, valleys, Lakes, Swamps, Health center.

Important places found in the town sectors

nuclear settlement, Offices, Hospitals, and Air ports.

2. The answers are different.
3. Roads, Forests, Markets, business houses.
4. a. No b. Yes c. Yes d. No

Self assessment on page, 37, pupil's book

- a. Gives them water, Fish, helps them to water gardens, Hills, attracts tourists, and gives electricity.
- b. Swamps: They give us water, they provide us with clay, they help in rain formation.
- c. Valleys: They boost agriculture, they act as grazing areas.
- d. C.Sector offices: Services are provided from there and civil marriage.
- e. Markets and shops: They are source of food. We buy clothes from there.

Peer assessment on page, 38, pupil's book

- a. Gardens
- b. Lakes, swamps and Rivers.
- c. Rivers, lakes and, Solar energy.
- d. Swamps, Kitchen gardens/vegetable garden, markets and shops

Exercise on page, 38, pupil's book

1. a 4 b. 5 c.1 d. 2 e. 3
2. Roads: they help in transport. they are source of income. Hospitals: For health service, they provide jobs to the people. Rivers and lakes, they are source of water
3. a.from forests. d. From Rivers and Lakes.
b. Roads. e. At the sector office.
c. From the swamps.

Self assessment on page, 40, pupil's book

Through Cutting trees in the forest,

- Through defecating in rivers,
- By throwing stones on houses.
- By Spoiling water tunnels.

Peer assessment on page, 40, pupil's book

- a. Gardens.
- b. Gardens, Rivers, Lakes, Swamps.
- c. Gardens, Rivers, Lakes, Swamps.
- d. Infrastructure like roads, schools, and bridges
- e. Infrastructure like museum markets and hospitals

Exercise on page, 41, pupil's book

1.
 - a. By terracing. By adding manure to them
 - b. By not throwing wastes in water bodies. By fencing water bodies.
 - c. By cleaning and repairing them.
- b. By weeding them, by cutting trees when they are mature, by pruning them. By Planting trees on it, by digging terraces on it.
2. Bush burning, Smoking, cutting down trees, poaching, over grazing and throwing wastes in water bodies.
3.
 - a. I can advise him/her to
4.
 - a. dig terraces on it.
 - b. Allow them to mature and then cut them.
 - c. Stop him/her because it pollutes water, by reporting him/her to the leaders.
 - d. Stop it because it spoils the road. By reporting him/her to the police.
 - e. Reporting him or her to the leaders.
5.
 - a. Yes
 - b. Yes
 - c. Yes
 - d. Yes

The game: Practice hygiene together on page, 41, pupil's book

Instructions:

Put pupils in groups of 6.

- Give 2 by 2 similar hygienic materials.
- Close their eyes.
- Ask every body to look for another with similar hygienic material.
- Whoever sees his/her friend should stop... then, it continues like that.
- Therefore, the rest who are not in the group should state what the hygienic material can do.

- Those with the hygienic material should clap their hands.
- Thus, when they finish, other come in to do the same.

Objective: Love for one another, solidarity/ unity, Respect for one another.

2.9.3 Lesson 3: Proper management of the school property.

a. Objective

Knowledge

Show the components of the school property.

Skills

Explain the importance of important components of the school property, its use and management.

Attitudes and values

Have a culture of protecting the school property, be satisfied and happy with the school property.

b. Revision exercise

Exercise on the management of family asset.

c. Teaching aids

- Photos showing school property and activities of managing it.

d. Teaching- learning process

- Prepare enough teaching aids to help pupils to understand how to manage the school property.
- Put pupils in groups.
- Respect instructions of observing pictures, discuss about them and explain to the fellow pupils the findings.
- The teacher helps pupils to gather the findings and supplements their ideas.
- He/she makes correction by helping pupils to develop their communication skills by using clear words which clearly explain the topic.

An example: Protecting the property.../ maintaining school property

e. Summary of the lesson

- Guide pupils to state in summary how to protect the school property.

f. Assessment

Give exercise to pupils in pupil's book, pages, 44, 46,47 of stating how the school property can be protected.

Answers of exercise and activities on this lesson

Self assessment on page, 44, pupil's book

1.
 - a. Its where we go for a short call, defecating.
 - b. Its where we keep items.
 - c. Its where we get services from.
 - d. Its where we study ICT from.
2. Books, Computers, Maps, Chalkboard, Exercise books, Pens and pencils.

Peer assessment on page,44, pupil's book

1.
 - a. Sick bay
 - b. Playground.
 - c. Library.
 - d. Computer room
2. play ground, sportswear, whistle balls

Exercise on page, 44, pupil's book

1.
 - a. 4
 - b. 5
 - c. 1
 - d. 2
 - e. 3
2. Helps him/her to study well and have good health at school.
3. Toilet, Computer room, store room, multipurpose house/meeting hall.

Self assessment on page, 46, pupil's book

1. Overspending. Misusing them and handling them carelessly. Tearing text books
2. By not wasting water, by cleaning and keeping them well. By collecting papers from the compound. By switching the lights off during the day time.

Peer assessment on page,46, pupil's book

1. Yes 3. No
2. Yes 4. No

Exercise on page, 47, pupil's book

1.
 - a. By covering them. By not soaking them in water, keep them well, open it without tearing papers.
 - b. By covering it. By boiling it. By keeping it in a clean container.
 - c. Don't throw in papers, don't break flowers and trees, clean them, water them during dry season, and don't tracypass.

- d. Clean it, don't path through the windows, don't throw balls on the walls, don't destroys security lights and proper management of chairs.
 - e. By mopping it. By removing cob web. By sweeping it.
 - f. By cleaning it.
2. Tracy passing, throwing balls inside, littering papers, uproot flowers, tearbook, scratching chairs.
 3. a, b, c, d, e, f, g, h, i, j, k. To a bandon it because its spoiling.

2.9.4 Lesson4: Proper management of public asset in our sector.

a. Objective

Knowledge

- Show the components of public asset in the sector.

Skills

- -sector and how it is managed.

Attitudes and values

- Have the culture of protecting public assets in the sector.
- Be satisfied and happy with public asset in the sector.

b. Revision exercise.

- Exercise on proper management of public asset in the cell.

c. Teaching aids .

- Pictures showing public assets of the sector and activities of protecting it.

d. Teaching-/ learning process.

- Prepare enough teaching aids for helping pupils to differenciate the components of public assets of the sector and activities.
- Put pupils in groups.
- Respect instructions of observing pictures, discuss about them and explain to the fellow pupils their findings.
- The teacher helps pupils to gather the findings and supplements their ideas.
- He/she makes corrections by helping pupils to develop their communication skills by using words which clearly explain the lesson.

An example: Fulfilling responsibilities, by not fulfilling responsibilities, ...

e. Summary of the lesson

- Guide pupils to state in summary how they can protect the public asset of the sector.

f. Assessment

- Give exercise to pupils in pupil's book, pages, 49, 50,53 of stating how they can protect the public asset of the sector.

Answers of exercise and activities on this lesson

Self assessment on page, 49, pupil's book

- a. Its where people go for treatment and take children for vaccination.
- b. Its where they board buses from.
- c. Its where they fetch water from. / They provide water to them.
- d. It takes sick people to the hospital.

Peer assessment on page, 50, pupil's book

- a. Health center, Hospital.
- b. Market and shops.
- c. Public places. Lakes, rivers and swamps
- d. Sector offices.

Exercise on page, 50, pupil's book

1. a. 4 b. 5 c. 1 d. 2 e. 3.
a. Ambulance. b. hospital.
c. Tax park. d. play ground

Self assessment on page, 53, pupil's book

1. By reporting people who misuse them. By setting law protecting public assets.
By planting more trees. By repairing damaged assets.

Peer assessment on page, 53, pupil's book

- a. a. No b. Yes c. No d. Yes

Exercise on page, 53, pupil's book

1. a. Repair it, by not channeling water in it, by not removing stones in it, by not throwing papers in it, by removing unnecessary material around it.
b. Remove weeds, by not passing through it, by not throwing papers in it, by planting good trees, flowers and weeding it, by not destroying what is planted there.
c. Repair it, by not misusing its materials by not destroying its materials, by cleaning it.
d. By cleaning it always, repair it.
e. By cleaning it always, repair it, by not destroying its materials.

2. Stealing, by channeling water in it, by not protecting it.
3. a, b, c, d, e. should stop it because it destroys public asset.

2.10 End of the unit

a. Summary of the Unit

Our sector is characterised by different things namely, environment like hills, forests, Lakes...

There is also infrastructure, like hospitals, schools, Markets, roads.

A district is made up of different sectors and every sector is made up of different cells.

A map is different from a picture because a map has a title, a compass and the scale. while a picture shows side part of an object depending on the position of the person drawing it.

We must protect the school property and use it well. We must also protect important places found in our sector so that it can last longer.

b. Additional knowledge required of a teacher.

- Know how to conduct all activities without leaving any pupil behind.
- Explain in details how to read what is on different types of maps.
- Explain important things found in all sectors of the country.
- Prepare and use well different teaching aids.
- Know very well how Social studies is taught basing on the syllabus of competences.
- Know well how he/she can emphasise cross-cutting issues while teaching this unit. (see page,33 in this book).

c. Answers to end unit. 2 assessment on page, 54, pupil's book

1. A cell, sector and village.
2. Answers are different.
3. A scale: It measures the actual ground distance.
4. a. Classrooms, text Books, play ground, toilet, multipurpose house, girl's room.
b. Hills, mountains, forest, museum.
5. a. Executive secretary.
b. Protect.
c. Environment.
d. Destroy.

- e. Those who destroy.
- f. Different.
- 6. District, sector, cell, village
- 7. Cutting down of trees. Burning forests, Removing stones from the road, throw wastes in water channels, ...

d. Special exercise given to slow learners.

- 1. Write your address beginning from the name of your village up to the district.
- 2. How do we call the people who head the following administrative levels of local government?
 - a. Village:
 - b. Cell:
 - c. Sector:
- 3. Write the name of your school address beginning from the name of the village up to the district.

Answers

- 1. Answers are different because pupils come from different places.
- 2. a. **Village:** Village chief.
b. **Cell:** Executive secretary.
c. **Sector:** Executive secretary.
- 3. Answers are different.

e. Special exercise with answers given to quick learners.

- 1. Is it a responsibility for every Rwandan to respect and approach leaders? Explain.
- 2. Why doesn't all sector have similar features?
- 3. Who are responsible to protect the school property?

Answers

- 1. It's a must to respect leaders, but we should also approach them in case we need services from them.
- 2. Its because all sectors are not located in the same geographical area.
- 3. Pupils, Teachers, school leaders, school workers and others.

Unit. 3: HYGIENE

3.1 Key unit competence

Be able to adopt personal, school and home residence hygiene.

3.2 Lessons learnt before that are related to this unit.

- Food and drinks Hygiene.

3.3 Knowledge on cross-cutting issues in this unit and how it is achieved.

- *Gender equity in doing exercises on hygiene with out segregation.*
- *Inclusive education when a pupil is cleaning without harming pupils with disabilities or other special cases.*
- *Proper management of the environment*
 - When a pupil is cleaning where he/she works from or handling well the learning materials he/she has used.
 - When he/she is doing activities of cleaning the class or where he/she lives.
- *The culture of harmony* when he/she is cleaning with the classmates peacefully without inconveniencing any body.
- *The culture of proper use of the asset:* when he/she is showing responsibilities in cleaning the classroom and private parts, without overspending what he/she is using.
- *Reproductive health:* When explaining how he/she should clean private parts, and how to avoid diseases that are caused by not cleaning them.
- *The culture of using things which meet standards:* when using soap and other hygienic detergents which meet the required standards.

3.4 The competences a pupil will acquire from this Unit

- *Observing and* explain what he/she has observed.
- *Cooperation during group work or work with others.*
- *Thinking about the exercise* given to him/her before doing it, thus does it well with out mistakes.
- *Using clear language* when explaining how he/she cleans and how he/she deals with the disabled.
- *Innovation while making sign posts sensitising people about protecting the assets of the sector or advertising a tourist place in the sector.*
- *Have curiosity of improving knowledge about hygiene.*
- *Solving own problems* when cleaning where he/she lives. The classroom and cleans the private parts.

3.5 Words a pupil gains from this Unit

Adopt the hygienic practice: Avoid poor hygiene in all ways.

Private parts: Private parts show male or female organs. **Parts that should not be exposed out to every one.**

Communicable disease: A disease that is spread from one person to another.

Smart person: A person who is clean.

Dirty person: A dirty person, who is not clean.

3.6. The major issue

The teacher tells a pupil to read a short story about the problem of pupils who are suffering from scabies and jiggers.

- Asks pupils to discuss about it and give ideas about it by showing how they help pupils with such problems to solve them.
- Explains to them that the complete answers will be seen in lessons that will be covered in this unit.

3.7 How a teacher specifically deals with those with special cases while teaching this unit.

- Give exercises to slow learners found in this book page, 60 which is simple compared to that of others.
- Those who are physically disabled, first know them and prepare special teaching materials and exercises to every one.
- Give exercises found on page, 61, to quick learners in addition to what you have given to the whole class so that they should not distract others.

3.8 Table of content on unit 3.

Number	List of the content	Number of periods:4
1	School and home hygiene	1
2	Communicable diseases.	1
3	Hygiene of private parts.	1
4	End unit assessment	1

3.9 Ways of teaching every lesson

3.9.1. Lesson 1: School and home hygiene

a. Objective

Knowledge

Identify different ways of practising school and home hygiene.

Skills

Identify the importance of school and home hygiene and the dangers of poor hygiene at school and home.

Attitudes and values

- Show hygiene in class, school, and home, (in dressing, by proper handling of his/her property, in writing well...)

b. Revision exercise

- Hygiene of water, food and drinks

c. Teaching aids

- Different hygienic materials, photos showing hygienic practices, communicable diseases, photos, films, videos.

d. The teaching/-learning process

- Prepare enough teaching aids of helping pupils to know how hygiene is done at school and home.
- Put pupils in groups.
- Respect the instructions of observing pictures, discuss about them and explain to the fellow pupils their findings.
- The teacher helps pupils to gather their findings and complements their ideas.
- Makes corrections by helping pupils to develop their communication skills by using clear words explaining the lesson.

An example: Adopt hygienic practices, a clean person, a dirty person.

e. Review of the previous lesson

Guide pupils to state in summary ways of cleaning the class and home, the importance of cleaning it and the dangers of poor hygiene.

f. Assessment

Give exercise to pupils found in pupil's book pages, 56, 57, 68, 80, about school and home hygiene.

Answers to exercise and activities on this lesson.

Self assessment on page, 56, pupil's book

1. Sweeping and mopping the class, picking dirt things around, throwing dirt in dustbin, uproot weed from the garden, plant flowers and trees and water them, keep the materials well and clean them, clean the doors, windows, chalkboards, cleaning the toilets and and don't make them dirty.
2. Study well, respect leaders and his/her classmates, follow the school rules and regulations.

Peer assessment on page, 56, pupil's book.

1. I can tell leaders to prepare an activity of general cleaning and then sensitise pupils to be exemplary in being done.
2. Because we can contract diseases which originate from poor hygiene. When a person goes there when it is clean, he/she feels well, and when it dirty, it smells bad.

Exercise on page, 56, pupil's book.

1. The school itself, Materials, play ground, gardens and toilets.
2. Every time we touch dust, from the toilet, before eating and drinking, and before cleaning our selves or cleaning any thing.
3. It prevents us from diseases caused by poor hygiene, it makes us breath good air.
4. Clean all places and request leaders to sensitise all people in the school to do cleaning all the time.

Home work on page, 57, pupil's book.

Instructions:

- Put pupils into groups. Littering papers containing different things like (exercise book, chalk, books, pens, dirt....).
- Put other papers in a corner where they keep items (cupboard, dustbin, table, school bag, box...).
- Pupils run to find items and put them where they are supposed to be and those who do it first before others become the winners.

Objectives: Pupils get used of putting and keeping every item where it is supposed to be.

Self assessment on page,58, pupil's book.

1. Protects us from diseases caused by poor hygiene, protects us from malaria, and it makes people feel well by breathing good air.
2. So that it does not bring mosquitos and bad smell at home.

Peer assessment on page, 58, pupil's book

1. – Toilets/ latrines. Utencils. Bedsheets. Sitting rooms. Sleeping room.
– All house hold items, Food and drinks.
2. Clean where we can manage and then sensitise our parents/guardians to be clean by telling the dangers of poor hygiene.

Exercise on page, 58, pupil's book.

1. In the kitchen, where we sleep, in the sitting room and in the toilet.
2. Because when water doesn't flow, it becomes a habitat for mosquitos which cause malaria, it smells and it can cause erosion.
3. – It keeps away mosquitoes. It keeps away snakes from entering in our homes.

Exercise on page, 56, pupil's book.

1. The school itself, Materials, play ground, gardens and toilets.
2. Every time we touch dust, from the toilet, before eating and drinking, and before cleaning our selves or cleaning any thing.
3. It prevents us from diseases caused by poor hygiene, it makes us breath good air.
4. Clean all places and request leaders to sensitise all people in the school to do cleaning all the time.

Home work on page, 57, pupil's book.**Instructions:**

- Put pupils into groups. Littering papers containing different things like (exercise book, chalk, books, pens, dirt...).
- Put other papers in a corner where they keep items (cupboard, dustbin, table, school bag, box...).
- Pupils run to find items and put them where they are supposed to be and those who do it first before others become the winners.

Objectives: Pupils get used of putting and keeping every item where it is supposed to be.

Self assessment on page,58, pupil's book.

1. Protects us from diseases caused by poor hygiene, protects us from malaria, and it makes people feel well by breathing good air.
2. So that it does not bring mosquitos and bad smell at home.

Peer assessment on page, 58, pupil's book

1. – Toilets/ latrines. Utencils. Bedsheets. Sitting rooms. Sleeping room.

- All house hold items, Food and drinks.
- 2. Clean where we can manage and then sensitise our parents/guardians to be clean by telling the dangers of poor hygiene.

Exercise on page, 58, pupil's book.

1. In the kitchen, where we sleep, in the sitting room and in the toilet.
2. Because when water doesn't flow, it becomes a habitat for mosquitos which cause malaria, it smells and it can cause erosion.
3. – It keeps away mosquitoes. It keeps away snakes from entering in our homes.
4. – Because when it rains, they contain water which can be a habitat for mosquitos which cause malaria.
– It prevents us from being harmed and makes the home look nice.
5. – Cutting bushes around our homes
– Removing shards and broken bottles that can become water catchment areas.
– Sweeping and cleaning gardens.
– Covering toilets. Mopping toilets. Treeming the edge.
6. b and c

Self assessment on page,60, pupil's book.

1. So that we should a svoid diseases caused by poor hygiene so as to have good health.
2. a. Scabies,
b. Cholera

Peer assessment on page, 60 in pupil's book.

People will stay in smelling places, things are broken and destroyed because they are exposed in a wrong place.

People lack peace because of being in a dirty place.

Exercise on page, 60 pupil's book.

1. Scabies, Cholera, worms, caught, Jiggers, ...
2. By Sleeping under treated mosquito net, by closing windows and doors at evening, by closing potholes and cutting bushes a round the home, by throwing all broken materials in a proper place, and by constructing composite pit faraway from home.

3. By cleaning toilets/latrines. By washing our hands every time. By brushing our teeth after meal.
4. We can tell him/her to go for treatment because scabies can be contracted very much and then come back to school when he/she has healed and to be always clean.

The game: causes of diseases on page, 60, pupil's book.

Instructions:

- The teacher tells pupils to make a circle.
- The teacher can state what cause diseases and denounce it by shaking fingers.
- And when he/she states what prevent diseases, they clap hands.
- If one does what is contrary to others, he/she goes out of the circle.
- Those remaining become winners.

Objective:

Help pupils to know what causes diseases and how to prevent them using a laughable game.

3.9.2 lesson. 2: Communicable diseases.

a. Objective

Knowledge

Identify Communicable diseases, how they are spread and their preventive measures.

Skills

Explain the importance of a voiding communicable diseases.

Attitudes and skills

Adopt the culture of a voiding diseases.

b. Revision exercise

Non communicable diseases caused by poor hygiene and and those caused by poor feeding/diet.

c. Teaching aids

Pictures showing communicable diseases.

d. Teaching- learning process.

- Prpare enough teaching Aids of helping pupils to know very well communicable diseases and how to avoid them.
- Put pupils in groups.
- Respect instructions of observing pictures, discuss a bout them and explain to their fellow pupils the findings.
- The teacher helps pupils to gather their findings and supplements their ideas.

Exercise on page, 66, pupil's book.

communicable diseases.	ways how they are spread.	Ways of a prevention.
Malaria	Being bitten by a mosquito called Anopheles after biting a person suffering from malaria.	Sleep in a treated mosquito net, cover potholes, clear the bushes a round the home, throwing faraway things that can be water catchment.
Hepatitis	Playing sex with the infected person, in blood, being defiled.	A void sexual intercourse.
Scabies, ringworm, mycosis, measles	Coming near and body contacts with infected person.	By not having body contacts with the infected person, by not sharing clothes.
Diarrhoea, cholera,	Eating or drinking dirty things, using fingers which are not clean to eat, eating or drinking in utensils which are dirty.	Washing hands after visiting the toilet or before eating or drinking.
AIDS	Playing un protected sex with the infected person, sharing sharp objects, being injected with blood which is contaminated with the virus, a mother can also infect the child during birth or breastfeeding.	A void sexual intercourse, a bide by the doctor's advice. Avoid sharing sharp objects.

2. a. Ebola,
- b. By not bathing/showering/ poor hygiene
- c. Sharing and Tuberculosis.
- d. Dust. Drinking dirty water

3.9.3 Lesson. 3: Hygiene of private parts.

a. Objective

Knowledge

Show how he/she can clean private parts.

Skills

Explain how to clean private parts and he/she can avoid the dangers of poor hygiene of the private parts.

Attitudes and values

- Protecting private parts, a dopt hygienic practices.

b. Revision exercise

- Exercises on sexual a buse.

c. Teaching aids

- Pictures showing how to clean private parts, hygienic materials and photos.

d. Teaching/ learning process

- Prepare enough teaching Aids for helping pupils to see how they can clean private parts.
- Put pupils into groups.
- Respect rules of observing pictures, discuss a bout it and explain their findings to others.
- The teacher helps pupils to put together their findings and then supplements on their ideas.
- He/ she makes corrections by helping pupils to develop their communication skills by using words which clearly explain the topic.

An example: Poor hygiene, ...

e. Summary of the lesson.

- Guide pupils to state in summary how they clean private parts.

f. Assessment

- Give pupils exercise found in pupil's book pages, 68,69 on hygiene of private parts.

Answers on exercise and activities of this lesson.

Self assessment on page, 68, pupil's book.

1. clean water, Soap, wet clean cloth.
2. All dirty water and that with soap.

Peer assessment on page, 68, pupil's book.

1. So that we should not make the private parts dirty.
2. Its not good because it doesn't dry well. Its not good because it needs sun light to kill some germs.

Exercise on page, 68, pupil, s book.

1. Underwears are properly washed, those which are dry and ioned.

2. underwears which are not so tight and not nylon.

Exercise on page, 69, pupil's book.

1. Use clean water and soap but without putting soap inside, by wearing clean underwears/pants, I clean my anus going behind/ behind wise and don't defecate in my pants.
2.
 - a. Behind wise.
 - b. Smelling and diseases.
3. Itches you, it stops you from walking well and tightens the private parts. It causes pain to private parts.

A game on communicable diseases on page, 62, pupil's book.

Instructions:

- Pupils make a circle.
- They bow down when a teacher mentions any communicable disease.
- They jump when he/she mentions non communicable disease.
- When one pupil does what is contrary to what others are doing, he/she goes out of the circle.
- Those remaining become winners.

Objective: Help pupils to know infectious diseases.

3.10 End of the Unit.

a. Summary of content in this topic.

It's a must to clean the school and home in order to prevent different diseases caused by poor hygiene.

We should understand how diseases are spread that is to say; through blood, the air we breath, sharing and thus avoid them.

We should clean the private parts because it prevents us from different diseases like scratching on the sex organ, smelling badly.

b. Additional knowledge required of a teacher.

- Know how to conduct all activities by focusing on every pupil without leaving any one behind.
- Explain in details how cleaning is done.
- Explain important things used in hygiene and sanitation.
- Prepare and use different teaching materials.
- Know very well how Social Studies subject is taught basing on the syllabus of competence.

e. Special exercise with answers given to quick learners.

1. What aren't you supposed to do while cleaning your private parts?
2. What can you do if you go to visit your relatives and find that they are suffering from malaria?
3. What are the indicators of not cleaning well your private parts?

Answers

1.
 - Don't put soap inside the vagina.
 - Don't use soap with ordour
 - Wearing wet and tight clothes.
 - Clean your anus behind wise. That is to say cleaning your anus going behind wise.
 - Avoid Bathing using dirty water and playing in water catchment areas or ponds.
2.
 - I can advise them to always sleep under a treated mosquito net.
 - Clear the bush a round the home.
 - Close the windows and doors during evening time.
 - Remove water catchment areas found near the home.
 - Put the compost pit faraway from the main home.
 - Have medical insurance card.
3. Go to the hospital for treatment before becoming ill and use the prescribed medicine well.
4. Scratching in the private parts, smelling, developing sores on it and urinate with difficult.

Unit.4: RELATIOSHIP AND GOOD BEHAVIOURS.

4.1 Key unit competence:

Be able to adopt self respect and respect for humanity.

4.2 what was learnt before that is related to this unit.

- Children's rights, the culture of peace/harmony and good behaviour at school.

4.3 Knowledge on cross-cutting issues in this unit and how it is achieved.

- **Gender equality** in doing exercises without segregation.
- **Inclusive education** **When a pupil doesn't harm classmates with disabilities or other special cases.**
- Proper management of the environment
- When a pupil is cleaning where he/she sits or proper use of the teaching-learning materials/ aids.
- When he/she is doing activities of cleaning where they have shown him/her.
- *The culture of peace/harmony, when he/she is working with classmates peacefully without inconveniencing any body.*
- *The culture of proper use of asset when he/she doesn't misuse the asset.*
- *Reproductive health:* When he/she avoid being sexually abused.
- *The culture of using things which meet the standards, when using things which can make him/her disabled.*

4.4 Competences a pupil gains from this Unit.

- **Observation** explains what he/she has observed.
- **Coming together with others** when doing group work or working together with others.
- **Thinking** on exercise given to him/her before doing it, thus does it well with out mistakes.
- **Using clear language** when explaining how he/she does things, he/she must respect human rights and how he deals with the disabled.
- **Innovation** when he/she is making sign posts sensitising people to have good behaviour.
- **Be curious of improving knowledge** finds how he/she can help the disabled.

4.5 The vocabulary a learner will acquire from this unit.

Basic rights: Things which we need in our daily life.

Physical disability: This when some body parts which are physically seen like legs, eyes and ears are not functioning properly.

Integrity: The culture of love and humility.

Self assessment: personal assessment, see if all that you have done is good.

Blame one's self: when you find out that you have made a mistake, hurts you, you take a decision of not repeating it.

4.6. Major issue

- The teacher tells a pupil to read a story about a pupil with bad behaviour.
- Asks pupils to discuss about it and give ideas about it by showing how they can help pupils with similar problems to solve them.
- He/she explains to them that complete answers will be got in lessons to be taught in this unit.

4.7. How a teacher specifically deals with those with special cases when teaching this unit.

- Prepare simple exercises to slow learners found in book on page,72.
- Those with physical disabilities, first know them and prepare special teaching Aids and exercises you give to every body.
- Give exercises found on page,72, to quick learners so that they don't disrupt others.

4.8 Table of content in unit.4

Number	List of content	Number of periods:4
1	Basic human rights	1
2	Disability	1
3	Good behaviours	1
4	End unit assessment	1

4.9 How to teach every lesson.

4.9.1 lesson.1: Basic human rights.

a. Objective

Knowledge

- Identify basic human rights.

Skills

- Explain how to respect basic human rights of man to him/her and others.

Attitudes and values

- Respect human rights.
- Adopt the culture of integrity.
- b. Revision exercise**
- Repetition on human rights.
- c. Teaching aids**
- Pictures showing basic human rights.
- d. Teaching/ learning process**
- Prepare enough teaching Aids to help pupils on basic human rights and how it is respected.
- Put pupils in groups.
- Respect instructions of observing pictures, discuss about them and explain to others their findings.
- The teacher helps pupils to gather their findings and thus supplements their ideas.
- He makes corrections by helping pupils to develop their communication skills by using words clearly explaining the lesson.

An example: A bidding by, being denied a right.

- e. Summary of the lesson.**
- Guide pupils to state in summary basic human rights.
- f. Assessment**
- Give exercise to pupils found in pupil's book page,72, about basic human rights.

Answers to exercise and activities on this lesson.

Self assessment on page, 72, pupil's book.

1. A right is what you are accepted to do, be given or something to be done for you. Or are things a person should have and enjoy.
2. Yes, because I go to school, I have clothes, when I'm sick, they take me to the hospital and also I'm well protected.

Peer assessment on page, 72, pupil's book.

- a. A right to medication.
- d. To be protected from sexual abuse.
- b. A right to shelter.
- e. A right to food.
- c. Being protected from torture.
- f. A right to clothes.

Exercise on page, 73, pupil's book.

- a. Yes rights were respected because there was, A right to shelter on picture A

- b. A right to food
- c. A right to medical care.

4.9.2 lesson.2: Disability

a. Objective

Knowledge

- Identify types of disabilities.

Skills

- Explain the causes of disability and show how it can be avoided.

Attitudes and values

- Living in harmony with the disabled.
- Self acceptance of people with disabilities.
- Have good behaviour.

b. Revision questions.

- Repetition on disability, what it is, and the rights of the disabled.

c. Teaching aids

- Pictures showing types of disabilities.

d. Teaching- learning process

- Prepare enough teaching aids to help pupils know types of disabilities, its causes and how they can avoid it.
- Put pupils in groups.
- Respect instructions of observing pictures, discuss about it and explain their findings to the fellow pupils.
- The teacher helps pupils to gather their findings and supplements on them.
- The teacher makes corrections by helping pupils to develop their communication skills by using words which clearly explain the lesson.

An example: People with disabilities should be catered for.

e. Review of previous lesson

- Guide pupils to state in summary the types of disabilities, its causes and how we can avoid it.

f. Assessment

- Give pupils exercise found in pupil's book, pages, 75, 76, 77 and 78 on disabilities.

Answers on exercise and activities on this lesson.

Self assessment on page, 75, pupil's book.

1. Polio, Meningitis.

2. Being knocked by a car, falling from a long gabion wall, falling in a water channel.

Falling from trees.

Peer assessment on page, 75, pupil's book.

African milk bush- Euphobia granti (Madwedwe), Euphobia Tirucalli (umuyenzi), cactus (umuduha), pollen grains (ibayi).

Not harming them, not nick naming them and not isolating them

Exercise on page, 76, pupil's book.

1.e 2. a 3. d 4. c 5. b

Self assessment on page,77, pupil's book.

Accidents, playing with tree sap which can be harmful to your life, cleaning your ears with sharp objects. Climbing trees,

Peer assessment on page, 77, pupil's book.

- Because diseases which are not treated well never cure and cause disabilities.

Exercise on page, 77, pupil's book.

1. By not playing in the roads, walk through the right way, by not playing with sharp or dangerous objects. By not climbing trees. By respecting our parents and teachers.
2. Euphobia Umbellata (Umukoni), pollen grains (ibayi), African milk bush- Euphobia granti (Madwedwe),
3. I can go for immunisation and encourage parents to do the same.

Self assessment on page,78, pupil's book.

- Assist him/her in what he/she can't manage/ afford.
- Fighting for them. Pushing him or her in a wheel chair.

Peer assessment on page,78, pupil's book.

1. 1. Make them do what they can't afford, what can harm them, accidents and nick naming them. Isolating them
2. 2. Because they have rights like ours. Or because they have a right to be respected and being protected.

Exercise on page,79, pupil's book.

1. reporting a person who is violating his / her rights.

2. a. No. c. No.
b. Yes. d. No.
3. No, because they also have right to education like other children.

A game in pupil's book page, 79.

A void dislocation.

Instructions:

- Pupils make a circle.
- They touch their cheeks when a teacher mentions what can cause accidents to them.
- They clap hands when he/she mentions what can't cause accidents to them.
- The one who makes a mistake goes out of the circle.
- Those who remain become winners.

Objective: Emphasising the lesson in form of a game.

4.9.3 Lesson.3: Good behaviours

a. Objective

Knowledge

- Identify good behaviours a pupil should have in all places and at all times.

Skills

- Explain different ways of showing good behaviour a pupil should have in all places.

Attitudes and values

- Adopt the culture of respect, integrity, the culture of harmonious relationship, and respecting people.
- Peaceful living.

b. Revision questions

- Exercise on good behaviours at school.

c. Teaching aids

- Pictures showing good behaviours during different times and in different places.

d. Teacher's activity

- Prepare enough teaching aids which help pupils to discover good behaviour they should exhibit in different places and at different times.
- Put pupils in groups.
- Respect instructions of observing pictures, discuss about it and explain their findings to the classmates.
- The teacher helps pupils to gather the findings and supplements their ideas.

- Makes corrections by helping pupils to develop their communication skills by using words which explain the lesson.

An example: Fulfilling responsibilities, always behave well.

e. Review of previous lesson

- Guide pupils to state in summary how they should behave in different times and in different places.

f. Assessment

- Give exercise to pupils found in pupil's book pages, 80, 81 and 82.

Answers to exercises and activities on this lesson.

Self assessment on page, 80, pupil's book.

1. By not pouring food or drinks any how. By not making noise. By being polite. By being calm.
2. Because we should not inconvenience others during Christmas festivals since they should be happy during this period.

Exercise on page, 80, pupil's book.

b d f

Peer assessment page,82, pupil's book.

1. Should hurry and go without delaying on the way. Not playing on the way
2. Don't provock dogs and other dangerous animals, throw stones on cars and houses, sliding, jump over big water channels, play a long the road.

Exercise on page, 82, pupil's book.

- **Good behaviours:** *good behaviour*, don't soak school materials, don't go to the bush, don't provock dogs, don't throw stones, don't delay on the way.
- **Bad behaviour:** *Rain soak one self*, delay on the way, play with electricity, begging, stealing, climb moving cars, sliding, don't swim in muddy water, sliding on the banana trunk, destroying crops, slowing stones on houses and cars.

4.10 End of Unit

a. Summary of content in this unit.

- Human rights are things he/she should be given or things they should do for him/her.
- No body should be denied his/her rights.
- The disabled also have rights like others and that is why people should live with them peacefully.

- Children are asked to have integrity and behave well every where.
- b. Additional knowledge required for a teacher.**
- Know how to conduct all activities and help every learner without leaving any behind.
 - Knowledge on good manners.
 - Match lessons with school rules and regulations.
 - Prepare and use different teaching aids.
 - Know very well how to teach Social Studies basing on the syllabus of competences.
 - Know to input cross-cutting issues when teaching this unit.
 - Know how to create/initiate stories in case he/she finds out that what they have prepared for him/her is not enough.
- c. Answers to end unit assessment of unit.4, on page 83, pupil's book.**
1. A right to food, a right to shelter, a right to medical care, a right to life and a right to be protected.
 2. a. based b. disability c. People, disability.
 3. a. No b. Yes c. No d. No e. Yes 4. a. V c. V e. V g. X
b. X d. X f. X
- d. Special exercise with its answers given to slow learners.**

Questions

1. How do you behave on your way to and from school?
2. How do you behave when you go with your parents/guardians to parties or during Christian festivals?
3. How can relate with a disabled person in case you are staying with him/her?

Answers

1. Answers are different depending on the behaviours of every pupil.
2. Answers are different depending on the behaviours of every pupil.
3. Answers are different depending on the behaviours of every pupil.

e. Special exercises given to quick learners.

Questions

1. Explain the difference between rights and responsibilities.
2. Why should we avoid going to the bush or forest on our way to or from school?
3. What are the dangers of swimming in muddy water?
4. Explain the term equal rights.

Answers.

1. Rights are things a person should be given in order for that person to have good welfare. While responsibilities are things someone is supposed to do.
2. We can be injured, dislocation, snakes or other wild animals that can bite us, thorns and other plants can injure us.
3. Dirty water causes diseases, objects in water can also injure us, thorny plants found in water can itch us.
4. Equal rights. This means that both male and female should be treated in the same way.

Unit 5: ECONOMY

5.1 Key Unit competence:

Be able to adopt the culture of saving and avoiding over spending.

5.2 lessons covered before which are related to this unit.

- Money and basic needs.

5.3 Knowledge on cross-cutting issues in this unit and how they are achieved.

- **Gender equality** in doing exercises without segregation.
- **Inclusive education:** Attention should be paid to learners with special education needs.
- **Environmental protection:** The learner should clean where he/she sits and should keep the learning aids well.
- **Peace and culture:** This will be seen in the way learners listen to and respect others in whatever they do.
- **The culture of proper using of resources:** This can be seen in the way learners use their exercise books, school materials....
- **Reproductive health:** learners should not be tricked by elders who give them money aiming at abusing them sexually.
- **Standardisation culture:** This is a culture of using things which meet and have similar features/standards.

5.4 The learner will acquire the following skills from this unit.

- **Observation:** He/she will explain the pictures observed.
- **Cooperation:** working in groups with others.
- **Thinking:** Thinks about the exercise given to him/her collectively.
- **Using clear language:** should use clear language when explaining how he/she does save.
- **Innovation:** when making sign posts about saving.
- **Curiosity:** Should be curious about the economy.
- **Problem solving:** Should think about how he/she can start a small project which is income generating.

5.5 The vocabulary in this unit.

- Saving: Saving by keeping a side what will help you in future.
- Over spending: Misusing resources.
- Financial stability: The ability to solve one's financial problems.
- Economy: Much wealth

5.6 Major issue. (teacher's activity)

- The teacher tells a pupil to read a short story on misusing money at home which makes a home incur debts.
- Asks learners to discuss about it and give ideas.
- The teacher supplements on it.
- Explains to them how other answers will be seen in the lessons to be covered in this unit.

5.7 How a teacher deals with learners with special needs.

- Give exercises on page, 78, on pupil's book.
- Special exercise and teaching aids should be given to those with physical disability.
- Give exercise found on page,78, pupil's book to quick learners.

5.8 Table of content on unit.5

Number	List of content	Number of periods: 6
1	Savings	4
2	End unit assessment	2

5.9 How to teach every lesson. 5.9.1 Lesson: Savings

a. Objective

Knowledge

- Identify different sources of money and expenditures.

Skills

- Explain good ways of expenditure, importance of saving and the dangers of not saving.
- Proper use of resources.

Attitudes and values

- Have a culture of saving, avoid over spending and appreciate what you have.

b. Revision questions.

- Money and basic needs.

c. Teaching aids.

- pictures showing sources of money and expenditures.

d. Teaching- learning process.

- Prepare enough teaching aids which will help pupils to know how to save.
- Put pupils in groups.
- Respect instructions on observation, discuss about it, and explain the findings to other pupils.

- The teacher helps pupils to gather their findings and supplements on them.
- Makes correction to pupils using clear language to explain the lesson.

An example: Saving, income, over spending, profits and losses.

e. Summary of the lesson.

- Guide pupils to state in summary how saving is done and its importance.

f. Assessment

- Give exercises on pages, 85, 87, 89, 91 to pupils, found in pupil's book.

Answers to exercises and activity on this lesson.

Exercise on page, 85, pupil's book.

- Answers are different depending on the vision of every pupil.

Self assessment on page, 87, pupil's book.

- Answers are different.

Peer assessment on page, 87, pupil's book.

1 2 3 answers are different.

Exercise on page, 87, pupil's book.

Clothes, food, electricity, accomodation, car, taxes, water, milk, drugs, drinks, exercise books, fire wood.

Exercise on page, 89, pupil's book.

- | | | | |
|----------|--------|--------|-------|
| 1. a. No | d. Yes | g. Yes | j. No |
| b. Yes | e. Yes | h. No | |
| c. No | f. Yes | i. No | |

2. By keeping money in the bank. By buying a domestic animal. By buying land, houses, forests, and being in cooperative

3. Pouring food. Pouring water. Tearing books. Buying many wants.

Self assessment on page,91, pupil's book.

1. buying land. Buying forest. Rearing some domestic animal. Working in cooperatives with others.
2. It can save you in future. It helps us to meet our emergency. It helps us to start a business.

Peer assessment on page, 91, pupil's book.

1. Saves in different times: during problems, sadness and when a person is old.
2. Answers are different. Some of them are; breaking utensils. Tearing books. Tearing clothes. Pouring water any how. Breaking light bulbs.

Exercise on page, 91, pupil's book.

a, , c , , is a saying which discourages savingn e, f, d b are sayings which encourage saving.

A game on saving page, 93, pupil's book.

Instructions:

- Pupils make a circle.
- They raise their arms when a teacher mentions proper ways of saving money.
- They put down their arms when the teacher mentions bad ways of using money.
- When one does what is contrary, he/she goes out of the circle.
- Those who remain become winners.

Objective: - Emphasise the lesson in form of a game.

5.10 End unit.

a. A summary of the unit.

- Saving.
- Expenditures.
- Lack of saving can cause poverty.

b. Additional knowledge required by a teacher.

- Know to teach every lesson.
- Explain savings.
- Types of savings and cooperatives.
- Prepare and use different teaching aids.
- Know how to teach Social Studies.
- Know how to teach cross-cutting issues when teaching Social Studies.

c. Answers to end unit, 5 assessment on page, 93, pupi's book.

- 1 a. Proper use of resourcesfor future use.
b. Mis use of resourses, misuse.
- 2 a. Saving, d. to save
b. Overspending e. to overspend

c. saving

- 3 Answers are different. Some of them are by not pouring food any how. By not pouring water. By not buying unwanted materials.
- 4 Answers are different. But some of them are having the culture of buying only wanted materials. Another lesson from saving is to be patience and to adopt ourselves in every situation.
- 5 Saving, Money, buy, economy, A resource, over spending, paper money, Debt, profit.

d. Special exercise with answers given to slow learners.

Question

1. What will you do after school that will generate money?
2. State 4 examples of important things you will spend on money a fter school.
3. State things you will not spend on money a fter school.
4. If you are given a gift of Frw 5000, what can you use it for?

Answers

1. Answers are different depending on every pupil.
2. Answers are different depending on the choice of every pupil.
3. Answers are different depending on the choice of every pupil.
4. Answers are different depending on the choice of every pupil.

e. Special exercise with answers given to quick learners.

Read this story and answer.

Tunga is farmer. He grows food and cash crops.

He rares animals. When he harvests crops, he sells them to the business people, and the balance is used for home consumption/ home use. The milk and eggs he get from this activity is soldin towns. He uses the money he gets to buy drugs and ferterizers and banks the balance with the bank. When harvests are poor, he uses the money he banked and thus continues with his occupation.

Questions from the story.

1. Where does Tunga get the money he uses?
2. What does Tunga spend money on?
3. Does Tunga save? Explain.

4. How does his savings help him? Explain.
5. What are the likely effects of not saving? Explain.

Answers

1. Tunga gets the money he uses from his farming activities.
2. Tunga spends money on drugs and fertilizers.
3. Yes, he saves the money he remains with after selling his harvests and buying drugs and the fertilizers he uses.
4. The money he saves helps him when harvests are poor to buy seeds.
5. If he doesn't save, he can't get seeds to plant in cases of poor harvest.

Unit.6: ADMINISTRATION OF THE CELL AND SECTOR.

6.1 Key unit competence

- Show the administrative leaders of the Cell, Sector and their responsibilities.

6.2 Review of previous lesson.

- A administrative leaders of the Cell, Sector and their responsibilities.

6.3 Knowledge on cross-cutting issues in this unit.

- **Gender equality:** *This can be seen in how boys and girls work together in groups, other activities and how they study without problems.*
- **Inclusive education:** *Attention should be given to learners with special education needs. Talented learners should be given extra work in the book. Slow learners should be given moderate exercises. Those with disabilities should be given special care. For example those with low vision should sit in front- and if possible, use special teaching aids.*
- **Environmental protection:** *Learners should be taught how to protect the environment, that is to say planting trees, not cutting down trees or slow waste products in an open area or water bodies.*
- **Peace and culture:** *This will be seen in the way learners listen to and respect others in whatever they do.*
- **The culture of proper using of resources:** *This can be seen in the way learners handle the school items.*
- **Fight Genocide and its ideology:** *Explain the role of leaders in sensitizing citizens against fighting Genocide and its ideology.*
- **Reproductive health:** *Explain the role of leaders in sensitizing the citizens about reproductive health, avoid diseases, proper housing and good feeding/ balanced diet.*
- **Standardization culture:** *Explain the role of leaders in sensitizing citizens about using things which meet standards of living.*

6.4 Skills to be acquired by the learner in this unit.

- **Observation:** *Explain what he/she has observed.*
- **Cooperation:** *Group work while doing some exercise during class time.*
- **Thinking:** *Think well before doing an exercise to minimise mistakes, and examine the aspirations of the contestants before voting them.*
- **Use clear language:** *While explaining what he/she has done.*
- **Searching:** *Know the leader he/she is going to vote.*
- **Innovation:** *when he/she prepares elections and heads it.*
- **Curiosity:** *should be curious to know about the leaders of the Cell and Sector.*

- **Problem solving:** *Should* know how to solve his/her daily problems without involving others.
- **Reading, writing, and counting culture:** *A good leader should know how to read, write and count.* Learners should be taught how to read, write and count numbers.
- **Citizenship:** Learners should be taught the values a good leader should have.

6.5 Vocabulary acquired by the learner.

- **Elections:** The activity of selecting people to lead others or represent them to a certain level.
- **A candidate:** A person contesting for a certain post of leadership.
- **Voters card:** This contains the identification of a person eligible to vote.
- **Polling room:** A small room a voter votes a candidate of his/her choice without any one seeing him/her.
- **Voters list:** The list of people eligible to vote.
- **Contesting:** The time given to a candidate so that he/she can tell people what he/she will do for them in case they vote him/her into office.
- **Manifesto:** The work plan/statement a candidate tells his/he voters.
- **Votes:** The number of people who voted a certain candidate.
- **Voting room:** The room where elections take place.
- **Announcing the winner:** to mention the winners and the losers of an election.
- **Good leadership:** Leaders who fulfil their responsibilities.
- **Good governance:** leading citizens by extending development and good services to them.

6.6 Major issue.

- A teacher tells a pupil to read a story of pupils who can't differentiate the leaders of a Cell from those of a Sector.
- Asks learners to know their leaders.
- Explain how other answers would be got during other lessons.

6.7 How a teacher deals with those with special cases while teaching this unit.

- Give special and simple exercise to slow on page, 91.
- Prepare special teaching aids for those with physical disability.
- Gifted learners should be given extra work in the book on page,91.

6.8 Table of content on Unit.6

Number	List of content	Number of periods: 3
1	Leaders of the Cell and their responsibilities.	1
2	Leaders of the Sector and their responsibilities.	1
3	How leaders of the village are appointed and assessment.	1

6.9 Ways of teaching the lesson

6.9.1 Lesson 1: Leaders of the Cell, their responsibilities.

a. Objectives

Knowledge

- Identify leaders of the Cell.

Skills

- Differentiate leaders of the cell and their responsibilities.

Attitudes and values

- Request leaders for help and sensitising others.
- Respect leaders.

b. Revision questions.

- leaders of the Cell and their responsibilities.

c. Teaching aids

- Pictures showing administrative leaders of the cell, films.

d. Teaching / learning process

- Prepare enough teaching aids to differentiate leaders of the cell and their responsibilities.
- Put learners in groups.
- Respect instructions on observation and discuss about them
- The teacher gathers pupil's ideas and supplements them.
- The teacher makes correction using clear language.

An example: Fulfilling responsibilities and good governance leads to sustainable development.

e. Summary of the lesson.

- Guide learners to state in summary the committee members of the Cell and their responsibilities.

f. Assessment

- Give exercise to learners on pages, 96 and 97, to state cell leaders, their responsibilities, how they are appointed....

Answers to exercise and activity on this lesson.

Self assessment on page, 96, pupil's book.

1.
 - Service delivery like giving out land certificate.
 - Election cards.
2. Cell executive and employees who are employed by the district.

Peer assessment on page, 96, pupil's book.

1.
 - a.
 - collecting the number of citizens and services of the cell.
 - Sensitise the citizens to participate in development projects.
 - b. Head the cell and represent it in other levels. Making follow up on how government programs are implemented.
 - c.
 - Examine and approve the budget of the cell.
 - d.
 - Make a follow up of all government programmes in the cell.
 - Follow up the secretariat of the cell.
 - e.
 - consecutive council representing the village in a cell.
 - Representative of: youth, women, the disabled, Private sector, school heads.

Exercise on page, 97, pupil's book.

1. Executive committee, consecutive council and consultative council.
2.
 - a. A cell
 - b. consultative council.
 - c. District.
 - d. Executive committee.

6.9.2 Lesson. 2: Sector leaders, their responsibilities and how they are appointed.

a. Objective

Knowledge

- identify leaders at the sector level.

Skills

- Differentiate leaders at the sector level and their responsibilities.

Attitudes and values

- Look for help from sector leaders and sensitise others to do it.
- Respect leaders.

b. Revision questions

- Sector leaders, their responsibilities and how they are appointed.

c. Teaching aids

- Pictures showing administrative level, films.

d. Teaching – learning process

- Prepare enough teaching aids to help pupils differentiate leaders of the sector and their responsibilities.
- Put pupils in groups.
- Respect instructions on observation, discuss about it, and explain their findings to the fellow pupils.
- The teacher helps pupils to gather their findings and supplements on them.
- Make correctin by helping the learners to develop their communication skills by using words clearly explains the lesson.

An example: Leadership and governance

e. Summary of the lesson.

- Guide pupils to state in summary the committee members of the sector and their responsibilities.

f. Assessment

- Give pupils exercise in pupil’s book on page, 99, to identify sector leaders and their responsibilities.

Answers to exercise and activity on this lesson.

Self assessment on page, 99, pupil’s book.

1. At the sector: Services are provided, civil marriage takes place, born babies are also registered from there. Land certificates.
2. Executive secretary of the sector and employees are appointed by the district.

Peer assessment on page, 99, pupil’s book.

1. a. – implement government programs in the sector.
2. – Good service delivery.
b. Heads the sector and represent it in other levels.
 - Examine and approve economic budget and development.

- Make a follow up on how government programmes are implemented.
 - Follow up the secretariat.
3. Consecutive council representing the cell in the sector.
- Representatives of: The youth, Women, Health centers, the disabled, private sector, heads of the school., Church leaders.

Exercise on page, 99, pupil’s book.

1. Executive committee, consecutive council, and security committee.
2.
 - a. A sector.
 - b. Security
 - c. District.
 - d. Executive committee

6.9.3 Lesson.3: Way of appointing leaders of the lowest level of local government.

a. Objective.

Knowledge:

- Identify ways of appointing village leaders.

Skills:

- Explain how village leaders are appointed.

Attitudes and value:

- Look for help from leaders and sensitise others to do the same.
- Respect leaders.

b. Revision exercise.

- Leaders of the cell, sector and their responsibilities.

c. Teaching aids

- Pictures showing election materials, like voter’s card, secret safe room, ballot box.

d. Teaching/ learning process.

- Prepare enough teaching aids (voter’s card, voting room, ballot box and a ballot paper....) which will show how village leaders are appointed.
- Give learners instructions on how it is done.
- Guide learners to tell others the findings from their group.
- Give every learner a chance to participate.
- The teacher supplements pupil’s ideas.

e. Summary of the lesson.

- Leaders of the village are appointed by all citizens.

- It is the same at the cell and sector level, they are all appointed by district level

f. Assessment

- Give pupils activity on pupil's book on page, 103, of showing how leaders of the cell and sector are appointed.

Answers on exercise and activity on this lesson.

Self assessment on page, 103, pupil's book.

1. How election of consultative committee of the sector is done.
2.
 - Explain how election is to be done.
 - Announce posts to be contested on and responsibilities of every post.
 - Campaign or be campaigned for.
 - List of candidates.
 - Verify the identities of the electorates.
 - Organise elections on every post on posts which make up executive committee of the sector and count votes.
 - Swearing in of those who have been voted.
3.
 - Be a Rwandan.Should not be below 18 years of age.
 - Should be a person of good behaviour and character.
 - Should have the education level required for that post.
 - Should be patriotic.
 - Should be a resident of that village.

Peer assessment on page, 103, pupil's book.

1. How election of consecutive councillors of the cell is done.

Those elected among the consecutive councillors of the village vote among themselves consecutive councillors of the cell.

- Explain how election is to be done.
- State the posts to be voted on and the responsibilities on every post.
- Campaign or be campaigned for.
- Verify the candidates.
- Verify the identification of electorates.
- Check if people are voting on posts of executive committee of the cell and count votes.

- Swearing in of those elected to be executive committee of the cell.
- 2. a. Voter's list: It consists the identification of those eligible to vote
- b. **Ballot box:** This is a box where a ballot paper is placed after voting.
- c. **polling room:** This is where a person votes without others seeing whom he/she has voted.
- d. Ballot paper: It consists of identification of those to be voted.

Exercise on pages,103 –104, pupil's book.

- | | | |
|----------|--------|--------|
| 1. a. No | e. Yes | h. Yes |
| b. Yes | f. No | i. No |
| c. Yes | g. Yes | j. No |
| d. Yes | | |
2. – Voter's card. – Voter's list
- Ballot papers. – secret safe room/ polling room.
- Ink.
- Ballot box.

A game proposed by pupils on page, 104, pupil's book.

Instructions:

- Ask learners to propose a game basing on what they have studied.
- Put them in groups.
- Check if what they have proposed is clear.
- Let every group play.

Objective:

- *Allow pupils to propose games and play them.*

6.10 End unit

a. Summary of the unit.

- Administrative units of the cell and sector: Executive committee and secretariat.
- All these levels have the responsibilities of fulfilling government programs.

b. Additional knowledge required of a teacher.

- Guide all activities.
- Explain in details cell and sector leaders and their responsibilities.
- Prepare and use different teaching aids.

- Know how to teach cross-cutting issues and how to teach them.
- Know how to teach Social Studies subject.
- Know how cell and sector leaders are appointed.
- Know how a pupil can vote leaders at his/her level.

c. Answers on end unit 6, assessment, page, 104, pupil's book.

1.
 - a. Secretariat and executive committee.
 - b. Villages.
2. Sensitise government programs among the citizens and solve problems of the citizens.
3. Secretariat is appointed by the district.
Executive committee is voted by the citizens.
4.
 - New born babies are registered from there write Civil marriages.
 - Civil marriage, good behavioral certificate.
 - Solve problems which can't be solved at the cell level.
5.
 - Cell executive officer reports to the sector.
 - Impossible problems at the cell are solved from the sector.
6. Those elected from all villages in a cell are the ones who vote executive committee of the cell.
7.
 - a. Candidates.
 - b. Votes
 - c. Secret safe room/ polling room
 - d. do campaign
8.
 - a.
 - A cell.
 - Cell executive officer.
 - Social welfare in the cell.
 - Sector
 - Sector executive officer.
 - In charge of social welfare in the sector.
 - Civil notary.
 - Other employees like that of education, agriculture, land, Finance, and secretariat,

b.

- A cell.
- Executive committee of the cell.
- Sector
- Executive committee of the sector.

d. Special exercise given to slow learners and their answers.

Questions

1. Who votes prefects? Explain how it is done.
2. State 2 responsibilities of a person in charge of education in the sector.
3. What is the importance of cell executive officer to the citizens?

Answers

1. Prefects are voted by pupils through elections.
2. – To check if all children in sector go to school.
3. – To check if there is hygiene at school.
4. Cell executive officer helps the cell residents to develop and to have good welfare. Help citizens to understand government programs.

e. Special exercise and their answers given to quick learners.

1. State 5 characteristics of a good leader.
2. What are the most important components of a leader?
3. How does executive committee, secretariat, and consultative committee of the cell or sector complement each other?

Answers

1. – Integrity.
2. – Sacrifice.
– Loving the job.
– Self respect.
– Patriotism.
3. –Should be 18 years of age.
4. – should be a Rwandan.
5. – Should be a person of integrity.
– Should be a person of good behaviour and character.
– should not have been imprisoned and sentenced.
6. –They complement each other by sharing ideas about what can promote development of either sector or cell. They also complement each other by monitoring what is taking place in their field of administration.

Unit 7: ENVIRONMENT IN THE SECTOR.

7.1 Key unit competence:

Be able to identify and locate environment in the sector by using a map.

7.2 Lesson learnt before that is related to this unit.

- show the environmental features using direction.

7.3 Knowledge on cross-cutting issues in this unit.

- **Gender equality:** This is seen when boys and girls work together in groups, other activities and how they study together without problems.
- **Inclusive education:** Attention should be paid to learners with special education needs. talented learners should be given extra work. Slow learners should be given moderate exercises. Those with disabilities should be given special care, for example, those with low vision and the deaf should sit in front and if possible, use special teaching aids.
- **Proper management of the environment:** This can be seen while planting trees, not disposing off waste in water, forests,
- **Peace culture:** This will be seen in the way learners listen to and respect others in whatever they do.
- **The culture of proper using of resources:** This can be seen in the way learners handle the school items, protect the environment.
- **The culture of using things which meet standards:** This is seen when learners use products made from our environment which meet standards.

7.4 Skills acquired by the learner from this unit.

- **Observation:** observe and explain what he/she has observed.
- **Cooperation:** while doing exercises in groups or work with others to protect the environment.
- **Thinking:** while doing exercises on environment and does it well without mistakes.
- **Using clear language:** while explaining environmental related issues.
- **Creativity:** By making decisions on proper use of the environment.
- **Innovation:** By making proper use of environmental products.
- **Curiosity:** By improving knowledge on environmental related things in the sector.
- **Problem solving:** Should know how to solve own problems in day to day life.

7.5 Vocabulary acquired by the learner.

Environment: These are our surroundings which assist us in our every day life, like forests, gardens, roads, hills, rivers, Lakes.

Map is a representation of an object as seen and drawn from above.

Cardinal points: these are points which helps people to allocate places. include, North, South, East and West.

Scale: Its a map element which is used to measure the actual ground distance.

Protecting the environment: Its away of managing and conserving our environment well.

7.6 Teacher's activity.

- To tells pupils to read a story of rain which destroys crops and houses.
- Asks learners to discuss a bout it and give ideas and how it can be solved.
- Tells them that other complete answers will be seen in other lessons in this unit.

7.7 How a teacher deals with learners with special cases.

- Give exercise on page, 107, to slow learners.
- Prepare special teaching aids to those with physical disability.
- Give exercise on page,107, to quick learners.

7.8 Table of content on unit 7.

Number	List of content	Number of lessons:5
1	Direction. or cardinal points	1
2	Environment.	1
3	Citizens in the sector.	1
4	Important services in the sector.	1
5	End unit assessment.	1

7.9 Teaching of every lesson.

7.9.1 Lesson 1: Direction.

a. Objectives

Knowledge

- Identify the direction used to show a place and things.

Skills

- Show where things and people are located using direction.
- Draw a map of the sector and show important places.

Attitudes and values

- Guide people using direction.
- Observe the environment.
- Have a culture of being satisfied and happy with a place.

b. Revision question

- show the environmental components near the school using direction.

c. Teaching aids

- Different maps of the sector, videos and photos.

d. Teaching/ learning process

- Prepare enough teaching aids which will help pupils to differentiate direction and use compass.
- Put pupils in groups.
- Respect instructions of observation.
- The teacher will help pupils to put together their findings and supplements it.
- Makes correction using clear language when explaining direction.

An example: showing, ...

e. Summary of the lesson.

- Guide pupils to state in summary how they use compass, how they show things in 4 important direction, read well the map of the sector.

f. Assessment

- Give exercise to pupils on pages, 106, 109,110, pupil's book, of explaining how a compass is used to show 4 important direction...

Answers on exercise and activity on this lesson.

Self assessment on page, 106, pupil's book.

1. North.
2. It directs people to a place they don't know well/ it shows directions.

Exercise on pages,106 – 107, pupil's book.

1. The soldiers, pilots, captains, mountain climbers, tourists
2. Helps people to know the direction.
3. North.

A game of a compass on page, 107, pupil's book.

Instructions:

- Pupil's make a circle, in between, put like, 5, 6 of them.
- Those in a circle cover the faces of the rest.
- They draw a nother small circle between them.
- And then they direct others where to pass without stepping on the line of the circle.

Objective:

- Emphasising the lesson using a game.

Peer assessment on page, 109, pupil's book.

- a. Entertainment houses, stadium,
- b. At the hospital.
- c. In the market and shops.
- d. At the police.
- e. In the bank.
- f. In the museum.
- g. Nutritional centers.
- h. Tax park
- i. At the cell/ sector
- j. Memorial site.

Exercise on pages,109 – 110, pupil's book.

1. 1 and e 2 and d 3 and f 4 and a 5 and b 6 and c
- 2.

Important place.	People who use it.	Important place.	People who use it.
Schools	Teachers and other employees.	Markets and shops.	Business people.
Health center	Doctors, Nurses and other employees.	Barracks	Soldiers
Sector offices.	Executive officer and other employees.	Police station.	Police men/ women

Tax park.	Drivers and other employees.	Stadium and entertainment houses.	Players
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7.9.2 Lesson 2: Environmental features in the sector.

a. Objectives

Knowledge.

- Identify environmental features in his/her sector.

Skills.

- Explain how the environment can be protected in the sector, its importance and the dangers of not doing it.

Attitudes and values.

- Have a culture of protecting the environment.

b. Revision exercise

- The environmental fetures found near the school, how to protect it, the importance of protecting it and the dangers of not doing it.

c. Teaching aids

- Pictures of different things and places, photos, videos and tangible things.

d. Teaching- learning process.

- Prepare enough teaching aids to help learners read the map of the sector and show important places and services provided.
- Put pupils in groups.
- Respect instructions on observation.
- The teacher helps pupils to put together the findings and complements it.
- Makes corrections to the learners a bout environment in the sector.

An example: Map, Scale, ...

e. Summary of the lesson.

- Guide pupils to state in summary environmental features in the sector, how to protect it, its importance and the dangers of not doing it.

f. Assessment

- Give pupils exercise on pages, 112, 114, 115, 116, 117 and 119, pupil's book of statibg environmental features in the sector, how to protect it, its importance and the dangers of not doing it.

Answers on exercise and activity on this lesson.

Exercise on page, 112, pupil's book.

1. Natural environment and artificial/ man made environment.

e. Bridges

f. Terraces

Self assessment on page,119, pupil's book.

1. Crops, Rivers, Lakes, Roads, ...
2. Water lilies

Peer assessment on page, 119, pupil's book.

1. Drought is caused by the destruction of environment
2. It can make a lake or river become dry.

Exercise on page, 119, pupil's book.

1. a. No b. Yes c. Yes d. Yes e. Yes
2. Cholera, Diarrhoea, Typhoid, worms....
3. We lack rain and experience drought.

7.9.3 Lesson.3: Citizens in the sector.

a. Objectives

Knowledge

- Gathering the number of citizens in the village and sector.

Skills

- Explain ways of settlement in the village and the sector.

Attitudes and values

- Have the culture of observation, examining and comparing.

b. Revision questions

- The number of classmates and ways of gathering similar things and comparing its levels.

c. Teaching aids.

- Pictures of people carrying out population census, photos, videos and films.

d. Teaching- learning process.

- Prepare enough teaching aids to help pupils know how population census is carried out.
- Put pupils in groups.
- Observe instruction on observation.
- The teacher helps pupils to gather their findings and supplements their ideas.
- Makes correction of the lesson.

An example: Level, Population census, ...

e. Summary of the lesson.

- Guide pupils to summarise.

- How to gather the number of people living in the village, Cell or sector.
Ways of settlement in the village, sector and the culture of observation

f. Assessment

- Give exercise to pupils on pages,123, 124, 126, 127 128, of comparing the number of citizens living in a village, cell or sector and explain ways of settlement.

Answers on exercise and activities in this lesson.

Self assessment on page,123, pupil's book.

- Population census makes our school leaders prepare its economic planning.

Peer assessment on page, 124, pupil's book.

- They teach pupils.
- They check if studies are well taught and represent the school on other levels.
- They maintain security of employees and pupils.
- They clean classes, gardens, toilets.

Exercise on page, 124, pupil's book.

- | | |
|---------------------------|---------------------------|
| a. Answers are different. | c. Answers are different. |
| b. Answers are different. | d. Answers are different. |
- 1 and d 2 and e 3 and f 4 and g 5 and b 6 and a 7 and c

Exercise on page,126, pupil's book.

- Answers are different.
- b. Answers are different.

Self assessment on page, 127, pupil's book.

- Slopy area means an area which is too slopy and can be taken by soil erosion.
- Living in a planned settlement makes it easy for the government to plan for them.

Peer assessment on page, 128, pupil's book.

- When the area is fertile, there is infrastructure, security, free from diseases and disaster.
- Yes, because our parents/guardians sensitise about it and they do it.

Exercise on page, 128, pupil's book.

1. Population census is an act of counting people and things aiming at planning for them.
2. I can know this when administrative leaders put the sign of danger/ remove (X).
3. In valleys, on the shores of lakes, rivers, and other places not meant for settlement on the master plan.
4. Because there is infrastructure in the city and services not easily provided in the village.
5. Should be fertile, should have enough infrastructure, should be disaster free area.
6. a. No b. Yes c. No d. Yes e. No
7. So that it becomes easy to extend infrastructure to them.

7.9.4 Lesson.4: Main services provided in the sector.

a. Objectives

Knowledge

- Identify different services provided in the sector and show the role of the family and the school in the services provided by the sector.

Skills

- Explain the role of the family and school in different services.

Attitudes and values

- Have the culture of observation, analyse, compare and give ideas.

b. Revision exercise.

- Important places in our sector and the services provided.

c. Teaching aids.

- Pictures of people doing different things like a griculture, carpentry, mechanics, office work, ...

d. Teaching- learning process.

- Prepare enough teaching aids to explain important services provided by their sector.
- Put pupils in groups.
- Respect instructions of observing pictures and discuss about it.

The teacher helps pupils to gather their findings and supplements on it

- Makes correction of the lesson.

An example: Occupation, Employer, employee, Industry, Job.

e. Summary of the lesson.

- Guide pupils to state in summary different services provided in the sector and the role of the family and school in the devepment of services in the sector.

f. Assessment.

- Give exercise to pupils on pages, 130, 133, to state different services provided in the sector, the role of the family and school in the development of services in the sector.

Answers on exercise and activity on this lesson.

Self assessment on page, 130, pupil's book.

1. Answers are different.
2. Answers are different.

Peer assessment on page,130, pupil's book.

1. Answers are different.
2. Answers are different.

Exercise on page, 130, pupil's book.

1. Crop growing, animal rearing, artisans, office work.
2. Answers are different.
3. So that he/she can survive and does not become a problem to others.
4. It helps you.

Self assessment on page, 133, pupil's book.

Answers are different.

Peer assessment on page, 133, pupil's book.

Services.

- a. Love the job.
- b. They develop.
- c. Time.

Exercise on page, 133, pupil's book.

- Answers are different.

7.10 End unit

a. Summary of the unit

- 4 important directions help people to know a place when it is their first time to that place. They can use a compass.
- There are 2 important types of environment namely, natural and artificial environment. We must protect it.
- Population census or employees of a place helps in economic planning.

- A family and school has a role in service development of a sector.
- b. Additional knowledge required of a teacher.**
- Know how to guide all learners.
 - Explain in details how to use direction and a map. Environmental features in the sector, citizens in the village, cell, sector and important services in the sector.
 - Prepare and use different teaching aids.
 - Know how to teach cross-cutting issues while teaching Social Studies subject.
 - Know very well how Social Studies is taught basing on the syllabus of competences.
 - Know how to protect the environment.
- c. Answers to end unit 7, assessment in pupil's book page,133.**
1. A compass is an instrument which is used to direct people to a new place.
 2. Health center, Market, bank, Schools.
 3. a. Its natural environment.
 - b. Wild animals in kept in game parks and animals kept in Kraals.
 - c. has.
 - d. has.
 - e. Water and space.
 4. Answers are different.
 5. Answers are different.
 6. Population sensus helps in economic planning.
 7. They should pay taxes.
- d. Special exercise given to slow learners.**
1. What is a compass?
 2. What is the importance of population sensus to the government?
 3. What kind of services provided by your sector that is important than others? Explain why you love it.
 4. What type of environment is more important than others found in your sector? Explain.

Answers.

- A compass is an instrument used to show direction of a place.
 - Population census helps the government to know the total number of citizens and thus, helps to bring projects for development.
 - Answers are different depending on the choice every pupil.
 - Answers are different depending on the choice of every pupil.
- e. Special exercise given to quick learners.**
- Draw a map of the sector where your school is located and indicate it on the map.

An answer

- Maps are different depending on where pupils study from.

Unit. 8: TRANSPORT AND COMMUNICATION.

8.1 Key unit competence:

Be able to identify and locate environment in the sector by using a map.

8.2 Lessons learnt before that are related to this unit.

- Types of transport, communication and its importance.

8.3 How to teach cross-cutting issues in this unit.

- **Gender equality:** *This is seen in the way boys and girls work together in groups, other activities and how they study together without problems.*
- **Inclusive education:** *Attention should be paid to learners with special education needs. Gifted learners should be given extra work in the work. Slow learners should be given moderate exercises. Those with disabilities should be given special care, foreexample, those with low vision and the deaf should sit in front and if possible, use special teaching aids.*
- **Proper management of the environment:** *This can be seen while planting trees, not disposing off waste in water, forests, extra.*
- **Peace culture:** *This will be seen in the way learners listen to and respect others in whatever they do.*
- **The culture of proper use of resources:** *This can be seen in the way learners handle the school items, protect the environment....*
- **Reproductive health:** *Learners should be tricked by elders by being given just phones and other communication materials and solicit them for sexual intercourse.*
- **The culture of using things which meet standards:** *This is seen when learners use products made from our environment which meet standards.*

8.4 Skills to be acquired by the learner in this unit.

- **Observe and state what he/she has observed.**
- **Cooperation:** *The learner should cooperate with others during group work or in other activities at school.*
- **Thinking:** *Think on the exercise given to him/her before doing it.*
- **Using clear language:** *Should use clear language when explaining what he/she has done.*
- **Creativity:** *In knowing a bout transport and communication in his/her the sector.*
- **Innovation:** *should be creative when drawing materials used for transport and communication.*

- **Curiosity:** Be curious about improving knowledge on transport and communication.
- **Problem solving:** should work with others to solve problems related to transport and communication.

8.5 The vocabulary to be acquired by the learner in this unit.

Transport: Its away of transporting people or goods.

Communication: Its away used in calling, receiving calls and sending written messages.

Sign posts: These are posts made of metals or wood used to direct the pedestrian and drivers.

8.6. Teacher's activity.

- The teacher tells a pupil to read a story about a person who doesn't know how to use transport and communication.
- Asks pupils to discuss about it and give ideas to solve this problem.
- Explains to them that other complete answers will be seen in other lessons in this unit.

8.7 How a teacher handles learner with special cases.

- Give exercise on page,116 to slow learners.
- Those with disabilities should be given special care, forexample those with low vision and deaf should sit in front, and if possible, use special teaching aids.
- Gifted learners should be given extra work in the book. On page, 117.

8.8 Table of content on unit. 8.

Number	List of content	Number of periods:5
1	Transport in the sector.	2
2	Communication in the sector.	2
3	End unit assessment.	1

8.9 Teaching of every lesson

8.9.1 Lesson.1: Transport in the sector.

a. Objective

Knowledge.

- Identify ways used to transport people and goods in the sector.

- **Skills.**
- Explain road signs and its importance.
- Analyse the problems faced by road users and how to avoid them.

Attitudes and values.

- Have the culture of good behaviour on the road.

b. Revision questions

- Types of transport and its importance.

c. Teaching aids.

- Road signs, pictures of different types of transport.

d. Teaching-learning process.

- Prepare enough teaching aids to explain transport of people and goods, road signs, and problems of road transport.
- Put pupils in groups.
- Respect instructions of observation and discuss a bout it.
- The teacher helps pupils to gather their findings and supplements on it.
- Makes correction using clear words to explain the lesson.

An example: Road signals, Signals, Indications, Warning signs ...

e. Teacher's activity

- Guide pupils to state in summary means used to transport people and goods in the sector, road signals/ traffic signs, its importance and the problems of this means of transport.

f. Assessment

- Give pupils exercise on pages, 135,139, 140 142 and 143, pupil's book on the following:
- Means used to transport people and goods in the sector.
- Road signals which directs pedestrians, bicycles, motorcycles and cars.
- The importance of road/ traffic signals.
- Problems of transport.

Answers on exercise and activity on this lesson.

Exercise on page,135, pupil's book.

a and 2 b and 5 c and 4 d and 1

Self assessment on page,139, pupil's book.

1. a. Used at the cross-roads to avoid accidents.
- b. Stops road users to do activities which inconveniences or can cause accidents.

- c. Shows or directs a place and its activities.
 - d. Shows how the road is made.
2. Used at the cross-roads.

Peer assessment on page, 139, pupil's book.

- 1.
 - a. Warning.
 - b. Gives a go ahead.
 - c. Indicators.
- 2. Respect road signs and take care of cars, motorcycles and bicycles.

Exercise on page, 140, pupil's book.

- 1.
 - a. Yellow light, Red light.
 - b. Green, pedestrians.
 - c. Red, they stop and they cross.
- 2. Triangle: Warning, Lactangle: warns while that in a circle: allows you to go ahead.
- 3. a and 5 b and 1 c and 2 d and 3 e and 6 f and 4
- 4. Indication signals. warning signals.
Instructional signals. Light signals.
- 5.
 - No way through.
 - Zebra- crossing point.
 - Tax park/bus park.
- 6.
 - Red colour: Cars, bicycles, motorcycles stop for pedestrians to cross the road.
 - Green colour: Cars, motorcycle go and pedestrians wait for red colour in order to cross.
 - Yellow colour: It is and indication that red colour is about to come.
- 7.
 - 1. North:
 - Don't play on the road.
 - Crossing at Zebra crossing point.

2. Leaders of drivers and motorcycles.

- Use minimum speed.
- Don't drink and drive.

8. Answers are different.

9. Answers are different.

Exercise on page, 142, pupil's book.

1. 1. Respect road signals reduces accidents.
2. Can make an accident.
3. Road signals indicate, they warn and stop road users from using it wrongly.
4. People can die, cars, motorcycles can be destroyed....

Self assessment on page, 143, pupil's book.

1. Road signals.
2. Much rain, much air, ...

Peer assessment on page, 143, pupil's book.

1. Driving when a person is drunk and not respecting road signals.
2. a. Storm b. Much wind c. Sliding

Exercise on page, 144, pupil's book.

Poor roads, lack of enough repairmen.

8.9.2 Lesson.2: Communication in the sector.

a. Objectives.

Knowledge.

- Identify materials of communication.

Skills.

- Differentiate materials of communication and show its importance.

Attitudes and values.

- Have a culture of proper use of communication.

b. Revision exercise.

- Types of communication and its importance.

c. Teaching aids.

- Materials of communication (Telephone, envelope, papers...)

d. Teaching-learning process.

- Prepare enough teaching aids to differentiate materials of communication, its importance....
- Put pupils in groups.
- Respect instructions of observation and discuss about it.
- The teacher helps pupils to gather their findings and then supplements their ideas.
- Makes correction of the lesson using clear language.

An example: Giving information, communication, cooperation....

e. Summary of the lesson.

- Guide learners to state in summary materials of communication they know, importance of communication and proper ways of using communication in the sector.

f. Assessment.

- Give exercise to pupils on pages, 143, 146 and 147, pupil's book on the following:
- Materials of communication.
- Importance of communication.
- Proper ways of using communication in the sector.

Answers on exercise and activity on this lesson.

Exercise on page, 145, pupil's book.

1. a and 2/3/4/5 b and 4/1/2/3/5 c and 1 d and 1/5
e and 2
2. a, b, c I can advise him/her to stop it because it can cause accidents or destroy his/her life.

Self assessment on page, 147, pupil's book.

1. Telephone, computer, megaphone, radio, television, ...
2. a. Radio b. Television c. Telephone d. Megaphone/microphone.

Peer assessment on page, 146, pupil's book.

1. – Receiving a call on the right ear.
2. – Don't go near communication materials which are too noisy.
3. Spoils ears., accident, loss, ...

Exercise on page, 147, pupil's book.

- a. No b. Yes c. Yes d. No e. Yes

8.10 End of unit.

a. Summary of the unit.

- Road transport, water transport, head transport, air transport.....
- Transport should respect road signals.
- Communication uses different materials but, it should be used well so that it doesn't cause theft, accidents....

b. Additional knowledge required of a teacher.

- Know how to help all learners.
- Explain different ways of transport and communication in different sectors.
- Prepare different teaching aids.
- Know how to teach cross-cutting issues while teaching Social Studies.
- Know how to teach Social Studies subject basing on competences.
- Know how transport and communication is done in different sectors.
- Know how to solve problems related to transport and communication.

c. Answers to end unit.8 assessment, page, 148, pupil's book.

1. Air transport, head transport, road transport, water transport, ...
2. a. 3, read, Green, Yellow.
b. Colours.
c. Read signal, Green and Yellow.
3. a and 6 b and 4 c and 5 d and 1 e and 2 f and 3
4. Can cause accidents and destroy cars, motorcycles, death of people,
5. Telephone, Computers, television, microphone, speaker, whistle....
6. Receiving a call on the left ear, by not being near the television because it spoils one's eyes/sight...

d. Special exercise with its answers given to slow learners.

1. What are the dangers of using communication materials?
2. State the importance of sign posts made of these figures:
 - a. Triangle.
 - b. Circle.
 - c. Lectangle.
3. How many colours make up traffic lights? Mention them and explain the importance of each traffic light.

Answers

1. Suffer from ears, burn people or things, accident...
2. a. Warns road users.
b. Gives a go ahead to road users.

- c. Indicators to road users.
- 3. Its in 3 colours, namely: Red, Yellow and Green.
 - a. Red traffic light: Cars and motorcycles stop and pedestrians cross.
 - b. Yellow traffic light: Cars, motorcycles go slowly and pedestrians stop.
 - c. Green traffic light: Cars, motorcycles go and pedestrians stop.
- e. Special exercise with its answers given to quick learners.**
 - 1. Draw
 - a. 2 indication signals.
 - b. 2 warning signals.
 - c. 2 stopping signals.
 - 2. Draw at least 2 signals we did not see in pupil's book and state its signals.

Answers

- It will be different depending on the choice of every pupil.

Unit. 9: MAJOR HISTORICAL EVENTS OF OUR SECTOR.

9.1 Key unit competence:

Be able to explain the major historical events in the sector and place them on the timeline.

9.2 What was learnt before that is related to this unit.

- Major historical events of the sector and the school.

9.3 Cross-cutting issues in this unit and how to teach them.

- **Gender equality:** *This is seen in how the boys and girls work together in groups, other activities and how they study together without problems.*
- **Inclusive education:** *Attention should be paid to learners with special education needs. Gifted learners should be given extra work in the book. Slow learners should be given moderate exercises. Those with disabilities should be given special care, for example, those with low vision and the deaf should sit in front and if possible, use special teaching aids.*
- **Proper management of the environment:** *This can be seen while planting trees, not disposing off waste in water, forests, using well learning aids,....*
- **Peace culture:** *This will be seen in the way learners listen to and respect others in whatever they do.*
- **The culture of love:** *Learners should love their sectors, villages and its history.*
- **Fight Genocide ideology:** *Learners should fight Genocide ideology at school, in the village, their sector, extra.*
- **Reproductive health:** *Learners should fight against sexual abuse and violence at school, village and sector.*

9.4 Skills to be acquired by the learner in this unit.

- **Observe,** *and explain what he/she observed.*
- **Cooperation:** *This will be seen in the way learners cooperate with each other while working in groups.*
- **Thinking:** *learners should think about the exercise given to him/her and do it well without mistakes.*
- **Using clear language:** *This can be seen in the way learners explain work done.*
- **Creativity:** *This can be seen in the way learners identify the historical events of their sector.*
- **Innovation:** *This can be seen in the way learners make things which show the history of their sector.*
- **Curiosity:** *Be curious to improve knowledge on the history of different places.*

- **Problem solving:** This can be seen in the way learners work together to improve the history of their sector and avoiding bad history which may have characterised his/her sector.

9.5 The vocabulary a learner will acquire in this unit.

History: It's the teaching of the present and past events.

Time line: It's a line showing the real time certain things happened, what is happening, and what might happen in the near future.

9.6 Teacher's activity. (major issue)

- The teacher tells a pupil to read a story related to a person who can't differentiate time and give information of what happened in his/her home area.
- Ask pupils to discuss about the story and give ideas.
- Explains to learners that other answers will be got in lessons of this unit.

9.7 How a teacher handles learners with special cases.

- Give exercise on page, 123 to slow learners.
- Those with disabilities should be given special care, forexample those with low vision and deaf should sit in front, and if possible, use special teaching aids.
- Gifted learners should be given extra work in the book. On page, 123.

9.8 Table of content on Unit9.

Number	List of content	Number of periods:5
1	The history of our sector.	4
2	End unit assessment.	1

9.9 Teaching of every lesson.

9.9.1 Lesson 1: The history of our sector.

a. Objective

Knowledge

- Identify major historical events of our sector.

Skills

- Show how the timeline is used.
- Indicate their major historical events on the timeline.

Attitudes and values.

- Be able to adopt the culture of patriotism and know where you are coming from and where you are going.
- Remember history.
- b. Revision questions.**
 - Major historical events of his/her home and school.
- c. Teaching aids.**
 - Pictures showing major historical events of the sector, photos, films, videos.
- d. Teaching- learning process.**
 - Prepare enough teaching aids to help pupils know the history of their sector.
 - Put pupils in groups.
 - The teacher helps pupils to put together their findings and supplements on their ideas.
 - Makes correction by helping pupils to use clear language, using clear words which explains the lesson.

An example: History, Hero, the past...

- e. Summary of what was learnt.**
 - Guide pupils to state in summary major historical events of their sector and using timeline.
- f. Assessment.**
 - Give pupils exercise in pupil's book, pages,150 and 151 on the following:
 - Major historical events of his/her sector.
 - Timeline.
 - Using timeline.

Answers on exercise and activities on this lesson.

Exercise on page, 150, pupil's book.

1. History is an activity done by people or things which happened longtime ago.
2. Heros who lived there, heroism..
3. It makes a person decide on what to do depending on its geographical set up.
4. Gets old or read books.

Exercise on page, 151, pupil's book.

Past	Present	Future
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Self assessment on page, 152, pupil's book.

1. Answers are different depending on where every pupil comes originates from?
2. The timeline helps to know what happened since olden times.

Answers on page, 153, pupil's book.

1. a. On 1 January every year.
b. On 1 February every year.
c. On 4 July every year.
d. On 1 October
2. a. On 7 April, every year.
b. On 1 July: Every year.
c. On 4 July: Every year.

9.10 End of unit.

a. Summary of content in unit.9

- Every sector has its historical events. Like having heros, musicians, artisans, bravery..... this history helps shape the future.

b. Additional knowledge required of a teacher.

- Know how to guide activities and cater for every pupil.
- Explain in details historical events of different sectors and put it on the timeline.
- Prepare and use different teaching aids.
- Know how to teach cross-cutting issues in this unit.
- Know how to teach Social Studies subject based on the syllabus of competences.

c. Answers to end unit.9 assessment on page, 153, pupil's book.

1. On things which happened there like heroism/ war...

2



3. Answers are different depending on where every pupil originates from.
4. Answers are different depending on the history of every school.
5. Heros day 1/2 every year
Liberation day 4/7 evry year
Remember Genocide against the Tutsi on 7/4 every year

6.
 - a. Past is past events while the present is now.
 - b. The present is now while the future means the days that will come.
 - c. The past means past days while the future means the days to come.
 7. History means acts of people or things which happened in the olden time.
 8. Longtime ago. This phrase is used to mean things which happened in olden times.
- d. Special exercise with answers given to slow learners.**
1. What is the most historical event of your sector or your school?
 2. Draw a timeline.

Answers

1. Answers are different because pupils come from different areas.
- 2



e. Special exercise and answers given to quick learners.

What does the following dates teach us?

- a. On 1st January every year: We celebrate new year.
- b. On 1 February every year: Heros day.
- c. 8th march international women's day.
- d. On 7th April, every year: We remember the Genocide against the Tutsi.
- e. On 1 May: Labour day.
- f. 26th june African child's day.
- g. On 1 July: Every year: Independence.
- h. On 4 July: Every year: Liberation day.
- i. On1 Octobar: Every year: Patriotism day.
- j. On 25 December: every year: Christmas.

Answers

- a. New year
- b. Heros day.
- c. International women's day.

- d. Remember Genocide against the Tutsi.
- e. Labour day.
- f. African child day.
- g. Independence.
- h. Liberation day.
- i. Patriotism day.
- j. Christmas.

10. Answers to end of P.3 assessment on pages, 154 – 155, pupil’s book.

- 1. Family members stay together at peace, work together and develop.
- 2. Avoid misusing it, overspending it and protect it.
- 3. When they are not greedy, by not begging, by using well what they have.
- 4. They do community work, security patrols, they pay taxes....
- 5. Clean all classes, garden and toilets, manage well the school items.
- 6. Personal property is an individual’s property while public property is property shared and enjoyed by all citizens. It is some times called government property.
- 7.
 - a. It is caused by a mosquito called Anopheles mosquito.
 - b. It is caused by poor hygiene or being near a person suffering from it.
 - c. Breathing air and sharing the same drinking straw.
- 8.
 - a. voiding un protected sex.
 - b. Avoid being near people suffering from it, not sharing combs.
 - c. Not being near some body suffering from it, immunise your self.
- 9. I use clean water, soap, but don’t put it inside the vagina, wear underpant which is ioned, I clean my anus going front wise, I a void wearing wet under wears or tight ones.
- 10. a. No b. Yes c. No
- 11.
 - a. Rights.
 - b. Responsibilities.
 - c. To harm people.
 - d. Protect people
 - e. Walking around and inconveniencing.
 - f. Playing and delaying on the way.
- 12. Projects of children (answers are different)

13. When you have lost a relative, in different times, during old age.
14. Answers are different.
15. 15, Secretariat, executive committee and consultative committee.
16.
 - a. Voters list.
 - b. Ballot paper
 - c. Voters card.
 - d. Ballot box.
 - e. Voting secret room.
17. Disasters are caused by soil erosion, floods, drought, diseases like malaria, Cholera and Diarrhoea.
18. Know the number of citizens in order to plan for them.
19. A fertile area, a place which has no slopes, a place which is not affected by floods, a place near infrastructure.
20. A person can be taken by floods, people can die.
21. People can exchange goods; information can be got easily.
22. Past, present, Future.
23.
 - a. To stop it, because its destructive.
 - b. To stop it, because they can destroy the garden.
 - c. Stop it because it can cause an accident and death.
24.
 - a. **A map** is a picture of a place normally drawn using a scale.
A map shows a particular place, scale, direction, key....
 - b. **A map** is a picture of a place drawn using a scale.
A map shows a particular place, scale used, direction and the key while a **compass** shows direction only which indicates, North, South, East and West.

PART TWO: RELIGIOUS STUDIES

SECTION 1: CHRISTIAN RELIGIOUS STUDIES

Unit 1: AFTER GOD CREATED A MAN, HE GAVE HIM A MISSION

1.1 Key Unit competence

Mention the mission that God gave man after creating him, to love work and respect those in authority.

1.2 Prerequisite

Basic knowledge about the origin of creatures and how they were created.

1.3 Cross-cutting issues

Peace and values education: This cross-cutting issue is addressed by emphasizing the interdependence between all creatures.

Environment and sustainability: Care for creation and all environment in which human beings live

1.4. Guidance to the introductory activity

Teacher will take pupils outside and will ask them to observe all the mixture of creatures and then they will differentiate the created by God from the created by man.

1.5. List of lessons

	Lesson title	Lessons objectives	Number of periods
1	Work and transform world into better place	<ul style="list-style-type: none">- Knowledge and understanding: Know what are God calling him to do - Skills: Explain the mission that God gave man and how it should be implemented - Attitudes and values: Perform everywhere activities that make world better place	1

2	To increase in number	<ul style="list-style-type: none"> - Knowledge and understanding: mention the mission that God gave man after creating him - Skills: Explain the mission that God gave man and how it should be implemented - Attitudes and values: Perform everywhere activities that make world better place 	1
3	To rule over the world	<ul style="list-style-type: none"> - Knowledge and understanding: Know what are God calling him to do - Skills: Explain the mission that God gave man and how it should be implemented - Attitudes and values: Perform everywhere activities that make world better place <p>Participate in groups that take care of environment</p>	1
4	End unit assessment		1

1.6 guidance to lessons

1.6.1 Work and transform the world into better place

a. Specific learning objective:

Knowledge: Know what God is calling him to do

Skills: Explain the mission that God gave to man and how to implement it.

Attitudes and values: Perform everywhere activities that make the world better place.

b. Materials: Bible, objects made by human (informatics objects, household items, photograph showing family)

c. Methodology:

Introduction

The teacher will take pupils outside to observe all things that are around the school.

Back in class, they will mention what they have seen. In the groups, he will ask them to observe the picture and answer the questions about the picture.

Answers to the introductory activity

Things created by God:

- **Fowl:** Birds, eagles, chicken, duck, crane etc.
- **Reptiles:** Snake, Lizards, snakes etc.
- **Animals:** Goat, cow, cat, dog etc.
- **Vegetation:** Natural trees like eucalyptus, grevillea., fruitful trees, herbs etc.

Two people: Man and Woman (Adam and Eve) are standing up in the Garden of Eden.

Things made by humans:

House, car, chair, umbrella, bag etc...

Lesson delivery

To work and make the world better place 1.1

Teacher will ask pupils to observe pictures, then they will answer questions about it:

1. Observe the above different pictures.
2. Mention different activities that people are doing on those pictures.

Answers to the activity 1.1

Activities that people are doing: cultivating, carpentry of different household items (table, chair, etc.), those who are building a house.

In charge of security (Police, soldiers, DASSO), shopping, teaching, nursing.

When pupils finish groups sharing, the teacher helps them to make it perfect with some corrections.

Answers of application activity 1.1

1. Helping parents in the works they ask us to do, keeping different domestic animals (goats, pigs, chicken etc), maintain the garden, cultivating, fighting against erosion, etc.
2. Not destroying the environment like plants, protecting animals, not throwing rubbish anywhere.

1.6.2. Multiply and fill the earth

a. Specific objectives:

- **Knowledge:** Mention the mission that God gave man after creating him
- **Skills:** Explain the mission that God gave man and how to implement it.
- **Attitude and values:** Do activities that make world better place

b. Materials: Bible, objects made by humans, pupil's book, picture that show a family)

c. Methodology:

Introduction

In groupss, teacher will ask pupils to observe the picture, then they share what they have seen from the picture:

Answers to the activity 1.2

On the picture there are seven people of the family: husband and his wife, and their five children

Lesson delivery

Introduction

Teacher will put children into groupss, and will ask them what they see from the picture, then he will help them to read Bible (Genesis 2:28a.)

Pupils in groups will read the Bible (Genesis 2:28).

Teacher can ask pupils others questions related on people increase in the world, he will be focusing on explanation about family member's life.

The teacher will give the lesson's summary to the pupils

Answers to application activity 1.2

1. a) Blessing
b) Earth
2. God gave Adam and Eve the responsibility of multiplying and filling the earth. Adam and Eve gave birth, their children also gave birth and so on was continuity.

1.6.3. Rule over the earth

a. Specific objectives:

- **Knowledge:** identify the mission God gave to human beings
- **Skills:** Explain the mission God Gave to human beings after creation and how it should be implemented.
- **Attitude values:**
 - Perform the activities everywhere that make the world a better place
 - Participate in activities that care of environment.

b. Materials: Bible, student book, picture with mixture of living things

c. Methodology:

Introduction

The teacher will do revision on the mission that God gave human beings to work, rule over the world, multiply and fill the earth.

Lesson delivery

The teacher can take pupils out and ask them to observe different activities that man is performing on earth.

In groups, the teacher will ask pupils to observe the picture, then after they will answer questions to the application activity 1.3 in pupil's book and they will share responses.

In groups, pupils we read the Bible (Genesis 1:28), the teacher also will read for them the verses.

Unit 2: AVOIDING SIN AND ASKING FOR FORGIVENESS

2.1. Key unit competence

A learner will be able to do what is good and ask for forgiveness for the wrong he has done and following morals everywhere.

2.2. Prerequisite

Basic knowledge about what sin is, good and bad actions in home, school and in the community in general.

2.3. Cross-cutting issues

Peace and values education: Living well with others at school, home and community in general and always striving for common good and welfare for all.

Environment and sustainability: Taking care of environment by participating in activities that will protect and conserve environment.

2.4. Guidance to the introductory activity

The teacher will show to the pupils the pictures about sin of Adam and Eve then he will ask them introductory questions.

2.5. List of lessons

	Lesson title	Learning objectives	Number of periods
1	Sins and its roots (Genesis 3 :1-7)	Knowledge: Explaining what is sin Skills: explaining the ways of avoiding si Attitude and values: Disliking and avoiding sin and its roots in daily life	1

2	Ways of avoiding sin (Matthew 26 :41)	Knoweldge: explaining what sin is Skills: Explaining ways of avoiding sins Attitude and values: Disliking and avoiding sin and its roots in daily life	1
3	Consequences of sins (Genesis 4:1-15)	Knoweldge: Explaining what sin is Skills: Showing the consequences of sins Attitude and values: disliking and avoiding sin	1
4	Ways of repenting sins and asking for forgiveness (Luke 15:17-24))	Knowledge: Explaining what sin is Skills: Show the consequences of sins Attitude and values: Disliking and avoiding sin	1
5	Moral values that resist roots of sin	Knowledge: mention the effect of asking for forgiveness Skills: Show consequences of sin Attitude and values: living honestly and respecting commandments of God.	1
6	End Unit assessment		1

2.6 Guidance to the lessons

2.6.1 Sins and its roots

Specific objectives:

- **Knoweldge:** Explain what sin is.
- **Skills:** Explain the ways of avoiding sin.
- **Attitude and values:** Hate and avoid sin and its roots in the daily life.

a. Materials: Bible, pictures of prodigal son.

b. Methodology:

Introduction

The teacher put the pupils into groups and ask the to observe picture and then they will answer the questions about the pictures.

1. What is the man on this picture doing?
2. Do you think the fruits is picking are similar to other trees in the garden? Some of answers that they can give:
3. Eve is in garden picking fruits.
4. No. The tree that she is picking fruits from is better than others

Lesson delivery

The teacher asks what the pupils have seen, and from the given answers he will choose those related to lesson.

The teacher will read the story about sturbborn child that is in pupil's book. He gives time to the pupils in groups to answer the questions about read story.

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

Teacher gives introduction about sin explanation and its roots.

Answers to application activity 2.1

1. Answer by yes or no

- a. Yes
- b. No
- c. No

2. Roots of sin and their sins

Roots of sin	Sin
Pretending	Arrogance
Greed	Being controlled by the things of the world

Jealousy	Betraying, backbiting, killing
Lust	Stealing,
Anger	fighting, killing, quereling
Selfish, gluttony	Stealing,
Laziness, inactivity	Stealing, backbiting, provoking

3. Every learner will give answers related to his life.

2.6.2. Ways of avoiding sins (Matthew 26:41)

a. Specific objectives

Knowledge: Explain what sin is

Skills: Explain the ways of avoiding sin

Attitude and values: Hate and avoid sin and its roots in the daily life

b. Materials: Bible, pictures that show people who are praying.

c. Methodology

Introduction

The teacher starts by asking the pupils questions about roots of sin.

The teacher put pupils into groups and asks them to observe pictures from pupil's book. The pupils continue answering questions on pictures.

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

Answers

People (Christians) seated are praying and a pastor in front is teaching them.

People seated in in temple, the priest in front is teaching them.

Lesson delivery

Teacher directs pupils where to read the word of God (Matthew 26:41) then after he helps them to listen the word of God.

Teacher gives brief introduction about that day's lesson 28

Answer to assessment 2.2

1. Two ways of avoiding sin are praying and listening to the word of God.

2. Encouraging in praying and listening to the word of God

2.6.3. Consequences of sins (in our relationship with others, in Adam's and Eve's descendance)

a. Specific objectives:

Knowledge: explain what sin is.

Skills: Show the consequences of sin.

Attitude and values: Hate and avoid sin and its roots in the daily life.

b. Materials: Bibles, pictures that show misbehaved people held by security officers

c. Methodology

Introduction

Teacher teaches lesson by asking pupils questions about the previous lesson (ways of avoiding sin).

Lesson delivery

Pupils observe pictures and answer questions about its.

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

Answers

1. Two people
2. They are sad, Adam and Eve are hidden in garden of Eden covering themselves with leaves
3. A police man detaining three problem makers

Teacher helps pupils to read and to understand the word of God from Bible:

- a. Consequences of sins in our relationship with others: (Genesis 3:16-17).
- b. Consequences of sin on Adam's and Eve's descendance: (Genesis 4:1-15; Malachi 3: 19)

Teacher gives summary of consequence of sins on our relationship with others and consequences of sin on Adam's and Eve's descendance.

Answer to assessment 2.3

1. Adam and Eve gave birth to two sons: Caïn and Abel
2. He wanted to kill him
3. Because the Lord didn't look with favor on Cain's offering
4. God cursed him, as punishment he could not have crops from the ground, and be a restless wanderer on the earth
5. No, for instance Cain and Abel, even where we live there are many examples
6. When parents don't love them at the same level, properties etc....
7. Disobedience, stealing, insulting etc.

2.6.4 Ways of repenting sins and asking for forgiveness

a. Specific objectives:

- **Knowledge:** Mention the importance of asking for forgiveness
- **Skills:** Show consequence of sins.
- **Attitude and values:** Living honestly and following God's commandments

b. Materials: Bible, picture of child kneeling down in front of his parents asking for forgiveness because of mistakes he have committed (prodigal son)

c. Methodology:

Introduction

Teacher start the lesson by asking pupils questions about previous lesson (consequences of sins)

Lesson delivery

In groupss, the teach leads pupils to observe pictures in pupil's book; then after he asks questions about the pictures.

1. Observe these pictures and say what you see.
2. What can you do when you realize that you commit sin against your parents?
3. How can you ask for forgiveness from someone you have offended?

Answers

1. A child down in front of his parents and a Christian in front of the priest
2. You ask for forgiveness
3. The ways to ask for forgiveness from someone you have offended are as follow:
 - To fell pain of your sin
 - To repent your sin to God
 - Ask for forgiveness your neighbor that you have offended
 - If there is damage your repair or replace what you have damaged

The teacher helps pupils to read and understand the word of God (Luke 15:21). Then, after the teacher gives the summary of the lesson to the learners.

Answers to application activity 2.4

1. The ways to ask for forgiveness from someone you have offended are as follow:
 - To fell pain of your sin
 - To repent your sin to God
 - Ask for forgiveness your neighbor that you have offended
 - If there is damage your repair or replace what you have damaged
2. Every learner gives his answers. Then after this lesson he will promise to do what is good like: feeling pain of wrong doing, asking for forgiveness immediately, repent sin to God, etc...

2.6.5 Moral values that overcome roots of sin.

a. Specific objectives:

- **Knoweldge:** Mention the importance of asking for forgiveness
- **Skills:** Show consequences of sin.
- **Attitude and values:** Living honestly and following God's commandments.

b. Materials: Bible, picture of parent giving advice to his/her child

c. Methodology:

Introduction

Teacher start by asking pupils questions about previous lesson (ways of asking for forgiveness). He can start with a story, conversation or song.

Lesson delivery

Teacher puts pupils into groups, he asks them to observe picture, then after they will answer questions about it.

1. What are the people on this picture?
2. Do your caregivers or parents at home give you advice?
3. Share some of advice they give and how you implement

Answers that can be given

1. A parent (old man) and his three children seated he give them advice on moral values.
2. A learner says if they give him/her advice on moral values.
3. Some of advice that he/she can be given: respect everyone, love everyone etc.

The teacher gives summary of the lesson.

Answers to application activity 2.5

Moral values	Roots of sin that they overcome
Humility	Arrogance
Not being controlled by the things of the world	Greed
Brotherly love	Jealousy
Patience	Anger
Pure heart	Lust
Sacrifice	Gluttony
Zeal	Laziness

4. He is honest, humble, and respectful to everyone (pupils can give more answers)
5. Learner will answer by his own understanding

2.7 Answers to the end unit assessment .

1. He ate fruits of a forbidden tree.
2. a. Yes

- b. No
- c. No
- d. No
- e. No

3. Praying and listening the word of God.
4. Asking for forgiveness from someone that you have offended and repent.
5. Praying help people to avoid sin.
6. Cain and Abel
7. Because of Jelousy
8. They reconcile and ask one another forgiveness.
9. Individual response.
10. Humilty
 - Not being controlled by the things of the world
 - Brotherly love
 - Patience
 - Pure heart
 - Zeal

2.8 Additional activities

Questions:

1. Who are the people who first committed sin?
2. What can you do when you face a challenging temptation that pushes you to commit sin?
3. Make a roleplay about good behavior of asking for forgiveness.

Answers:

1. Adam and Eve
2. I ask power of success from God.
3. (pupils will make different roleplays)

2.9 Additional information

1. To help the learner to discover and have sense of innovation.
2. To encourage the learner working in team in order to help one another.
3. o vote for a learner who will lead others in groups, to give him responsibility but groups and leaders should be changing.
4. Small or big groups should be with girls and boys, weak and strong so that they help one another.
5. Additional application activity to weak and strong pupils but weak ones should be of easy application activity or they can be given more time.
6. Mixing easy with complexe questions help learner to do more.

UNIT 3: JESUS THE SAVIOR OF HUMANITY

3.1. Key Unit competence

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

3.2. Prerequisite

Before undertaking this unit, the pupil should have prior knowledge about about God's plan of saving humanity.

3.3. Cross-cutting issues

Peace and values Education: As human creatures and believers, children of the same Father, Pupils will realize that they all belong to the big family of humanity and live in peace one another. Jesus who came to save humanity wished them to live in peace and harmony with one another.

3.4. Guidance to the introductory activity

The teacher shows pictures that show life of Jesus when he was born, they will compare with other's children birth time.

3.5. List of lessons

	Lesson title	Learning objectives	Number Of periods
1	1. Birth of Jesus (Jesus was born In Betlehem) (Matthew 1:18-25, Luke 2:1-7)	- Knowledge: narrate the important events in Jesus birth and life. - Skills: explain the birth of Jesus Attitude and values: Helping and sacrificing for others in daily life with exemple Jesus' life	1

2	The Magi came to worship Jesus (Matthew 2: 1-12)	<ul style="list-style-type: none"> - Knowledge: Mention the life of Jesus on earth - Skills: Explain the life of Jesus on earth - Attitude and values: Helping and sacrificing for others in daily life with example Jesus' life 	1
3	Jesus escape to Egypt (Matthew 2: 13-24)	<ul style="list-style-type: none"> - Knoweldge: Mention the life of Jesus on earth. - Skills: Explain the birth of Jesus. - Attitude and values: Helping and sacrificing for others in daily life with Jesus examples. 	1
4	Jesus raises Lazarus From the dead. (John 11:1-44)	<ul style="list-style-type: none"> - Knowledge: Mention briefly The life of Jesus on earth - Skills: Explain some of Jesus miracles - Attitude and values: Helping and Sacrificing for others with Jesus examples 	1
5	Jesus raised Jairus' Daughter from the dead (Matthew 9:18-26; Luke 8: 40-56; Mark 5: 21-43)	<ul style="list-style-type: none"> - Knowledge: Mention briefly about Jesus's life on earth - Skills: Explain some of Jesus miracles - Attitude and values: Helping and sacrificing for others in daily life with Jesus examples 	1

6	<p>Jesus cast out the demons.</p> <p>Matthew 8: 28-34</p>	<ul style="list-style-type: none"> - Knoweldge: Mention briefly about Jesus’s life on earth - Skills: Explain some of Jesus miracles - Attitude and values: Helping and sacrificing for others in daily’s life with Jesus examples 	1
7	<p>Jesus healed the sick (Matthew15: 29-31)</p>	<ul style="list-style-type: none"> - Knoweldge: Mention briefly Jesus’s life on earth - Skills: Explain son of Jesus’s miracles - Attitude and values: Helping and sacrificing for others in daily’s life with Jesus’ examples 	1
8	<p>Jew against Jesus (John 7 :1, Luke 19 :47)</p>	<ul style="list-style-type: none"> - Knoweldge: Identify some of bible’s stories related to man redemption. - Skills: Explain last time of man’s redemption. - Attitude and values: Believe in Jesus and follow him as savior. 	1
9	<p>Jesus passion (Luke 22:47-53; Marc 14:43-50; John 18:2-11.</p>	<ul style="list-style-type: none"> - Knoweldge: Mention stories from the Bible related to Man’s redemption - Skills: Explain last time of man’s redemption - Attitude and values: Believe in Jesus and follow him as savior 	1

10	Death of Jesus Matthew 27:45-56; Luke 23 :44-48; John 19 :28-30)	<ul style="list-style-type: none"> - Knowledge: Identify stories from the Bible related to man's redemption. - Skills: Explain the last time of man's redemption - Attitude and values: Believe in Jesus and follow Him as savior 	1
11	Jesus resurrection (Luke 24: 1-11, Matthew 28 :1-15)	<ul style="list-style-type: none"> - Knowledge: Know stories from the bible related to man's redemption - Skills: Explain the last time of man's redemption - Attitude and values: Believe in Jesus and follow Him as Savior 	1
12	Ascession of Jesus (acts 1: 6-11)	<ul style="list-style-type: none"> - Knowledge: Mention stories from the Bible related to man's redemption - Skills: Explain the last time of man's redemption - Attitude and values: Believe in Jesus and follow him as Savior 	1
13	End Unit assessment		1

3.6 Guidance to lessons

3.6.1. Birth of Jesus

a. Specific objectives:

- **Knoweldge:** mention briefly Jesus's life on earth.
- **Skills:** Explain Jesus birth.
- **Attitude and values:** Helping and sacrificing for others in daily's life following Jesus examples

b. Materials: Bible, picture showing a mother holding a baby, film about Jesus

c. Methodology

Introduction

In groups pupils are asked to observe picture and answer questions about the picture.

Answers of introductory activity number 3.1

1. A pregnant woman is waiting for a baby
2. A new born is covered with warm clothes, they take care of him (pupils will give more answers).

Lesson delivery

Teacher ask pupils in groups to observe picture, then after they answer activity 3.1 questions.

Teacher helps the pupils in groups to read from the Bible (Luke 2:1-7, 21).

Briefly the teacher explains to pupils the story about the birth of Jesus. Answers to activity.

1. Pupils will give more answers about the picture
2. Christmas reminds us the birth of Jesus Christ.

Answers to application activity 3.1

1. Jesus was born in Betlehem city.
2. Mary and Joseph were living in Nazareth.
3. After Jesus was born, they laid him in a manger as there was no room for them to stay in the inn.
4. After giving birth, the parents lay down the child on bed in maternity at hospital.
5. The Christians celebrate the birth of Jesus on Christams.

3.6.2. The magi came to worship Jesus (Mathew 2:1-12)

a. specific objectives:

- **Knoweldge:** Briefly mention the life of Jesus on earth
- **Skills:** Explain the birth of Jesus

- **Attitude and values:** Helping and sacrificing for others following Jesus examples

b. Materials: Bible, student book, pictures

c. Methodology:

Introduction

Teacher asks questions about previous lesson on Jesus's birth.

Lesson delivery

The teacher puts the pupils into groups and asks them to observe the pictures then after he asks them to do exercises related to the pictures.

Answers to activity 3.2

1. On picture there are shepherds holding staffs, they came to see baby Jesus laid in a manger. There are also Mary and Joseph nearby the manger where Jesus is laying.
2. On another picture there are men with long clothes, they came to see Jesus they worship him and offered to him precious things that they came with. Help the pupils in groups to read from the Bible (Matthew 2:1-2 and Matthew 2:11)..

You can close the lesson pupils singing a song about the birth of Jesus

Answers to application 3.2 .

1. The Magi came to worship Jesus.
2. They came from the East.
3. They worshipped Jesus and presented to him offering.
4. The ways I use to thank and worship God: praying, singing, attending church service, giving offering ...

NB: On question 4 pupils can give more answers thus help them to get the right ones.

3.6.3. Jesus escaped to Egypt

a. Specific objectives:

- **Knowledge:** Briefly to talk about Jesus's life on earth
- **Skills:** Explain the birth of Jesus
- **Attitude and values:** Helping and sacrificing for others in daily's life following Jesus's examples.

b. Materials: Bible, pictures about people helping others, film about Jesus.

c. Methodology:

Introduction

Ask questions about previous lesson “the magi/Kings came to worship Jesus”

Lesson delivery

Ask pupils in groups to observe picture in pupil's book and ask them to say what they see from it.

Pupils answer question on activity 3.3

Answers to activity 3.3

On the picture there is a man carrying materials, behind him there is a woman carrying a baby. They look like refugees.

Help pupils to read from the Bible in Matthew 2: 13-14.

Give them the summary of the lesson “Jesus escaped to Egypt.”

Answers to application 3.3.

1. Angel of the Lord.
2. In Egypt.
3. Herod.
4. Jealousy caused Herod to kill Jesus.
5. Selfishness provokes man to be Jealous to his neighbor.
6. Being righteous, promoting love, work for justice.

NB: Pupils can give more answers on questions number 4, 5, and 6, help them to keep the right ones.

3.6.4. Jesus raised Lazarus from the dead (John 11:1-44)

a. specific objectives:

- **Knowledge:** briefly mention the life of Jesus on earth.
- **Skills:** Explain some of Jesus's miracles.
- **Attitude and values:** Helping and sacrificing for others following Jesus's examples.

b. Materials: Bible, pictures about people helping others, film about Jesus.

c. Methodology:

Introduction

Ask the pupils about what the people do when someone dies and what they do for the dead one.

Lesson delivery

Ask the pupils to make groups and tell them to observe pictures and in pupil's book.

Ask them to answer application activity number 3.4 in pupil's book.

Answers to activity 3.4.

1. People on picture have sorrow because someone died.
2. Sickness, loosing yours (children, parents, brothers, friends...), loosing your properties (houses, land, domestic animals...)
3. Being him, making him patient, comforting him, and helping him in some activities....

Help pupils in groups to read from the Bible (John 11:43-44), and help them to understand what is read.

Summarize the lesson “Jesus raised Lazarrus from the dead.” Answers to assessments 3.4

1. Jesus raised Lazarus from the dead.
2. Taking him to hospital, praying for him and comforting him....
3. (Pupils can share some issues then pray for them).

3.6.5. Jesus raised Jairus daughter from the dead

a. Specific objectives:

- **Knowledge:** Briefly talk about Jesus’s life on earth
- **Skills:** Explain some of Jesus’s miracles
- **Attitude and values:** Helping and sacrificing for others following Jesus’s examples

b. Materials: Bible, pictures about people helping others, film about Jesus

c. Methodology:

Introduction

Ask pupils questions about the previous lesson “Jesus raised Lazarus from the dead”

Lesson delivery

Put pupils into groups and ask them to observe picture in student book and ask them to answer questions to activity number 3.5

Answers to activity number 3.5

1. A young daughter laid on the bed, around there her parents.
2. Jesus was with three disciples.
3. Parents take him/her to hospital, call upon the pastor or priest to pray for him/her, take him/her to traditional practioner....
4. No. some are healed, others are dead.

Help pupils in groups to read from the Bible (Matthew 9:18-19; 23-26). Then summarize the lesson « Jesus raised Jairus’s daughter from the dead»

Answers to assessment 3.5

1. His daughter was sick.
2. He knelt down for him
3. Yes. God helps his believers

3.6.6. Jesus cast out the demons

a. Specific objectives:

- **Knowledge:** Briefly talk about Jesus’s life on earth
- **Skills:** Explain some of Jesus’s miracles
- **Attitude and values:** helping and sacrificing for others following Jesus’s examples

b. Materials: Bible, pictures about people helping others, film about Jesus

c. Methodology:

Introduction

Ask questions about previous lesson “Jesus raised Jairus’s daughter from the dead”.

Lesson delivery

Put pupils into groups and ask them to observe picture and ask them to answer questions in assessment number 3.6

Answers to activity number 3.6

1. Those in destroyed clothes are like having mental problem and the one well dressed is Jesus and he has compassion upon them.
2. (may be some of pupils have seen them others have not)
3. They have fany behaviors: clothes, works and words...
4. Yes, someone with mental problem can be healed.
5. We want them to be healed

Help pupils in groups to read from the Bible in Mathew 8:30-32, help them to understand what they have read.

Summarize the lesson “Jesus cast out the demon.”

Answers to application 3.6

1. Bad spirits are against God.
2. Jesus commended them to go into the pigs that were nearby.
3. Demons, bad spirits, deceitful,
4. Demon possessed has bad behaviors, bad words to God, he does what is against the will of God, ...
5. Praying for him, and ask servant of God to pray for him...
6. To follow the will of God: praying, go to church.

3.6.7. Jesus healed the sick

a. specific objectives:

- **Knoweldge:** Talk about Jesus’s life on earth
- **Skills:** Gexplain some of Jesus’s miracle
- **Attitude and values:** Helping and sacrificing for others following Jesus’s examples.

b. Materials: Bible, pictures that show people helping others, Film about Jesus.

c. Methodology:

Introduction

Ask questions to the pupils to revise the previous lesson “Jesus cast out the demons.”

Lesson delivery

Pupils in groups answer questions to the activity 3.7

Answers to activity 3.7

1. Those who are lame, blind, deaf, dumb, and those who are suffering from malaria ... (pupils can give more sickness)
2. They believe that he can heal them.

Help the pupils in groups to read from the Bible in Matthew 15:30-31), and help them to understand what they have read.

Summarize the lesson “Jesus healed the sick.”

Answers to application activity 3.7

1. Jesus healed the sick he wants the people to have welfare.
2. They were amazed because they saw the sick healed though they were in bad condition.
3. They brought sick people to him and after healing they worshipped him.
4. He asks us to believe in Him and be willing from his power.
5. Helping him, praying for him, comforting him ... (Pupils can give more answers. Help them to make the right ones)

3.6.8. Jews against Jesus

a. Specific objectives:

- **Knowledge:** Know the stories from the Bible related to man’s redemption.
- **Skills:** Explain the last time man’s redemption
- **Attitude and values:** Believe in Jesus and follow him as savior.

b. Material: Bible, pictures showing people helping others, Film about Jesus

c. Methodology

Introduction

Ask questions to pupils to revise the previous lesson: “Jesus healed the sick.”

Lesson delivery

Put pupils into groups and ask them to observe picture, and ask them to answer questions to activity 3.8.

Answers to questions 3.8

1. No, they are not happy.
2. They are pointing to Jesus.
3. When I commit mistake, when they are jealous of me. (Pupils can give more answers.) Help pupils in groups to read from the Bible in Matthew 2:20 and Luke 19:47 help them to understand what they have read.

Summarize the lesson “Jews against Jesus.”

Answers to assessment 3.8

1. They hated Jesus because of jealousy.
2. Participating peace activity groups, praying, being honest... (Pupils can give more answers but help them to keep the right ones.)
3. Helping him, comforting him when in problems, giving him advices ... (pupils can give more answers.)

3.6.9. The passion of Jesus (Luke 22:47-53; Mark 14:43-50; John 18:2-11.

a. Specific objectives:

- **Knowledge:** Know stories from the Bible related to man’s redemption.
- **Skills:** Explain the last time of man’s redemption.
- **Attitude and values:** Believe in Jesus and follow him as a savior.

b. Materials: Bible, pictures showing people helping others, Film about Jesus.

c. Methodology:

Introduction

Ask questions that help pupils to revise previous lesson “Jews against Jesus.”

Lesson delivery

Put pupils into groups and ask them to observe picture, then after ask them to answer questions to activity 3.9

Answers to activity 3.9

A person kneeling down (Jesus) soldiers are beating him.

Help pupils into groups to read from the Bible in Matthew 26:67-68; John 19:1-3; Luke 23:23).

Help pupils to understand clearly what they have read from the Bible then give the summary of the lesson.

Answers to application 3.9

1. They were jealous to him.
2. In order to save and deliver us from our sins.
3. Believing in him, accepting Him, loving Him, praying him, and observe his prescriptions...

3.6.10 Death of Jesus

a. Specific objectives:

- **Knowledge:** know stories from Bible related to man's redemption.
- **Skills:** explain the last time of man's redemption
- **Attitude and values:** Believing in Jesus and follow him as savior

b. Material: Bible, pictures showing people helping others, Film about Jesus.

c. Methodology:

Introduction

Help pupils to revise previous lesson on the passion of Jesus.

Lesson delivery

Ask pupils to observe picture and in groups ask the questions about the picture

Answers to activity 3.10

1. On the picture there are three persons.
2. Jesus was crucified on the cross.

3. (Pupils give more answers).

In groups help them to read from the Bible in (Matthew 27:45-56).

Help them to understand what they have read from the bible and give the the summary of the lesson.

Answers to application activity 3.10

1. Jesus died because of our sins.
2. (Pupils give more answers).
3. (Pupils give more answers).
4. Loving Him and loving others, believing in him, willing from him ... (pupils give more answers).

3.6.11. Resurrection of Jesus (Luke 24: 1-11, Matthew 28:1-15)

a. specific objectives:

- **Knowledge:** Learn biblical stories about human salvation
- **Skills:** Explain last events of human salvation
- **Attitude and values:** Believing in Jesus and following Him as savior

b. Materials: Bible, pictures about tomb, Film about Jesus.

c. Methodology:

Introduction

Ask questions that help pupils to revise the previous lesson (death of Jesus)

Lesson delivery

In groups ask them to observe picture and ask them to answer questions to activity 3.11

Answers to activity 3.11

1. On picture there are two ladies and one angel.
2. Ladies are sad but angel is happy.
3. The ladies are wondering where Jesus has been put from the tomb but angel is telling them that he was risen

Help the in groups to read from Bible in Matthew 28:5-6. Then help them to understand what they read from the Bible and summarize the lesson.

Answers to assessment 3.11 (in pupil's book.)

1. The angel told the ladies that the crucified Jesus ressureated from the dead.
2. They went to see where Jesus was laid and he was not there
3. They had love and faith (pupils can give more answers but help them to keep the right ones.)

3.6.12 Ascession of Jesus

a. Specific objectives:

- **Knowledge:** Learn biblical stories about human salvation
- **Skills:** Explain last events of human salvation.
- **Attitude and values:** Believing in Jesus and following Him as savior

b. Materials: Bible, pictures about tomb, Film about Jesus.

c. Methodology:

Introduction

Ask questions that help pupils to revise the previous lesson (resurrection of Jesus)

In groups, ask the pupils to observe picture ask them to answer questions to activity 3.12

Answers to activity 3.12

1. On the picture there are twelve people.
2. He went onto heaven.
3. Jesus (they may know the story of Eliajah they may mention It. Receive all answers and move on.)
4. Help them reading from the Bible Acts 1:9-11. Help them understanding what they have read from the Bible and summarize the lesson.

Answers to application 3.12

1. Ascession of Jesus.
2. It means that Jesus will come back in his glory and will take into heaven his believers.
3. Believing in him.
4. Praying, repenting sins, believing.

Answers to the End Unit assessment

1. Jesus was born in Bethlehem.
2. Worshipping Him and presenting to Him special offering.
3. In Egypt.
4. Jealous.
5. Taking him to Hospital, praying for him, helping him... (pupils may give more answers.)
6. Jairus went to Jesus because his daughter was sick and he wanted Jesus to heal her.
7. Praying for him, calling upon the pastor or the priest and ask him to pray for him.
8. (Pupils may give more answers.)
9. (Pupils may give more answers.)
10. In order to save and deliver us from our sins.
11. They told them that Jesus ressureated.

3.7. Additional exercises

Questions:

1. When a woman is pregnant what is she waiting for?
2. Mention three other miracles that Jesus performed.
3. Who knew for the first time that Jesus resurrected?
4. Explain what a man can do to inherit eternal life.

Answers

1. Baby/child/ she is waiting for giving birth.
2. Change water into wine, walking on water, healing leprosy, bread multiplication...
3. Women went early morning on the seventh day (on Sunday they went to the Jesus tomb).
4. Confessing sin and believing in Jesus Christ as your king and savior.

3.8. Additional information

1. To help the learner to discover and have sense of innovation.
2. To encourage the learner working in team in order to help one another.
3. To vote for a learner who will lead others in groups, to give him responsibility but groups and leaders should be changing.
4. Small or big groups should be with girls and boys, weak and strong so that they help one another.
5. Additional application activity to weak and strong pupils but weak ones should be of easy application activity or they can be given more time.
6. Mixing easy with complex questions help learner to do more.)

Unit 4: PEACE AND JUSTICE

4.1. Key Unit Competence

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

4.2. Prerequisite

Knowledge about importance of peace within family and how it brings happiness in everyday's life.

4.3. Cross-cutting issues

Peace and values education: Understanding well the what peace means and living peacefully with others in school, at home and in community in general.

Environment and sustainability: the teacher should emphasize the need to live well with other creatures and environment in general to enhance interdependence among biodiversity elements

4.4. Guidance to the introductory activity

Help learner to read story about people who had conflict and later they asked each other for forgiveness and did reconciliation.

4.5. List of lessons

	Lesson title	Learning objectives	Number Of periods
1	Meaning of peace And justice	Knowledge: Mention what that build inner peace into people Skills: Show the consequences of peace disturbance. Attitude and values: Do activities that promote peace everywhere	2

2	Conflict resolution (at home).	<p>Knowledge: Mention what tha build ineer peace into people</p> <p>Skills: Show importance of peace</p> <p>Attitude and values: Prevent inner peace disturbance into people</p>	2
3	Moral values that Promote peace and Justice	<p>Knowledge: mention what build ineer peace into people</p> <p>Skills: show importance of peace</p> <p>Attitude and values: prevent inner peace disturbance into people</p>	2
4	Connection between peace and justice	<p>Knoweldge: Recite what can cause Ineer peace disturbance</p> <p>Skills: Explain the connection between peace and justice</p> <p>Attitude and values: Prevent inner peace disturbance</p>	1
5	End unit assessment		1

4.6 Guidance to leasson

4.6.1. Meaning of peace and justice

a. Specific objectives:

Knowledge: Mention what tha build inner peace.

Skills: Show the consequence of peace disturbance.

Attitude and values: Do activities that promote peace everywhere

b. Material: Bible, pictures, film about peace and justice activities

c. Methodology:

Introduction

Have a conversation with pupils in groups and talk about peace in their respective and what happen where there is peace and hwre there is no peace.

Lesson delivery

Help the pupils to read and understand the story from student books and ask them to answer questions about the story.

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

Answers

1. Karabo and Kamali.
2. Because Karabo got much marks than Kamali.
3. We do reconciliation ourselves or we ask a help from our friend to help in mediation.

Ask pupils to observe picture from student book. Ask them to answer questions about the picture..

1. Mention the differences between these persons.
2. Have you seen smilar 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 correlation between justice and peace?

Answers

1. There are people in long dress (lawyers) sat and others people up standing.
2. Every learner will say if he had seen them.
3. I can report him.
4. Giving everyone what he has right on it.
5. Not being a problem to others and ask for forgiveness when I do wrong.

Then after give them the summary of the lesson

Answers to application activity 4.1

1. a) Peace b) God

2. Giving to everyone what he has right on it and on right time and fight against injustice.
3. In prayer

4.6.2. Conflict resolution

a. Specific objectives:

- **Knowledge:** Mention what build inner peace into people
- **Skills:** Show the importance of peace
- **Attitude and values:** Prevent all kinds of inner peace disturbance.

b. Material: Bible, picture of people in conflict, film about peace and justice activities.

c. Methodology:

- **Introduction**

Ask the pupils questions about the previous lesson (definition of peace and justice)

Lesson delivery

In groups ask them to observe pictures from student book. After that you ask them to answer about the pictures.

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

Answers

1. They are fighting
2. A leader is making reconciliation between husband and wife at home.
3. People fight because of misunderstanding

Give them the summary of the lesson

Answers to application activity 4.2

1. Anger, grudge, gluttony, heart hardness, nepotism
2. Every learner shares his relationship with others and they handle their problems
3. Every learner shares his own observation.

4. Approaching to them, helping in reconciliation, asking them to ask for forgiveness one another.

4.6.3. Moral values related to peace and justice.

a. specific objectives:

- **Knowledge:** Mention all that can disturb peace.
- **Skills:** Show the importance of peace.
- **Attitude and values:** Prevent all that can disturb inner peace in people.

b. Materials: Bible picture of people that are talking about peace and justice; husband and wife going to church service, film about peace and justice activities.

c. Methodology: Introduction

Ask the pupils questions about previous lesson (conflict resolution).

Lesson delivery

Ask pupils in groups to observe pictures in pupil's book and ask them to answer questions about them.

1. What are the people on first picture doing?
2. Does family on second picture have peace?
3. What shows that the family has peace?

Answers

1. A leader is addressing to his people about best thing of having peace.
2. Yes
3. Agreement, love, respect others

Summarize the lesson

Answers to application 4.3

1. a. God want us to be in peace.
b. love our enemies
c. love.
d. truth.
e. patience.

- f. forgiveness.
 - g. have compassion
 - h. togetherness.
 - i. Impartiality.
 - j. humility.
 - k. Respect.
 - l. No revenge.
2. All people (children, elderly, friends, our enemies) without any segregation.
 3. Love, truth, patience. Compassion. Respect
 4. By being honest, by being trustworthy, by being kind, by helping others.

4.6.4. Connection between peace and justice

a. specific objective:

- **Knowledge:** outline obstacles of the inner peace
- **Skills:** explain the connection between peace and justice.
- **Attitude and values:** prevent anything that can disturb people's inner peace

b. Materials: Bible, picture of groups of people talking about peace and justice, stories.

c. Methodology:

Introduction

Ask pupils questions about definition of peace and justice.

Lesson delivery

Help pupils to read story from student book and ask them to answer questions about the story.

1. What are students doing?
2. What caused player to beat the referee?
3. How could behave the student who beated the referee after the game?
4. What did the referee after he was beated and his shirt was torn?

5. How did teacher solve the problem?

Answers

1. They are playing
2. Because his team was defeated
3. He could feel sorry of his wrong doing and ask for forgiveness.
4. He told to the teacher
5. He asked the pupil's parents to pay back the shirt and he asked the student to ask the referee for forgiveness.

Summarize the lesson and give them assessment

Answers to application activity 4.4

1. Not being problem maker, being honest etc. (they can give more answers).
2. There is peace when there is justice.
3. They give more answers. Some of them are. Being honest, having the truth, praying God, respecting others

Answers to End unit assessment 4.5

1. From God.
2. Giving everyone what he has right to and in the right time.
3. Anger, grudge, gluttony, heat hardness, nepotism etc.
4. Having moral values (love, truth, patience, forgiveness, having compassion, impartiality, ...)
5. (every learner gives his own answer)
6. I can help them to reconcile.
7. Young people, elders, and also our enemies
8. Love, truth, patience, forgiveness, compassion.
9. I can promote moral values by, having truth, being honest, respecting others, not backbiting others and not being greedy

4.7. Additional assessment

Questions:

1. What stops people from being honest?
2. What can I do so that you may not have conflict with your neighbors?
3. In groups make a roleplay to show the consequences of activity that disturb peace and justice, in people's life, at home and within the country.

Answers:

1. Self-love, fear, obedience without conscience... (They can give more answers).
2. Avoid making someone uncomfortable, listening to everyone ... (they can give more answers).
3. (They make more roleplays).

4.8. Additional information

1. To help the learner to discover and have sense of innovation.
2. To encourage the learner working in groups in order to help one another.
3. To vote for a learner who will lead others in groups, to give him responsibility but groups and leaders should be changing.
4. Small or big groups should be with girls and boys, weak and strong so that they help one another.
5. Additional activities to weak and strong pupils but weak ones should be of easy application activity or they can be given more time.
6. Mixing easy with complex questions help learner to do more.

SECTION 2: ISLAMIC RELIGIOUS STUDIES

Unit 1: THE PILLARS OF ISLAMIC FAITH

1.1. Key Unit Competences

The student will be able to respect, worship only Allah

1.2. Prerequisite

Before undertaking this unit, pupils should have prior knowledge of Islamic practices of faith and prayers.

1.3. Cross cutting issues

Peace and Values education: Learn the pillars of Islamic faith which guide them to embrace the culture of peace based on Allah's call to live and work for peace.

Environment and sustainability: Learn the pillars of Islamic faith, which will guide pupils to know that Allah will judge everyone depending on his/her actions, and be encouraged to take more care of environment because destroying environment is a sin punishable by Allah.

1.4. Guidance to the introductory Activity

Introductory activity using relevant photos which guide pupils to express their knowledge about Islamic faith.

1.5. List of Lessons

	Lesson Tittle	Objectives of the lesson	Number of Periods
1	Six Pillars of Islamic Faith	Knowledge: Identify fundamental elements of faith of Muslim. Skills: Differentiate elements of Islamic monotheism. Attitude and values: Appreciate islamic faith and respect what other people beliefs	

2	The God that is worthy to worship is Allah the creator of the universe		
3	The Angels of God		
4	Attributes of Allah		

1.6 Lessons

1.6.1 Six Pillars of Islam.

- a. **Specific Objective:** By the help of examples and God's words written in the Holy Qur'an plus the words of Prophet Muhammad (Peace be upon Him), the pupil will be able to recite without hesitation the six pillars of Islam
- b. **Teaching and Learning Resources:** Photos, God's word as found in Quran and God's Prophet Muhammad (iaai) plus other books concerning Islamic faith.
- c. **Methodology:**

Introduction: Talk to pupils about God's creation, ask them to list the origin of all living and non-living things.

Ask the pupils about the end of all creation and find out their ideas of how long God's creations will live. Frame the question around the deceased people known to some pupils . Ask the pupils their thoughts about the deceased.

Lesson Delivery:

Teacher's Activity	Learner's Activity
<p>Divide the pupils into six groups that correspond to the six pillars of Islamic faith, and read to them some guidelines to follow.</p> <p>Distribute to each group a paper bearing one different pillar of Islamic faith; guide them to discuss the names and responsibilities of Angels.</p> <p>-Follow up the pupils in their groups to ensure that they are able to follow the instructions.</p> <p>Request the pupils to share their work within their groups</p> <p>Closely follow the pupils in their groups and help them come out with better answers than what they had discussed in their groups.</p>	<p>Pupils will form groups and choose a leader amongst them and follow the instructions given</p> <p>During their group discussions, each group will discuss about one pillar given to them and share ideas about the names and responsibilities of the Angels</p> <p>Each group will have one representative go in front and explain to the rest and later allow them time to pose some questions.</p> <p>Pupils will follow corrections done by the teacher and write some notes in their application activity books.</p> <p>Pupils will answer revision questions.</p>

Answers for the application activity 1.1

- The faith that is required is that of heart, uttered by tongue and all the body parts through the acts of obedience of Allah's Commandments.
- The six pillars of Islamic faith are:
 - Believe in Allah
 - Believe in Angels of Allah
 - Believe in the books of Allah
 - Believe in the prophets
 - Believe in the day of judgement
 - Believe in Allah's predetermination

UNIT 2: MEMORISING AND EXPLAINING THE CHAPTERS.

2.1. Key Unit Competence

The pupil will be able to memorise the six chapters.

2.2. Prerequisite

Before undertaking this unit, the pupils should have prior knowledge on the reading vowels and consonants of Arabic language and reading short chapters from Qur'an.

2.3. Cross-cutting issues

Peace and values Education: After studying the Chapter called Humaza (The backbiter), the pupils will develop the culture of peace and values and live in harmony with their friends by avoiding backbiting because it is a sin before Allah.

Financial Education: After studying the chapter about Takathur (greed), and understanding the punishment meant for the greedy, pupils will embrace financial education which will make them understand the importance of managing well their property and that of their friends too.

2.4. Guidance to the introduction activity

Find out from the pupils whether they have memorized any chapters from the Qur'an. Ask them the importance of memorizing some chapters from the Qur'an in their lives as Muslims. After hearing their responses, help them know which chapters muslim believers memorise to help them in their daily lives and how important it is to repeat the chapters because Allah rewards those who do it.

2.5 List of lessons

Lessons	Lesson objective
1. Reading Chapter Al-Humazat.	Repeatedly reading the Qur'an and memorizing some chapters Reading Chapter Al-As'r Explaining the short chapters of the Qur'an of the after memorizing them
2. Trusting in Allah all the time.	
3. Reading Chapter at Takathuru.	

4. Reading Chapter Al Qari'at.	Reciting some short chapters from the memory
5. Reading Chapter Al Adiyaati	Reciting the Qur'an by following the reciting rules Analyzing the importance of reciting the chapters from the Qur'an

2.6 Guidance to the lessons

2.5.1: Reading Chapter Al-Humazat

- a. **Specific Objective:** By using texts written in Arabic and chapter al-Humazat, a pupil will be able to properly read chapter al-Humazat and explain its meaning.
- b. **Teaching and Learning Resources:** Extracted texts from chapter al-Humazat, in the Holy Qur'an.
- c. **Methodology:**

Introduction:

Distribute Qur'an to pupils, ask them to open chapter (104), and to name the chapter.

Lessod Delivery:

Teacher's Activity	Pupil's Activity
Sit the pupils into groups of two, ask them to open Qur'an Chapter (104). Sit in a position where all the the pupils are able to see and hear you when reading the chapter. Read for the pupils and ask them to repeat after you line by line Make the pupils to reapeat several times; let them do it in pairs or a group of three.	Learners sit in groups of two and open the Qur'an chapter (104). Learners will attentively listen to the teacher's lesson. Learners will recite what the teacher has read to them line by line by imitating the teacher Learners will be asked to recite in turns depending on the teacher's wishes.

Request the pupils to recite in pairs and to correct each other in case one makes an error.

Keenly follow how the pupils support each other in reciting and try to support those who are still struggling. Give special support to those still struggling.

Request one pupil to loudly recite for the class and try to repeat and correct where the pupil did not recite correctly.

Tell the pupils the meaning of chapter al-Humazat and ask them what it teaches them.

In turns a pair of pupils will support each other in reciting until each one does it better.

Pupils who have not mastered reciting, will seek the help from the teacher.

In turns, pupils are asked to loudly recite for the class, later the teacher will recite for the whole class.

Pupils will be guided to follow the explanation from chapter al-Humazat and learn from it the importance of avoiding vices of backbiting and greed which could hinder them from praying to Allah because those who commit these sins will be put into hell called Hutwamat.

Application activity 2.1

Responses to application activity 2.1

1. Chapter al-Humazat strongly warns us from backbiting and becoming greedy, and teaches us how to avoid them.
2. Chapter al-Humazat teaches about how those who backbite others and are greedy, Allah will condemn them to hell called Hutwamat. Those, whom Allah has condemned to hell, will have their hands tied on a long tree so that they are not able to escape.
3. Follow how pupils are reciting.

2.6.2: Reciting chapter Al-As'r.

- a. **Specific objective:** By using an Arabic text not necessarily from the Holy Qur'an plus the explanations from chapter al-Asr, the pupil will be able to recite well chapter al-Asr and to state the message from the chapter.

b. Teaching and Learning Resources: Extracted texts from chapter al-Asr, in the Holy Qur'an.

c. Lesson delivery:

Introduction:

Start by distributing Qur'an to pupils and ask them to chapter (103), ask them which chapter is found there.

Lesson Delivery:

Teacher's Activity	Learner's Activity
<p>Divide pupils into group of two, each group should have a Qur'an, ask them to open chapter (103)</p> <p>Sit in a position where all the pupils are able to see and hear you when reading the chapter.</p> <p>Repeatedly read to the pupils, verse by verse, ask them to repeat after you, they can read in group of two or three pupils.</p> <p>Ask each pupil to recite to each other in their group of two and try to correct each other where necessary. They should do it in turns.</p> <p>Follow how the pupils support each other in reciting and find out those who have not yet mastered reciting and support them in reciting in a special way.</p>	<p>Pupils sit in group of twos and open chapter (103) in the Qur'an.</p> <p>In silence, pupils will follow the teacher</p> <p>Pupils should read by imitating the example of how the teacher reads the verse.</p> <p>Pupils will be asked to read for their colleagues who will be listening attentively.</p> <p>Pupils will read and listen to each other in turns and correct each other when necessary</p> <p>Pupils will go on helping each other to recite, those who have not yet mastered it, will in a special way be supported by the teacher.</p>
<p>Help the pupils by telling them the meaning of chapter al-Asr and help them state the message gained from the chapter.</p>	<p>A teacher will pick a pupil to recite loudly as others follow, and later follow suit.</p> <p>Pupils will properly follow the meaning of chapter al-Asr, and follow the teaching of how-to do-good deeds, to have true counsels and counsels of perseverance</p>

Application activity 2.2

Responses to the application activity 2.2

1. This chapter shows that all the people are in loss except:
 - Those who believe in Allah and do good deeds.
 - Those who counsel each other in truth
 - Those who support each other through perseverance.
2. Listening to pupils reading and explaining chapter al-Asr

2.6.3: Reciting chapter at Takathuru.

- a) **Specific Objective:** By using an Arabic text not necessarily from the Holy Qur'an plus the explanations from chapter al Takathuru, the pupil will be able to recite well chapter al Takathuru and to state the message from the chapter
- b) **Teaching and Learning Objectives:** Extracted texts from chapter al-Takathuru, in the Holy Qur'an.
- c) **Teaching Method:**

Introduction:

Start by distributing Qur'an to pupils and ask them to recite chapter (102), ask them which chapter is found there.

Lesson Delivery	
Teacher's Activity	Learner's Activity
Make pupils in the groups of two each, let them use the Qur'an and open chapter (102) Sit in a position where each pupil will be able to see and hear you. Recite the whole chapter to attentive pupils. Read to the pupils and ask them to repeat after you. Ask the pupils to read the chapter more than once; ask them to recite in groups of two or three.	Pupils sit in groups of two each and open the Qur'an chapter (102) Pupils will silently listen to the teacher's lesson While seated, pupils will repeat how the teacher recites the chapter line by line. The teacher will call upon different pupils to recite in turns while others are silent

Ask the pupils to sit in pairs, ask one pupil to read while the other is attentively listening and correcting where necessary. They should do it in turns.

Follow the pupils as they support each other in reading and identify the ones who have not mastered it and help them in reciting better.

Ask one pupil to read loudly while others are listening; correct them where they do not recite well, recite for them at the end

Tell the pupils the meaning of chapter al Takathura, and ask them what message they have got from it.

Pupils will support and correct each other in rereading the chapter until all of them have recited.

Pupils will continue to support each other in reading; the teacher will offer special help those who have not mastered reciting well.

The teacher will pick one pupil to read loudly while others are listening, later they all follow when the teacher is reciting.

Pupils will follow the message of the Chapter al Takathuru then get the message which reminds them not to be greedy and forget to pray to Allah who protects them from perishing in Jahanamu where those who overlook Allah.

Application 2.3

Responses to application 2.3

1. It is stated in chapter six: « surely, you will see the hell »
2. Allah warns people about being taken by focusing on gathering wealth until they enter into their graves, and Allah tells people to avoid that.
3. Follow how the pupils read the chapter al takathur.

2.6.4: Reading Chapter Al Qari'at.

- a. Specific objective:** By using an Arabic text not necessarily from the Holy Qur'an plus the explanations from chapter al Qari'at, the pupil will be able to recite well chapter al Al Qari'at and to state the message from the chapter.
- b. Teaching and Learning Resources:** Extracted texts from chapter al-qari'at, in the Holy Qur'an.
- c. Lesson Delivery:**

Introduction:

Start by distributing Qur'an to pupils and ask them to recite chapter (101), ask them which chapter is found there

Lesson Delivery:

Teacher's Activity	Learner's Activity
<p>Sit with the pupils in groups of two with the Qur'an, ask them to open chapter (101). Sit in front of pupils where they can all see and hear you read the whole chapter. Pupils should listen to you in silence.</p> <p>Read for pupils and ask them to repeat after you line by line</p> <p>Ask the pupils to repeat several times. You can ask two or three pupils to repeat.</p> <p>Ask the pupils in a group of two to read in turns.</p>	<p>Pupils sit in groups of two each and open the Qur'an chapter (101)</p> <p>Pupils will silently listen to the teacher's lesson</p> <p>While seated, pupils will repeat how the teacher recites the chapter line by line.</p> <p>The teacher will call upon different pupils to recite in turns while others are silent</p> <p>Pupils will continue to support each other in reading; the teacher will offer special help those who have not mastered reciting well.</p>
<p>Let the one listening try to correct the one reading in case there is an error in reading.</p> <p>Follow the way the pupils are supporting each other in reading and identify and give some special support to those who are still struggling to read</p> <p>Ask one pupil to read loudly while others are listening and correct him/her where there is an error in reading</p> <p>Tell the pupils the meaning of chapter Al Qari'at and ask them to say the message they have learnt from it.</p>	<p>The teacher will pick one pupil to read loudly while others are listening, later they all follow when the teacher is reciting.</p> <p>Pupils will follow the message of chapter Al Qari'at and get the message of how they should increase the deeds that will make Allah save them from the hell of Haawiyah.</p>

Application 2.4

Responses to application activity 2.4

1. This chapter talks about the punishment of hell called Haawiyah which will be the dwelling place for those whose deeds will be less than those whose deeds will be good.
2. Among the miracles that will happen on the judgement day, is the way people will be scattered over the mountains like butterflies, and mountains become light like flying cotton.
3. Follow how pupils are reading chapter AL Qari'at.

2.6.5: Reading Chapter Al Adiyaati.

- a. **Specific Objective:** By using an Arabic text not necessarily from the Holy Qur'an plus the explanations from chapter al Adiyaati, the pupil will be able to recite well chapter Al Adiyaati and to state the message from the chapter.
- b. **Teaching and Learning Resources:** Extracted texts from chapter al Adiyaati, in the Holy Qur'an.
- c. **Lesson Delivery:**

Introduction:

Start by distributing Qur'an to pupils and ask them to recite chapter (100), ask them which chapter is found there.

Lesson Delivery:

Teacher's Activity	Pupil's Activity
Put the pupils in groups of two; ask them to open the Qur'an chapter (100).	Pupils sit in groups of two and open the Qur'an chapter (100)
Sit in front of the pupils in a position where every pupil will be able to see and hear you as you read the whole chapter. Pupils should be seated and in silence.	In silence, pupils will listen carefully to the recitation of the teacher.
Read for the pupils and ask them to repeat after you line by line.	In their position's pupils will repeat line by line the example of the teacher's recitation Pupils will repeat, and the teacher will ask some to recite while others listen to them.

Ask the pupils to repeat reading more than once. You can ask two or three pupils to do it.

Request pupils seated in their groups to read and correct to each other in case one does not read well.

Follow how the pupils are supporting each other to read and identify those who have not mastered to read well and give them special help.

Request a pupil to read loudly while others follow and correct the part where he does not read properly. Lastly read for them.

Tell the pupils the meaning of chapter Al Adiyaati and ask them to state the message they have got from it.

In turns, pupils will support each other in reciting and correcting one another until all are able to read well.

Pupils will continue to support each other to recite, those who have not mastered reading well, will ask for special support from their teacher.

A pupil will be requested to recite loudly, others follow suit. Later they will all imitate their teacher.

Pupils will properly follow the explanation of chapter Al Adiyaati so that they can pick the lesson of how to avoid bad deeds of not appreciating and greed

Application activity 2.5

Responses to application activity 2.5

1. In this chapter Allah sworn by the horses from first verse upto verse 5 as follows:
By Horses running in crowds knocking down their legs and igniting the sparks, and by the horses that raid the attack very early in the morning raising dust, and invent the army of enemy.

After this oath, Allah wants to affirm that man is ungrateful to Him and that he is greedier and the man bears witness to that.

2.7. Answers to end assessment 2

1. Listen to how pupils read the verses and how the message corresponds to the verses.
2. Explanations of Al-Asr is:

In Allah's name, the Merciful, the Gracious.

- I swear by time,
- In truth, a person is at loss,
- Only those who accepted good deeds, and have right advice and have courage of perseverance.

Those whom Allah says that are not at loss are:

- Those who believe in Allah and perform good deeds.
 - Those who encourage right advise
 - Those who encourage patience.
3. Chapter Al Qariat verses 6-7 states that those with good deeds will be better than those with bad deeds and will inherit the life full of happiness. Verses 8-9 states that those whose bad deeds will be greater than good deeds will go to hell called Haawiyah.

Unit 3: TRADITIONS OF PROPHET MUHAMMAD AND OPTIONAL PRAYERS (SUNNAT)

3.1. Key unit competence

The pupil will be able to be a role model and invite others for prayer.

3.2. Prerequisite

Cooperation, living in harmony with others and life skills in daily lives. Working in groups makes pupils put together their energy.

3.3. Cross cutting issues:

Peace and values education: Learn the traditions of the prophets and performing prayer will help pupils to have good culture of peace and to live in harmony with others and learn about the righteous life of Allah's prophet Muhammad (peace be upon him) and understand that the importance of prayer is to help people leave bad deeds and do good deeds.

Environment and sustainability: To learn the traditions of Allah's prophet will help pupils conserve the environment because they will understand how Allah's prophet lived in harmony with his creation.

3.4. Guidance to the introductory Activity

Brainstorming by use of pictures/photos that can help pupils to show what they know about the traditions of prophet Muhammad (peace be upon him) and other issues concerning the optional prayer.

3.5. List of lessons

	Lesson tittle	Objectives of the lesson	
1	Additional prayers before and after obligatory prayer	To explain basic regulations of prayer	
2	Two calls (adhana and iqamat) of prayers	Mention additional rules of prayer	
3	Allah's punishment of people who ignore prayers (swalat).	Follow the rules of prayer	
4	Dhuma prayer and its rules	Reminding nullifiers of prayer and their consequences in the life of a muslim	
5	Responsibilities of parents concerning prayers	Attending djuma prayer and call other people to prayer	

3.6. Guidance to lessons

3.6.1. Optional prayers before and after performing obligatory prayer.

- a. **Specific objective:** Using photos and Allah's word from the Holy book Quran and Allah's prophet (peace be upon him), the pupil is able to recite without hesitation the six pillars of Islamic faith.
- b. **Teaching and Learning resources:** Photos, Allah's word from the holy book Quran and Allah's prophet Muhammad (peace be upon him) and other books that contain Islamic faith.
- c. **Methodology:**

Introduction:

Show to pupils pictures of people praying and ask them the type of appendices prayer that they know.

Lesson delivery.

Teacher's activity	Pupil's activity
<p>Place pupils into five groups which are equivalent to five obligatory prayers and give them instructions to be followed.</p> <p>Tell each group the prayer which they will discuss, give them a paper written on the prayers done before and after the prayer in each group</p> <p>Tell the pupils to converse about what you gave them and move around explaining to each group.</p>	<p>Pupils will join groups made by their teacher and follow teacher's instructions.</p> <p>After the pupils have heard about the prayer they will recite, they will observe prayers recited before and after</p> <p>In groups, pupils will talk about what was given to them and listen to some explanations from the teacher.</p>
<p>Request the pupils to go in front and explain to others what they have been doing in their groups.</p> <p>Put together what has been done by pupils and explain to them for better understanding.</p> <p>Inform the pupils that besides those prayers recited when one enters the mosque, there are other appendices prayer which the prophet of Allah gave to Moslems for them to recite depending on reason and time like eclipse of the sun and drought.</p> <p>The prophet of Allah encourages Moslems to work depending on a given reason like eclipse of the sun, drought, when you enter the mosque.</p> <p>Help the pupils to remember and to hold together the lesson.</p>	<p>In groups pupils will discuss about what they have been given by their teacher.</p> <p>A group will go forward and explain to the rest what they did, this will be done by other groups, after which there will be a session of questions.</p> <p>Pupils will follow the teacher.</p> <p>Pupils will listen and know that their appendices prayer which are recited according to a given reason</p> <p>Pupils have to be attentive and to understand that there are appendices prayer which are cited depending on a reason and time like eclipse of the sun and drought. They will write in their exercise books.</p> <p>Pupils answer revision books.</p>

Application 3.1

Responses to application activity 3.1

1. Optional prayers before and after obligatory prayer

No	Obligational prayer	Units	Units of optional prayer before	Units of optional prayers 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

2. The second type of optional prayers: are prayers that are performed occasionally depending on the specific situation and unusual periods of time such as time of eclipse, shortage of rain.

Examples:

- Al Kusufi (prayer of eclipse).
- Is'tis'qau (prayer for rain during long period).
- Tarawehe (optional prayers muslims perform during nights of holly months of ramadwan).
- Tahajudi (optional prayers muslims perform in the last part of night after waking up from sleep).
- Witri (optional prayer muslims perform at night before sleeping)
- Sunatu Dwuha (optional prayer of sunset).
- Atahiyatul Masjid (optional prayer of greeting the mosque)
- Istikharat (optional prayer of seeking guidance from Allah to make the best choice). Etc....

3.6.2: Two calls of prayer (Adhana and iqamat).

- Specific objective:** with the help of audio sound of two calls of prayer, and notes of two calls of prayer, student will be able to recite the two calls aiming at calling people for prayers
- Teaching aids:** audio sounds of two calls of prayer

c. Lesson delivery:

- Ask learners questions about prayers and what alert them to the time of prayer
- Ask learners to differentiate the two calls of prayers.

Introduction

Lesson delivery:

Teacher's activity	Pupil's activity
Make pupils sit in a form of a circle and ask them to listen to you attentively.	Pupils sit in circle form and listen the teacher attentively.
Switch on the radio and play the call to prayer (adhana) voice from the start to the end.	They will listen to how the call to prayer (adhana) is recited from the start to the end.
Give to pupils the writings about the call to prayer (adhana) and the explanations, and play the voice of call to prayer for pupils to listen to as they follow it on the papers which they have.	Pupils will follow by listening and observing words cited in call to prayer (adhana) and watch its explanations.
Switch off the radio and ask the pupils to repeat the call to prayer (adhana).	Pupils will try to repeat the words from call to prayer (adhana) and say its explanation.
Follow the same steps used to teach about call to prayer (adhana) to teach about how commorancy (iqamat) is said.	Pupils will accomplish what the teacher wants them to do.
Help pupils to recall and summarise the entire lesson.	Pupils will answer revision questions.

Application 3.2

Answers to the application activity 3.2

Words used in first call of prayer (dhana): "Allahu ak'bar: allah is great (*4), ash'hadu an la ilaha ila llahu: I testify that there is God to be worshiped except Allah (*2), ash'hadu ana muhamada rasulu llah: I testify that muhammad is the prophet of Allah(*2) hay 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 to be worshiped except Allah."

Note: for morning prayer (alfadjir) after haya ala swalat we add swalatu khayiru mina nawumi: prayer is better than sleep (*2)

The second call of prayer (Iqamat) is the call that alert the beginning of prayer such that muslims stand up and start to pray.

Words used the second call: “Allahu ak’bar: Allah is great (*2), ash’hadu an la ilaha ila llahu: I testify that there is God to be worshiped 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 to be worshiped except Allah.”

3.6.3 Punishments that Allah prepared for people who ignore prayers.

- a. **Specific objective:** using the quranic verses that talk about people who ignore prayers and punishments that Allah prepared for them with prophetic teachings about that student will be able to warn others and call them up to attend prayers regularly to avoid Allah’s prayers.
- b. **Teaching aid:** Qur’an, hadith(teachings) of the prophet peace be upon him
- c. **Lesson delivery:**

Introduction:

Ask pupils the importance and consequences of prayers.

Lesson Delivery:

Teacher’s activity	Learner’s activity
Sit with pupils in a form of circle sitting arrangement and then ask learners to pay attention to the explanation.	Pupils sit with the teacher silently and listen to the teacher’s explanations attentively.
Ask learners to mention some reasons that stop people from attending prayers .	Pupils try to mention the reasons that stop people from attending the prayers .
Show the pupils pictures of hellfire	Learners listen attentively to the verses of Quran in which Allah declared the punishments for the people who ignore prayers
Read for them the verses Qur’an 19: 59, Qur’an 107: 4-5 and ask them to comment about them.	

<p>Narrate to learners the hadith of prophet Muhammad where he said “the defference between muslims and non muslim is prayer” the ask them to mention lesson learnt from the hadith.</p> <p>Ask leaners what they are going to do after learning the punishments of ignoring prayer.</p> <p>Help learners to review and compile the main ideas from discussion.</p>	<p>Pupils listen attentively to the hadith of prophet pece be upon him about the difference between muslim and non muslim and draw from it</p> <p>Pupils after learning the punishments for people who ignore prayers are expected to attend prayers regulery and call others to attend prayers regulary</p>
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Application 3.3

Answers to the assessment 3.3

Allah says: 4.the great punishments will to those who pray, 5. those how pray carelessly (not praying on the specific times of prayers) Qur’an 107: 4-5

3.6.4. Friday (djuma) prayer.

- a. **Specific objective:** using the Quranic verses and teachings of prophet of Allah learners will be able to attend and follow the rules of djuma prayer.
- b. **Teaching aids:** Qur’an, and hadiths of prophrt of Allah, Muhammad peace be upon him.
- c. **Lesson delivery:**

Introduction:

Show the picture to pupils and ask them some questions about fiday prayer to see whether the know anything about it.

Teacher's activity	Learner's activity
<p>Sit with pupils in a form of circle sitting arrangement ask them to pay attention to your explanation.</p> <p>Show the pupils picture of people paraying in congregation then ask pupils to list the types of prayer that muslimse pray in congregation.</p> <p>Recite for pupils the verse of Qur'an 62-9-10, translate it and ask pupils to draw lessons from it.</p> <p>Give the opportunity of reading the rules of Friday prayer to pupils and you explain for them where necessary.</p>	<p>Pupils sit with the teacher and pay attention</p> <p>Pupils try to mention types of prayer where muslims pray in big congregation.</p> <p>Pupils listen attentively to the recitation and translation of the vers of Quran and learn from it that Allah ordred people to stop all activities and head to the mosques once they hear the call alerting the friday prayer time</p> <p>Pupils read one after one the rules of Friday prayer and try to explain them</p>
<p>Dictate to pupils or write on board the rules of Friday prayer and ask pupils to note the down in their books</p> <p>Help learners to reviews and compile the main points</p>	<p>Pupils copy in their books the notes about the rules of Friday prayer</p> <p>They unswer review questions of the lesson and compile the main points</p>

Application: 3.4

Answers to assessment3.4

The first and great rule of Friday group prayer is stated in the Holy Quran where Allah says:

“oh, you who believe when the call is made for congregation of Friday prayer then proceed for remembrance of Allah and drop all business that is better for you if you only knew” Qur'an: 62-9-10.

Other rules include:

1. Take bath, teeth brush and apply parfum for men.
2. Reach to mosque early.
3. Perform the optional prayer of two unites before the preacher's arrival on pulpit.
4. Settle and avoid any distraction while the preacher is delivering the surmon.

5. frequent wishing of peace and blessings for the prophet Muhammad peace be upon him on the day of Friday.
6. Drop all activities immediately once you hear the call (Adhān).
7. It is good for a Muslim to recite the chapter 18 (The Cave) before or even after Friday prayer.
8. Do a lot of supplications in order to meet the special time of Allah's acceptance of supplications as the Prophet of Allah said that during that specific time any supplication made by Allah's servants is responded.
9. It is prohibited for Muslims stepping over others to go and seat in front lines.

3.6.5. Responsibilities of parents concerning prayers (swalat).

- a. Specific objective:** using the Quranic verses and sayings of the Prophet of Allah, learners will learn the responsibilities of parents concerning the prayers and share them with his or her parents, will also improve the amount of respect they give to the parents after learning that what parents ask them it is out of responsibilities given to them by Allah.
- b. Teaching aids:** Qur'an and hadiths of the Prophet of Allah Muhammad
- c. Lesson delivery:**

Introduction:

Show the picture to learners and ask them what their parents do to motivate them to perform prayers.

Lesson delivery:

Teachers activity	Learner's activity
Put the pupils in groups and ask them to discuss the responsibilities of parents about prayers starting from what they see at their respective homes.	In groups learners share ideas about responsibilities of parents about prayers
Move around the groups following up what they are doing and give them support where needed.	Pupils ask teacher for support whenever they encounter any hardship
Ask group representatives to present their findings to others and.	Group representatives present their work to all pupils and after listening carefully to the teacher's explanations of Quranic verse and hadith of the Prophet, learners will draw from it lessons that parents

<p>Teacher Read for the pupils the verse of Qur'an 20: 132 and Hadith of prophet of Allah and ask learners to list the responsibilities of parents concerning the prayers out of the verse and hadith read by the teacher</p> <p>Help learners to review and compile the main points</p>	<p>have responsibility of ensuring that everyone at home attends to prayers as they also have to stick on prayers, they also have to start reminding their kids at age of seven and when they are ten years old reinforce them with some punishments once they ignore prayers</p> <p>Learners review and compile main points with teacher</p>
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Application 3.5

Answers to the application activity 3.5

in the holy Qur'an 20: 132 Allah says "and join your people at home to perform prayers and patiently adhere to it, we ask you no sustenance, but we sustain you and good ending will be for those who fear Allah"

3.7 End of unit assessment 3.

There are two types of optional prayer: the additional prayers performed before and after obligatory prayer and optional prayers performed occasionally depending on a certain situation of specific time such as prayer of eclipse and prayer of rain.

Both calls of prayer Adhana and Iqamat are recited in the same manner, the only difference is in iqamat where you add qad qamat swalat(*2) after hay aalal falah when it is exactly the time of prayer and then continue up to the end, it's important to note that what is said in adhan four times in iqamat it is said twice, and what is said twice in adhan is said only once in iqamat.

The Quranic verses that talk about punishments of people who ignore prayers include:

- Allah says in holy Quran «but they were succeeded by generation who ignored the prayers and followed their appetites, they will meet perditions» Qur'an 19: 59.
- The great punishments will be to those who pray, 5. those who pray carelessly (not praying on the specific times of prayers) Qur'an 107: 4-5
- "Oh, you who believe when the call is made for congregation of Friday prayer then proceed for remembrance of Allah and drop all business that is better for you if you only knew" Qur'an: 62-9-10

Other rules include:

1. Take bath, teeth brush and apply parfum for men.
2. Reach to mosque early.
3. Perform the optional prayer of two unites before the preacher's arrival on palpaté.
4. Settle and avoid any distraction while the preacher is delivering the surmon.
5. Frequent wishing of peace and blessings for the prophet Muhammad peace be upon him on the day of Friday.
6. Drop all activites emmidietely once you hear the call (Adhana).
7. Its good for muslim to recite the chapter 18 (the cave) before or even after Friday prayer
8. Do a lot of supplications in order to meet the special time of Allah's acceptance of supplications as prophet of Allah said that during that specific time any supplication made by Allah's servants is responded.
9. It is prohibited for mslims steping over other to go and seat in front lines

3.8 The summary of unit 3

The unity teaches about the optional prayers which include the additional prayers before and after obligational prayers and thor optinal prayers that are performed depending on certain reason and specific time.

3.9 Additional information for the teacher:

Optional prayers and other optional deeds are not obligatory, a muslim who does that gets rewards from Allah but there are no punishments for the one who did not do that.

3.10 Addition activities

1. does a muslim who fails to do optional deeds of worship gets punishments from Allah?

No, a muslim who does that gets rewards from Allah but there is no punishments for the one who did not do that.

UNIT 4: VALUES OF PROPHETS BEFORE MUHAMMAD

4.1 Key Unit competence

Learner will be able to follow the values of prophets before Muhammad peace be upon all of them.

4.2. Prerequisite

Before undertaking this unit, pupils should have prior knowledge on the life of Muhammad and birth of Islam.

4.3. Crosscutting issues:

Peace and Values Education: Learning history and values of Allah's prophets before prophet Muhammad peace be upon them all will help pupils to develop the culture of peace among others and live with them harmoniously because they will learn the values and tradition of prophets and how they lived even people who never believed in them

Environment and sustainability: Learning the values and tradition of Allah's prophets before Muhammad peace be upon them will help pupils to care about the environment because they will put across on how prophets lived well with the entire creatures of Allah.

4.4. Guidance to the introductory activity

Learning activity using the pictures that help pupils to reflect what they about the values and traditions of Allah's prophets before Muhammad peace be upon them all.

4.5 list of lessons

	Title of lesson	Lesson objective	Number of periods
1	History of prophet Ibrahim	Narrate brief stories and names of some prophets of Allah before Muhammad Mention some deeds of prophets before prophet Muhammad	1

2	The history of prophet nuhu	<p>Mentioning some trials and challenges faced by prophets before Muhammad</p> <p>Mention differences and similarities between the message of prophets before Muhammad and his message</p> <p>Explain how the prophets before Muhammad managed to endure with hardships they went through to accomplish their mission</p> <p>Follow their traditions and values</p> <p>Observe patience and integrity through trials and hardships of every day's life</p> <p>Give advices on how a today's muslims can improve one their faith</p>	1
3	The history of prophet Mussa		1
4	The history of prophet Ismael and Issa		1

4.6 lessons

4.6.1 The history of prophet Ibrahim

- a. **Specific objective:** using pictures and Allah's words we find in the holy book of Quran student will be able to argue others to improve on their faith and integrity among others.
- b. **Teaching aids:** pictures, the words of Allah in Qur'an and teachings of prophet of Allah peace be upon him and other books of Islamic belief
- c. **Lesson delivery:**

Introduction

Show the introductory pictures to learners and ask them to comment on pictures.

Lesson procedure

Teacher's activity	Learner's activity
Put pupils in groups and ask the discuss the life of prophet Ibrahim out of notes you will provide with them	Pupils in groups share ideas on life of prophet Ibrahim basing on notes given to them
Move around in every group while listening to pupils' ideas about history and tradition of prophet ibrahim	Pupils share ideas as compering their behaviors to the values of prophet Ibrahim aiming at learning from him.
Ask group representatives to present the groups findings to all pupils.	Group representatives present their work containing the manners learnt from prophet Ibrahim
Compile the work of pupils and read for them Quranic verses 16:120-121 that talks about values of prophet Ibrahim	Pupils pay attention and listen to the explanation of teacher about values of prophet Ibrahim
Help pupi to review and compile main points	Pupils answer to the review questions and compile with teacher the main points

Application 4.1

Answers to the application activity 4.1

1. Prophet Ibrahim was exemplary in the following:
 - He was hamble to Allah,
 - Worshipping only Allah,
 - He did never get involved in eny idolatry activity
 - He was always thankfull to Allah.
2. Following what is stated in the holy Qur'an 37: 102 when Ibrahim had dreams about sacrificing his son and dicided to fullfill the commandments of Allah, a believer should learn from him to be courageous to fullfill Allah's commandments, be humble and avoid idolatry.

4.6.2. The history of prophet Nuhu

- a. **Specific objective:** Using pictures and words of Allah learners will be able to explain the responsibilities that Allah had given to prophet Nuhu, be faithful and patient to every day's trials
- b. **Teaching aids:** Pictures, the words of Allah in Quran and teachings of prophet of Allah peace be upon him and other books of Islamic belief
- c. **Lesson delivery:**

Introduction

Show the introductory pictures to pupils showing the ark of Nuhu and ask them to comment about it.

Lesson procedure.

Teacher's activity	Learners activity
Put pupils in groups and give them notes then ask them to discuss about brief life of prophet nuhu	Pupils form up groups read, read the notes and discuss about life of prophet nuhu
Move around all groups complimenting the ideas of pupils asking them to compare the values of prophet nuhu to their behaviours	Pupils share their ideas in groups trying to compare their behaviours to the values of prophet nuhu
Stop the groups discussions and ask groups representatives to present the work to all pupils	Group representatives present the work to all pupils including what they think they have to learn from prophet nuhu
Compile the findings of pupils and read for the the verse of Qur'an 11: 27-29 which talks about what happened to prophet nuhu	pupils pay attention to teacher's explanation about the hardships faced by prophet nuhu
Read for the pupils the verse of Quran 11: 36-40 explaining to the how Allah saved prophet nuhu	Pupils attentively listen to how Allah saved prophet nuhu and learn from it that who so ever obeys Allah finally Allah saves him from any hardships
Help learners to review and compile main point	Pupils answer to review question and compile the main points

Activity 4.2

Answers to activity 4.2

The lesson every muslim should learn from the history of prophet nuhu is to never give on the duties assigned by Allah no matter the hardships and what infidels put him or through because Allah wll judge them.

A believer should also know that whatever happens to him or her once he or she puts her trust in Allah, definitely Allah will save him or her from any hardship he or she might go through.

4.6.3. The history of prophet Musa

- a. **Specific objective:** Using the pictures and words of Allah learners will be able to explain the responsibilities that Allah gave to prophe Musa, and narrate the history of his life
- b. **Teaching aids:** Pictures, the words of Allah in Qran and teachings of prophet of Allah peace be upon him and other books of Islamic beleif
- c. **Lesson delivery:**

Introduction

Introduce your lesson by showing the pupils the pictures and ask pupils questions related to that

Lesson procedure

Teacher's activity	Learner's activity
Sit with pupils in form of circle sitting arrangement and narrate to them the story of prophet Moses	Pupils sit with teacher and listen attentively to the story of prophet Moses
Ask pupils some questions about the story you narrated to them	pupils answer the questions
Read for the pupils the verses of Quran 20: 9-41 that talk about revelation of prophet musa and ask pupils to comment about that	pupils listen and try to draw lessons from the words of Allah about the revelation of Moses
Ask them to compare his challenges and the mission he was given by Allah of taking Israelis from slavery	Pupils comment about the fact that musa was raised in the house of pharaoh and then after he was sent to save Israelis from his slavery

Help pupils to review and compile main points

Pupils answer review questions and compile the main points

Activity 4.3

Answers to the activity 4.3

1. The lesson every believer should learn from the story of prophet musa is that no matter what challenges and trials a believer could go through he or she should not loose the trust in Allah because Allah is always by the side of people who trust him and his support comes always on time

4.6.4. The history of prophet Ismael and Issa

- a. **Specific objective:** using the pictures and words of Allah we find in his holy book learners will be able to narrate the story of birth of prophet Ismail and prophet Issa and the story of their life.
- b. **Teaching aids:** pictures, the words of Allah in Qran and teachings of prophet of Allah peace be upon him and other books of Islamic belief.
- c. **Lesson delivery:**

Introduction

Introduce your lesson by showing the pupils the pictures and ask pupils questions related to that

Lesson procedure

Teacher's activity	Learner's activity
Put your pupils in groups and ask the to discuss about the history of prophet Issa and Ismail we find verses of quran 11: 69-73 and 2: 42-47	In groups learners read the history of prophet issa and Ismail we find verses of quran 11: 69-73 and 2: 42-47
Ask learners to analyse the birth of the two prophets and their lives	Learners analyse the birth of the two prophets and their lives
Move around all groups listen to their ideas and axplain for them where it is needed	Learners continue to share ideas and ask the teacher for explanation where they get stack

Ask group representatives to present the groups findings to all pupils

Help pupils to review and compile main points

Ask group representatives to present the groups findings to all pupils

Pupils answer review questions and compile the main points

Activity 4.4

Answers for the activity 4.4

1. The lesson every Muslim should draw from the history prophet Issa and Ismail is that he or she has to observe patience in everything and endeavour to put in practice Allah's commandments and be characterized by good manners in his or her life.
2. Read the brief history of prophet Ismail and prophet Issa in Qur'an 11: 69-73 and Qur'an 2: 42-47.

4.7 End of unit assessment 4.

1. The message of all prophets was to call people to worship and obey only one God. The prophet of Allah Muhammad peace be upon him said "as prophets and messengers we are like brothers from different mothers but same father" that why the message of all prophets was to tell people that Allah is the only God worthy to worship.
2. The history of prophet of Allah Musa indicates that Musa was born in a period of time when the king pharaoh was hunting and killing every male baby who was born that time, but Moses was raised from his own home this teaches us that nothing can happen to you except what Allah has planned for you no matter the hatred of people we should not get scared Allah is our savior and protector.
3. The meaning of word of Allah that is known in the history of creation of prophet of Allah Issa is the commandment of Allah by saying be and it happened that Mariam/Mary got pregnancy of Issa without any man, its among the will and power of Allah in creation that whenever he the Almighty wants to create something he says be and it exists and that how prophet Issa was born.

4.8 The summary of unit 4:

This unit teaches the traditions and values of prophets of Allah who existed before prophet Muhammad peace be upon all of them and that we have to imitate the values that characterized them which include patience, being humble and worship only one God.

4.9 Additional information for the teacher:

The prophets of Allah that were mentioned in the holy Quran are 25 and the last of them is prophet Muhammad. All the prophets were sent to the respective family members and specific groups of people, but prophet Muhammad was born sent to the entire mankind and jinn.

4.10 Additional activities:

1. what was the message of all prophets?

All prophet had same message of calling people to worship only one God.

UNITY 5: INTEGRITY AND LIVING WITH OTHERS HARMONIOUSLY

5.1 Key unit Competence

Pupils will be able to respect all people all times and chill and enteract with them regardless of social class they may be in.

5.2 Prerequisite

Before undertaking this units, pupils should have prior knowledge in some specific behaviours, attitudes and values that muslims should practice in their daily lives.

5.3 Crosscutting issues

Peace and Values Education: Learning about integrity and living with others harmoniously will help pupils to adupt the culture of peace since they will learn the appropriate behaviours for a God-fearing person.

Environment and sustainability: Learning about integrity and living with others harmoniously will help pupils to care about the invironment since they will learn the manners of living well with all creatures.

5.4 Guidance to the introductory activity

Learning activity will be supported by pictures showing what pupils know about the Islamic integrity and living harmoniously with others

5.5 List of lessons

	Title of lesson	Lesson objectives	Number of periods
1	Rules of integrity in defferent times	- Mention manners in time of taking meal or drink, greetings, sleeping and waking up visiting other people's homes caring about the guests, respecting the mosque	1
2	Self respect and respecting others	- mention the most important acts of receiving the guests	1

		<ul style="list-style-type: none"> - mention the difference between mosque and other houses - explain the supplications used before eating and drinking and other rules in different times - praying to Allah in different times in daily life 	
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5.6 Guidance to lesson

5.6.1 Rules of behaviours in different situations

- a. **Specific objective:** using pictures and words of Allah we find in his holy book learners will be able to portray good manners and avoid immorality.
- b. **Teaching aids:** pictures, the words of Allah in Qran and teachings of prophet of Allah peace be upon him and other books related Islamic belief
- c. **Lesson delivery:**

Introduction

Introduce your lesson by showing to pupils the introductory pictures and ask them some questions related to them.

Lesson procedure.

Teacher's activity	Learner's activity
<p>Put pupils in groups and give them the notes about verses of Qur'an 49: 11-13 and the hadiths of prophet Muhammad concerning the manners and then ask them to discuss about them</p> <p>Move around in every group while listening to pupils' ideas and help them accordingly</p>	<p>Pupils in groups discuss about verses of Qur'an 49: 11-13 and the hadiths of prophet Muhammad concerning the manners</p> <p>Pupils share ideas in group discussions and ask teacher for help whenever they get stuck</p>

<p>Stop group discussions and Ask group representatives to present the groups findings to all pupils</p> <p>Compile the works of pupils and explain more for them</p> <p>Help pupils to review and compile the main points</p>	<p>Group representatives present their work and what they learnt from verses of Qur'an and the hadiths of prophet muhamad concerning the manners</p> <p>Pupils listen to the explanations of the teacher</p> <p>Pupils answer review questions and compile the main points</p>
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Application 5.1

Answers for the application 5.1

Allah says in the Holy Qur'an 49: 11-13 advising people what they have avoid and what they have to know in order to live the harmonious life which include:

Avoid undermine each other because sometimes those who are undermined are better than those who undermine them.

- Avoid backbiting each other.
- Avoid nicknaming each other bad names.
- Avoid doubting each other because some of it is sin
- Avoid spying each other.
- Know that the reason why Allah created us differently not to segregate each other but to know each other and the best of people is most fearing of Allah among them.

5.6.2 Self respect and respecting other.

- a. **Specific objective:** using pictures and words of Allah we find in the Holy book of Quran learners will be able to respect themselves and respect others.
- b. **Teaching aids:** pictures, the words of Allah in Quran and teachings of prophet of Allah peace be upon him and other books related Islamic belief
- c. **Lesson delivery:**

Introduction

Introduce your lesson by showing to pupils the introductory pictures and ask them some questions related to that

lesson procedure.

Teacher's activity	Learner's activity
Put pupils in groups and give them the notes about verses of Qur'an in chapter 24 (the light) 4-5 and same chapter verses 27-29 and then ask them to discuss about them	Pupils in groups discuss about verses of Qur'an in chapter 24 (the light) 4-5 and same chapter verses 27-29
Compile the work of learners and explain more for them	Group representatives they will share what they have gained from the verses of Qur'an they received
Helps learners to review and to compile the main points.	Learners will listen to the explanation of the teacher
	Learners will answer the revision question and compile the main points

Activity 5.2

Answers for the activity 5.2

In quranic verses 4-5 and 27-29 in chapter 25 Allah the Almighty mentions the appropriate manners of respecting others which include:

- Avoid prejudices to them (especially accusing fornication muslim women).
- Keep others secrets of bad things they do and advice them to stop doing that
- Avoid judging others.
- Seek for permission if you want to enter in homes of others.
- Avoid entering people's homes when they are absent.
- Go back happily if the did not permit you to enter their homes.
- Greet the people you find at home.
- Don't look at other people's private parts.
- Protect other people honor.

5.7 End of unity assessment

Answers to the end of unity assessment

1. There are a lot of verses in Qur'an that talk about the appropriate manners, it includes the following:
 - Qur'an 49: 11-13
 - Qur'an chapter 24: 4-5 and same chapter verses 27-29
2. The habit of self respect and respecting others and avoidance of what could harm others should characterize me knowing that others will respect me only once I respect them.
3. A muslim doesn't greet only the people he or she knows but he or she greets even the strangers.

5.8 Summary of unity 5

This unity taught about integrity and good manners in different times and situation of life and self respect and respecting others.

5.9 Additional knowledge for the teacher

Islam explains peace and in all its teachings it advocates for peace and living with others in peace, the most effective means of achieve that is to self respect and respect others and be characterized by good manners.

5.10 Additional activities

1. What should characterize the true Muslim?

A muslim should be characterized by good manners of self respect and respect others.

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