

Social Studies
for
Rwanda Schools
Primary 6
Teacher's Book

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PART A

INTRODUCTION

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

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

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

The teachers will, therefore, find this guide very useful as they engage the learners in various teaching and learning experiences. In an effort to assist the teacher in handling the new Social Studies Competence Based Curriculum, this guide offers the hands-on approach by providing the right strategies and pedagogy.

Objectives of Social Studies

The general objectives of teaching Social Studies are:

- Educate a full citizen who is liberated from all kinds of discrimination, including gender-based discrimination, exclusion and favouritism.
- Contribute to the promotion of a culture of peace and emphasise Rwandan and universal values of justice, peace, tolerance, respect for human rights, gender equity, solidarity and democracy.
- Development in the Rwandan citizen of an autonomy of thought, patriotic spirit, a sense of civic pride, love of work and global awareness.

- Develop responsible behaviours in addressing social challenges such as HIV and AIDS, protection of the environment, family planning, population growth, gender equity and human and children's rights.
- Eliminate all causes and obstacles, which can lead to disparity in education, be it by gender, disability and geographical or social.
- Demonstrate respect for the cultural identity, heritage and values of themselves and others.
- Prepare themselves as productive, responsible citizens and confident lifelong learners.

Importance of Social Studies to the Society

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

- Provide learners with knowledge, skills and attitudes that will empower them to participate in harmony in the society.
- Enable the learners to develop positive virtues and co-operate with others.
- Develop the learners' curiosity about the understanding of people and their social and physical environment.
- Develop the learners for future careers such as law, management and administration.

Developing competences in Social Studies

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

Basic competences

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

- Literacy
- Numeracy
- ICT and digital competences
- Citizenship and national identity

- Entrepreneurship and business development
- Science and technology

Generic competences

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

- Critical thinking
- Research and problem solving
- Creativity and innovation
- Communication
- Co-operation

General Learning Outcomes

The Social Studies Primary Six has 13 units. Each unit has learning outcomes as listed below:

1. Ability to draw Rwanda administrative map, East Africa and Africa maps and interpret them.
2. Demonstrate patriotism and good citizenship.
3. Ability to adopt proper hygiene during puberty and prevent chronic diseases.
4. Ability to recognise the importance of public places and assets in the development of the country.
5. Analyse the importance of family and national budget. Explain factors that promote development.
6. Ability to locate different places using longitude and latitude on a map; ability to analyse influence of physical features and human activities to climate change and its effects.
7. Ability to justify the linkage between economic activities and sustainable development.
8. Ability to explain the importance of natural resources and ways of preserving them.
9. Ability to differentiate major ethnic groups, interpret causes and effects of migration in East Africa.
10. Ability to analyse communication services and transport networks in Rwanda and in the region.
11. Ability to demonstrate historical elements of post-independent Rwanda.
12. Ability to analyse the factors that led to the 1994 Genocide Against the Tutsi and its consequences.
13. Ability to analyse effects of foreigners in East Africa.

Pedagogical Approaches in Teaching Social Studies

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

(a) Discussion

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

(b) Field visits

This is a method involving learners visiting an area around the school or far away so that learners can understand better what the teacher explained in class. Such visits enable the learners to collect information for them and get firsthand knowledge about the issues at hand. When properly organised, field visits provide information to the learners which they can remember for a long time. Before taking the learners for a field visit, the teacher is called upon to make a prior visit to the area (reconnaissance visit), so as to identify the suitability of the site and areas of interest. If it is a visit to a nearby genocide memorial site, the teacher must clear with the authorities in charge of the site and prepare on the questions the learners are likely to ask. The teacher should then agree with the authorities on the actual time and day of the visit.

(c) Question and answer

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

(d) Resource persons

The teacher will at times be called upon to invite experts on certain issues to come to class and give a talk to the learners. In the community around the school, there might be several experts who can be invited to share their knowledge with learners. For

instance, a nurse or doctor may come and talk to the learners about chronic diseases. After identifying the resource person, the teacher should discuss with the person to agree on the areas of discussion and when they will talk to the learners. The teacher should then prepare the learners by telling them who the resource person is, when the person will talk to them and how they are expected to conduct themselves during the discussion.

(e) Debating

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

(f) Demonstration

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

(g) Observation

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

(h) Role-plays

This is the performance of a particular role either consciously or unconsciously. The learner imitates situations by performing the actual actions.

(i) Projects

Projects are collaborative enterprise that are carefully planned and designed to achieve a particular aim. Projects can be home based or school based.

Cross-cutting issues

There are eight cross-cutting issues in competence-based curriculum. These are:

- Genocide studies
- Environment and sustainability
- Gender

- Comprehensive sexuality education
- Peace and values education
- Financial education
- Standardisation culture
- Inclusive education

Cross-cutting issues should capture the attitudes and values of the learner. The teacher must emphasise and ensure that learners pay special attention to these issues.

Multi-ability Learning

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

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

Accommodating Learners with Special Needs

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

1. The learners with special needs should be given remedial lessons in areas where they experience problems. In most cases teaching should be one on one.
2. They should be given more time to complete their tasks.
3. The learning resources used should be accommodative to them, for example, visual aids used must be appropriate.
4. The learning activities adopted should be the ones in which they can participate in.
5. When there is need, assign and encourage other learners to assist them.
6. We should all be friendly and kind to these learners, we should look at them as being worthy and competent like the other.
7. Encourage them to take part in all school activities including games, music and drama.

The following table gives some strategies that can be used to handle learners with specific Special Needs Education.

	Types of learning difficulty	Indicators	Suggested solutions
1.	Hearing impairment	<ul style="list-style-type: none"> • Shouting. • No response to calls or noise. • Speaking or language problems. • Appearing unattentive and lonely. • Painful or running ears. • Inflammation of the ears. 	<ul style="list-style-type: none"> • Use of visual aids and sign language. • Use mostly written form of teaching. • Use both oral and written assessment. • Talk audibly and clearly. • Enhance the use of group work to facilitate individualised attention.
2.	Visual impairment	<ul style="list-style-type: none"> • Reading while holding the book either too close or too far from the eyes. • Difficulty in reading. • Reddish or watery/ teary eyes. • Complains of poor vision. • Eyes moving rapidly. • Tripping over objects. 	<ul style="list-style-type: none"> • Use real objects or models. • Use visual aids with large prints. • Move learner closer to the chalkboard or in front of the class. • Use of tactile materials. • Where possible use braille for reading and writing.

3.	Physical impairment	<ul style="list-style-type: none"> Deformed body. Difficulty in using limbs. Abnormal posture. Problems in movement. 	<ul style="list-style-type: none"> Tag the learner to others for assistance. Make classroom environment friendly, for example, by increasing space between desks in accommodating crutches and wheel chairs. Remove stairs from school environment and replace them with ramps.
4.	Mental impairment	<ul style="list-style-type: none"> Slow in learning and performing tasks. Slow in making corrections. Abnormally small or large head. Poor eye and hand co-ordination. Little or no interest in the surrounding. 	<ul style="list-style-type: none"> Use more visual aids. Give low order tasks equal to capability. Use drilling and repetition. Plan teaching from simple to complex tasks. Teach one skill at a time. Praise the learner for positive response.

Assessment Approaches

Formative evaluation

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

The following forms of formative evaluation can be used:

- Observation
- Written observation
- Oral evaluation

Summative evaluation

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

Evaluation Records/Grading Competences

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

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

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

Instructional Materials

These are the items the teacher gathers for use in the lesson to support teaching and learning. Each lesson requires different resources. You are expected to identify what you will use and have the same ready for the lesson. The materials may either be print or non-print, should be cheap and locally available to the learners. P6 Social Studies syllabus suggests the following learning and teaching resources:

Relevant textbooks about:

- History of Rwanda
- History of Africa
- World ancient and modern civilisations
- Modern world History and World Wars
- Atlas
- Geographical and Historical maps

Other materials

- Access to use of Internet
- Films and videos (audio-visual sources)
- Historical sites
- Archaeological sites
- Memorial sites
- Photographs
- Braille
- Museums
- Tales, tactile maps, stories and testimonies

Content map

	Unit 1	Unit 2	Unit 3
	Our country	Civics and governance	Hygiene
Number of Periods	4	16	5
Key Unit competence	Draw and interpret Rwanda administrative map, East Africa and African maps and interpret them.	Demonstrate patriotism and good citizenship	Adopt proper hygiene during puberty and prevent chronic diseases
Number of lessons	4	16	5
Equipments and learning and teaching materials required	<ul style="list-style-type: none"> • Textbooks. • Internet. • Maps. • Globe. • Compass. 	<ul style="list-style-type: none"> • Textbooks. • Internet. • Films. • Videos. • Media (newspapers and radio). 	<ul style="list-style-type: none"> • Textbooks. • Internet. • Videos. • Pictures. • Illustrations. • Real objects.
Activities/ Techniques	<ul style="list-style-type: none"> • Reading books. • Using the internet. • Discussing in groups. • Researching. • Drawing maps. • Writing summary. 	<ul style="list-style-type: none"> • Reading. • Discussing in groups. • Researching. • Writing essays. • Watching videos and films. 	<ul style="list-style-type: none"> • Reading books. • Using the internet. • Discussing in groups. • Researching. • Making class presentations.
Generic competences practiced	<ul style="list-style-type: none"> • Critical thinking. • Communication skills. • Creativity and innovation. • Co-operation. 	<ul style="list-style-type: none"> • Critical thinking. • Communication skills. • Creativity and innovation. • Co-operation. 	<ul style="list-style-type: none"> • Critical thinking. • Communication skills. • Creativity and innovation. • Co-operation.

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

	Unit 4	Unit 5	Unit 6
	Public places and assets in our country	Budget	Direction and location
Number of Periods	3	4	4
Key Unit competence	Recognise the importance of public places and assets in the development of the country.	<ul style="list-style-type: none"> Analyse the importance of family and national budget. Explain factors that promote development. 	<ul style="list-style-type: none"> Locate different places using longitude and latitude on a map and determine time differences. Analyse influence of physical features and human activities to climate change and its effects.
Number of lessons	3	4	4
Equipments and learning and teaching materials required	<ul style="list-style-type: none"> Books. Internet sources. Films. Video Photographs. Illustrations of public places and assets. 	<ul style="list-style-type: none"> Internet. Textbooks. Photographs. Tactile materials. Video. Illustrations of factors that promote development. 	<ul style="list-style-type: none"> Pupils' Book. Internet. Pictures. Tactile materials. Photographs. Films. Videos. Globes.
Activities/ Techniques	<ul style="list-style-type: none"> Reading books. Using the Internet. Discussing in groups. Demonstrating preserving measures. 	<ul style="list-style-type: none"> Forming groups and discussing types of budget. Preparing family budget. Carrying out a field visit. Making summary of findings. 	<ul style="list-style-type: none"> Researching. Discussing in groups. Writing notes. Making class presentation. Drawing and interpreting maps.

Generic competences practised	<ul style="list-style-type: none"> • Critical thinking. • Communication skills. • Creativity and innovation. • Co-operation. 	<ul style="list-style-type: none"> • Critical thinking. • Communication skills. • Creativity and innovation. • Co-operation. 	<ul style="list-style-type: none"> • Critical thinking. • Communication skills. • Creativity and innovation. • Co-operation.
Cross cutting issues to be addressed	<ul style="list-style-type: none"> • Environment and sustainability 	<ul style="list-style-type: none"> • Financial education • Peace and values education • Standardisation culture 	<ul style="list-style-type: none"> • Peace and values education • Environment and sustainability
Assessments strategies of the key unit competence	<ul style="list-style-type: none"> • Competence-based activities at the beginning, during or at the end of the lesson. 	<ul style="list-style-type: none"> • Competence-based activities at the beginning, during or at the end of the lesson. 	<ul style="list-style-type: none"> • Formative assessment at the beginning of the unit and summative assessment at the end of the unit on learning objectives.

	Unit 7	Unit 8	Unit 9
	Economic activities	Natural resources	The people of East Africa
Number of Periods	3	4	2
Key Unit competence	Justify the linkage between economic activities and sustainable development	Explain the importance natural resources and ways of preserving them.	<ul style="list-style-type: none"> – Differentiate major ethnic groups in East Africa. – Interpret causes and effects of migration in East Africa.
Number of lessons	3	4	2
Equipments and learning and teaching materials required	<ul style="list-style-type: none"> • Pupils' Book. • Photographs. • Illustrations of economic activities. • Photographs. • Video. • Tactile materials. • Library. 	<ul style="list-style-type: none"> • Textbooks. • Internet. • Videos. • Real objects. 	<ul style="list-style-type: none"> • Textbooks. • Wall maps. • Internet. • Pictures and photographs.
Activities/ Techniques	<ul style="list-style-type: none"> • Internet research. • Group discussion about the importance of economic activities to sustainable development. • Oral class presentations of research topic. 	<ul style="list-style-type: none"> • Reading. • Discussing in groups. • Researching. • Watching videos. 	<ul style="list-style-type: none"> • Reading relevant materials about major ethnic groups in East Africa. • Discussing in groups. • Watching videos. • Making class presentations.

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

	Unit 10	Unit 11	Unit 12	Unit 13
	Transport and communication	Post independent Rwanda	Genocide Against the Tutsi	Effects of foreigners in East Africa
Number of lessons	4	6	5	5
Key Unit competence	Analyse communication services and transport networks in the in East Africa region	Demonstrate historical elements of post-independent Rwanda	Analyse the factors that led to the 1994 Genocide Against the Tutsi and its consequences	Analyse effects of foreigners in East Africa
Number of lessons	4	6	5	5
Equipments and learning and teaching materials required	<ul style="list-style-type: none"> • Books. • Internet. • Media. • Pictures. 	<ul style="list-style-type: none"> • Whole class orientation then group work. 	<ul style="list-style-type: none"> • Books. • Internet. • Media. • Pictures. 	<ul style="list-style-type: none"> • Books. • Internet. • Photographs. • Stories.
Activities/ Techniques	<ul style="list-style-type: none"> • Reading books. • Using the Internet. • Discussing in groups. • Researching. • Writing poems. 	<ul style="list-style-type: none"> • Reading. • Discussing in groups. • Researching. • Writing essays. • Watching videos and films. 	<ul style="list-style-type: none"> • Reading books. • Using the Internet. • Discussing in groups. • Researching. 	<ul style="list-style-type: none"> • Reading books. • Using the Internet. • Discussing in groups.
Generic competences practised	<ul style="list-style-type: none"> • Research and problem solving. • Lifelong learning. • Critical thinking. • Communication skills. • Creativity and innovation. • Co-operation. 	<ul style="list-style-type: none"> • Research and problem solving. • Lifelong learning. • Critical thinking. • Communication skills. • Creativity and innovation. • Co-operation. 	<ul style="list-style-type: none"> • Research and problem solving. • Lifelong learning. • Critical thinking. • Communication skills. • Creativity and innovation. • Co-operation. 	<ul style="list-style-type: none"> • Research and problem solving. • Lifelong learning. • Critical thinking. • Communication skills. • Creativity and innovation. • Co-operation.

Cross-cutting issues to be addressed	Peace and values education	Genocide studies Peace and values education	Genocide studies Peace and values education	Peace and values education Standardisation of culture
Assessment strategies of the key unit competence	Formative assessment at the beginning of the unit and summative evaluation at the end of the unit on learning objectives.	Formative assessment at the beginning of the unit and Summative assessment at the end of the unit on learning objectives.	Formative assessment at the beginning of the unit and summative evaluation at the end of the unit on learning objectives.	Formative assessment at the beginning of the unit and summative evaluation at the end of the unit on learning objectives.

Sample Competence-based Lesson Plan

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

Term	Date	Subject	Class	Unit No.	Lesson No.	Duration	Class size
Term I	20/ 01/2018	Social Studies	P6	1	1/4	40	40
Type of Special Educational Needs to be catered for in this lesson and number of learners in each category				Visual impairment: two learners			
Unit title	Administrative map of Rwanda						
Key Unit Competence	Draw and interpret Rwanda administrative map, East Africa and African maps and interpret them.						
Title of the lesson	Administrative map of Rwanda.						
Instructional Objective	Using a wall map of Rwanda/Atlas, the learner should be able to draw and interpret Rwanda administrative map, without any mistake.						
Plan for this Class (location in/outside)	Inside the classroom.						
Learning Materials (for ALL learners)	Maps, Atlas, paper, pencils, charts, Internet, crayons, water paints						
References	– Rwandan National Social Studies syllabus, Primary 6. – Social Studies Pupil’s Book, Primary 6. – Library textbooks.						
Timing for each step	Description of teaching and learning activity				Generic competences and cross-cutting issues to be addressed + a short explanation		
	Through observation of the administrative map of Rwanda, learners will draw the administrative map of Rwanda and compare the provinces according to their location and sizes.						
	Teacher activities		Learner activities				

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

			<ul style="list-style-type: none"> Peace and Values Education Learners will see Rwanda as one united country although it is made up of different provinces and districts. All are united in peaceful and harmonious relations, which is critical for our country.
Conclusion: <ul style="list-style-type: none"> Summary Assessment 5 min	<ul style="list-style-type: none"> The teacher assesses the lesson by requesting the learners to describe and interpret the Rwandan administrative map. The teacher asks learners to list the districts in each province. 	The learners respond to the assessment task. Possible answers: The Rwanda administrative map: <ul style="list-style-type: none"> Consists of five provinces. The provinces are divided into 30 districts. Some provinces are big and others are small. <ul style="list-style-type: none"> The learner lists the districts in each province. 	Generic competences: <ul style="list-style-type: none"> Communication: By answering questions, learners will develop communication competence.
Teacher self-evaluation	All learners are able to draw and interpret the Rwandan administrative map.		



Our country

1. Key Unit Competence

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

2. Prerequisites of the Unit

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

3. Cross-cutting Issues

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

4. Generic Competences

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

5. Key Words

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

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

Landlocked: Entirely enclosed by land.

Location: The particular place or position of something.

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

6. Guidance on the Problem Statement Pupil's Book page 1

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

7. List of Lessons

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

8. Lesson Development

Lesson 1: Administrative map of Rwanda
Pupil's Book page 1

I Learning Objectives

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

Skills: To draw and interpret Rwanda administrative map.

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

II Introduction

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

Answer to Activity 1 in Pupil's Book page 1

Guide the learners to draw a map of Rwanda and indicate her provinces and the neighbouring countries.

Answers to Activity 1 in Pupil's Book page 2

1. Guide the learners to name the province where their school is located.
2. Assess learners' responses.
3. Let the learners give correct answers about their neighbouring provinces.

Answers to Activity 2 in Pupil's Book page 1

1. P – Western, Q – Northern, R – Kigali City, S – Eastern, T – Southern
2. Learners categorise districts according to their provinces.

III Materials/Teaching Aids

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

Learning outcomes

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

Teaching and learning methods

- Demonstration
- Observation
- Question and answer
- Discussion

Preparation

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

IV Learning Activities

Our experience

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

Our response

- Guide the learners to individually interpret administrative map of Rwanda and locate all provinces with their different districts.
- Guide learners to draw and interpret administrative map of Rwanda individually and locate all the provinces with their different districts.

Generic competences practised

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

Cross-cutting issues

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

V Synthesis

- Ask learners to write down short notes about the administrative map of Rwanda.
- Guide learners to do the activity 2 and 3 in Pupil's Book page 4.

Answers to Activity 2 in Pupil's Book page 3

1. 30
2. Nyagatare.

Answers to Activity 3 in Pupil's Book page 4

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

VI Formative Assessment

- Assist and encourage slow learners to draw and interpret administrative map of Rwanda. Let them trace the map of Rwanda from an Atlas. Guide them to do the remedial and extended activities on page 1 and 2.
- Give gifted learners more tasks to enhance their competences.
- Provide tactile materials to learners with special needs. For example, tactile and braille maps.

Lesson 2: Location of Rwanda in relation to the map of East Africa and her neighbouring countries

Pupil's Book page 4

I Learning Objectives

Knowledge and understanding

The learner to:

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

Skills

- Draw and interpret East Africa map.

Attitudes and values

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

II Introduction

Introduce the lesson by reviewing the previous lesson on the administrative map of Rwanda. Ask them to do Activity 1 in Pupil's Book page 4.

Answers to Activity 1 in Pupil's Book page 4

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

Learning outcomes

The learner:

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

Teaching methods

- Discussion
- Demonstration
- Question and answer

III Materials/Teaching Aids

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

Preparation

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

IV Learning Activities

Our experience

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

Our response

- Guide the learners to refer to the map in Pupil's Book page 4.
- Draw the map of East Africa and locate Rwanda and neighbouring countries.
- Ask learners to do the Activity 2 in Pupil's Book page 5.

Generic competences practised

Creativity and innovation – The learner to be able to draw and interpret individually maps of East Africa then locate Rwanda and neighbouring countries using attractive shading colours.

Cross-cutting issues

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

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

Answers to Activity 2 in Pupil's Book page 5

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

V Formative Assessment

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

Lesson 3: Location of Rwanda on the map of Africa Pupil's Book page 5

I Learning Objectives

Knowledge and understanding

The learner to:

- Be able to draw and interpret individually the map of Africa then locate Rwanda and neighbouring countries.
- Be able to display the drawn map and interpret it to the class.

Skills

Draw and interpret the map of Africa.

Attitudes and values

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

II Introduction

Introduce the lesson by reviewing the previous lesson. Ask learners to do Activity 1 in the Pupil's Book pages 5 – 6.

Answers to Activity 1 on Pupil's Book pages 5 – 6

1. Guide learners as they point at location of Rwanda on the map of Africa.
2. Eastern Central Africa.

Learning outcomes

The learner:

- Draws and interprets individually the map of Africa then locates Rwanda and neighbouring countries.
- Displays the drawn map to the class then locates Rwanda and neighbouring countries.

III Materials/Teaching Aids

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

Preparation

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

IV Learning Activities

Our experience

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

Our response

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

Generic competences practised

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

Cross-cutting issues

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

V Synthesis

- Ask learners to display the drawn map and locate Rwanda and her neighbouring countries.
- Guide learners to do the Activity 2 in the Pupil's Book page 6.

Answers to Activity 2 in Pupil's Book page 6

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

Project work

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

VI Formative Assessment

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

9. End of Unit

Unit summary

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

Additional content for the teacher

- The countries of the East African Community are Rwanda, Burundi, Uganda, Kenya, Tanzania and South Sudan.
- The current provinces and districts of Rwanda were redrawn.
- Rwanda is the smallest country in East Africa in terms of landmass. It has an area of 26338 km².
- The shape of Africa is not balanced. It is wide in the north and narrow towards the south.

Answers to end of unit 1 assessment – Pupil's Book page 7

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

(ii)

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

- (iii)
 - Burundi to the South.
 - Uganda to the North.
 - Western province is towards the west of the country.
 - Tanzania to the East.
 - Democratic Republic of Congo to the West.
- Guide learners to draw accurate maps showing the countries of East Africa and guide them to interpret them by identifying the countries and describing their location.
- Guide the learners to draw an accurate map of Africa showing the location of Rwanda.

- Match the countries in column A with their direction from Rwanda in column B.

A	B
Tanzania	East
Uganda	North
DRC	West
Burundi	South

Remedial activities

- What is the name of the district where your school is found?
- What is the name of the province where your school is found from the administrative map of Rwanda?
- Look at the administrative map of Rwanda then count and give the number of provinces in Rwanda.
- Name one country found in East Africa.
- Study the map of Africa then identify the country neighbouring Rwanda to the west.

Extended activities

- Categorise the countries of Africa by the regions where they are found.

Answers to Remedial Activities

- Accept the name of the district where the school is found.
- Accept the name of the province where the school is found.
- Five.
- Kenya, Uganda, Tanzania.
- Democratic Republic of Congo.

Answers to Extended Activities

Northern	Egypt, Tunisia, Libya, Morocco, Algeria, Sudan, Southern Sudan.
Western	Ghana, Nigeria, Senegal, Cameroun, Cote d'Ivoire, Mali, Gambia, Togo.
Eastern	Ethiopia, Somalia, Eritrea, Djibouti, Kenya, Uganda, Tanzania.
Central	Democratic Republic of Congo, Congo Republic, Rwanda, Chad, Burundi, Gabon.
Southern	Republic of South Africa, Mozambique, Zimbabwe, Zambia, Botswana, Namibia, Angola

UNIT 2

Civics and governance

1. Key Unit Competence

Demonstrate patriotism and good citizenship.

2. Prerequisites of the Unit

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

3. Cross-cutting Issues to be Addressed

- **Peace and values education:** Incorporate peace and values education as learners analyse situations that depict unity and co-operation.
- **Genocide studies:** Mainstream genocide studies as learners discuss the importance of unity and co-operation.
- Incorporate comprehensive sexuality education as learners discuss unprotected sex and early sexual debut.

4. Generic Competences

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

5. Key words

Constitution: Set of laws used to govern a country.

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

Corruption: Trying to gain something in a dishonest way.

Dialogue: Talking to one another to resolve a problem.

Ethnicity: Looking at things from a tribal angle.

Governance: Act of running the government or governing.

Harmony: The state of being in agreement.

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

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

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

Patriotism : Strong support and love for your country.

Reconciliation: Restoring friendly relations.

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

6. Guidance on the Problem Statement Pupil's Book page 8

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

7. List of Lessons

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

8. Lesson Development

Lesson 1: Meaning of key words (unity, co-operation, Ndi Umunyarwanda)
Pupil's Book pages 9 – 10

I Learning Objectives

Knowledge and understanding

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

Skills

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

Attitudes and values

Acknowledge the importance of unity and co-operation.

II Introduction

Introduce the lesson by asking learners to do Activity 1 in Pupil's Book page 9.

Activity 1 in Pupil's Book page 9

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

Answers to Activity 1 in Pupils' Book page 9

Answers to Activity 1 in Pupil's Book page 9

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

III Materials/Teaching Aids

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

Learning outcomes

The learner:

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

Teaching and learning methods

- Demonstration
- Question and answer
- Observation
- Discussion

Preparation

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

IV Learning Activities

Our experience

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

Our response

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

Generic competences practised

Communication skills

- By defining key words and explaining unity and co-operation.

Cross-cutting issues

Peace and values education – Emphasise to the learners the importance of peace and values education in Rwanda. The need for unity, peace and co-operation is integral to the country’s stability and prosperity.

V Synthesis

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

VI Formative Assessment

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

Answers to Activity 2 in Pupil’s Book page 9

- (1) **How people who live in the village look at each other:**
 - They look at each other as brothers and sisters.
 - They consider themselves as friends.
- (2) **How they support one another:**
 - Coming together to perform difficult tasks.
 - Supporting one another when there is a need.
 - Supporting those in need, for example, survivors of the genocide.
- (3) They come together to assist in solving the problem.

Answers to Activity 3 in Pupil’s Book page 10

- (1) **Meaning of a nation**
People united by a common history, culture or language and living in a particular country.
- (2) **Meaning of national unity**
The feeling of being united as a country.
- (3) A new form of identifying oneself in Rwanda without mentioning ethnicity.

Answers to Activity 4 in Pupil’s Book page 13

1. What is expected of Rwanda citizen in relation to “Ndi Umunyarwanda” concept:
 - To identify oneself always as a Rwandan.
 - To show love to each other.
 - To treat others fairly and equally.
2. Learners give different responses in regard to their responsibilities to promote national unity.

Lesson 2: Situations that depict unity and co-operation and issues that hinder unity and co-operation

Pupil’s Book page 13

I Learning Objectives

Knowledge and understanding

The learner should be able to:

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

Skills

The learner should be able to:

- Analyse situations that depict unity and co-operation.
- Role-play situations that depict unity and co-operation among people.

Attitudes and values

Acknowledge the importance of unity.

II Introduction

Introduce the lesson by asking learners to do Activity 5 in Pupil's Book page 13.

Activity 5 in Pupil's Book page 13

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

Answers to Activity 5 in Pupil's Book page 13

1. *Guide learners to give the different ways in which people react to different disasters, for example:*
 - They come together to contribute money to assist.
 - They come up and provide labour where it is required.
 - They come together to fight the enemy, for example, if thieves attacked their Umudugudu.
2. *Some things that show there is unity and co-operation in our home and school.*
 - In school, we discuss in groups so that everyone learns well.
 - Both in school and home, we assist each other with work, for example, cleaning the classroom, compound, cooking and cleaning utensils.
 - Sharing the little we have, for example, books, food, shelter.
 - Helping each other when there is need, for example, when one is sick.
 - Showing love for one another.

III Materials/Teaching Aids

- Film or video on unity and co-operation.
- Exercise books.
- Photographs showing situations that depict unity and co-operation.

Preparation

- Prepare a short film or video related to unity and co-operation.
- Mount photographs and pictures showing situations that depict unity and co-operation.
- Learners with special needs such as impairment to take front seats and be helped accordingly.
- The charts to be developed using large fonts for learners with visual challenges.

Learning outcomes

The learner to:

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

Teaching and learning methods

- Demonstration
- Question and answer
- Observation
- Discussion

IV Learning Activities

Our experience

- Learners watch videos/films showing situations that depict unity and co-operation.
- Learners observe photographs showing situations that depict unity and co-operation.
- The teacher guides learners to role-play the situations that depict unity and co-operation.

Our response

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

Generic competences practised

Communication skills – The learner:

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

Cross-cutting issues

Emphasise to the learners the importance of peace and values education: Unity and co-operation is important in fostering peace.

V Synthesis

- Ask pupils to do activities 6 – 8 in Pupil's Book pages 15 – 16.

Answers to Activity 6 in Pupil's Book page 15

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

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

Answers to Activity 7 in Pupil's Book page 15

1. The teacher greets us and creates a warm atmosphere for learning.
2. No, when other people are talking, we listen to them and give them time to finish what they are saying.
3. When textbooks are not enough for everyone, we share the ones that are there equally.
4. People will not be happy with one another. Some will feel that they are not part of the district.
5. It is very bad to take other people's things without their permission.

Answers to Activity 8 in Pupil's Book page 16

Issues that hinder unity:

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

VI Formative Assessment

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

Lesson 3: Ways of promoting unity and co-operation

Pupil's Book page 12

I Learning Objectives

Knowledge and understanding

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

Skills

The learner should be able to analyse ways of promoting national unity.

Attitudes and values

Co-operate with others.

II Introduction

Introduce the lesson by asking learners to do Activity 9 in Pupil's Book page 16.

Activity 9 in Pupil's Book page 16

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

Answers to Activity 9 in Pupils' Book page 16

1.
 - Having love for others.
 - Sharing the little we have.
 - Being honest and trustworthy.
 - Talking to one another to solve problems.
 - Allowing people to express their views freely.
 - Listening to other people's views even if we don't agree with them.
 - Encouraging people from different parts of the country working together in the same offices.
 - Encouraging socio-cultural activities such as trade, games and intermarriages.

III Materials/Learning Aids

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

Preparation

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

Learning outcomes

The learner:

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

Teaching and learning methods

- Demonstration
- Question and answer
- Observation
- Discussion

VI Learning Activities

Our experience

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

Our response

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

Generic competences practised

Communication skills – The learner:

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

Cross-cutting issues

- **Peace and values education:** Emphasise the importance of adopting and following the different ways of promoting national unity.
- **Genocide Studies:** Emphasise the importance of unity by encouraging reconciliation to avoid genocide in future.

V Synthesis

- Ask pupils to do Activity 10 in Pupil's Book page 16.

Answers to Activity 10 in Pupil's Book page 16

Ways of promoting unity and co-operation:

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

VI Formative Assessment

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

Lesson 4: Importance of national unity Pupil's Book page 18

I Learning objectives

Knowledge and understanding

The learner should be able to:

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

Skills

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

Attitudes and values

Appreciate the importance of national unity.

II Introduction

Introduce the lesson by asking learners to do Activity 11 in the Pupil's Book page 18.

Answers to Activity 11 in Pupil's Book page 18

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

Importance of national unity:

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

III Materials/Learning Aids

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

Learning outcomes

The learner:

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

Preparation

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

IV Learning activities

Our experience

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

Our response

- The teacher guides learners to discuss in groups the importance of national unity.
- The teacher guides learners to make class presentations on the importance of national unity.
- Ask learners to do Activity 12 in Pupil's Book page 19.

Generic competences practised

Communication skills, co-operation, critical thinking – The learner:

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

Cross-cutting issues

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

Answers to Activity 12 in Pupil's Book page 19

1. **Guide learners to use the Internet to research on the reasons why peace is important, for example:**
 - It allows people to work and improve their income.
 - It allows people to enjoy their rights.
 - It enables the country to attract more tourists.
2.
 - **Ethnicity** hinders national unity.
 - **Religious differences** amongst people hinder national unity.
 - **Tolerance** amongst people helps to promote national unity.
 - **Dialogue** is one way of solving disputes to promote unity and co-operation.
 - **Games and sports** help in promoting unity and co-operation.
 - **Peace and harmony** help in promoting development in our country.
 - **Development** in a country can only be achieved when people appreciate importance of unity.

V Formative Assessment

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

Lesson 5 and 6: Regional co-operation

Pupil's Book 6 page 20

I Learning Objectives

Knowledge and understanding

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

Skills

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

Attitudes and values

Appreciate the importance of regional co-operation.

II Introduction

Introduce the lesson by asking learners to do Activity 1 in Pupil's Book page 20.

Answers to Activity 1 in Pupil's Book page 20

1. A region is an area especially part of a country or continent having certain characteristics but not with a fixed boundary.
2. *The regions of Africa are:*
 - Eastern Africa
 - Western Africa
 - Southern Africa
 - Central Africa
 - Northern Africa

3. Guide learners to mention any countries of Africa, which belong to any of the regional organisations.
 4. *Organisations which they have formed:*
 - EAC
 - ECOWAS
 - COMESA
 - ECCAS
 - AU
 - CEPGL
- Guide learners to discuss in groups their findings.

III Materials/Teaching Aids

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

Preparation

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

Learning outcomes

The learner:

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

Teaching and learning methods

- Demonstration
- Question and answer
- Observation
- Discussion
- Research

IV Learning Activities

Our experience

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

Our response

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

Generic competences practised

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

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

Cross-cutting issues

Appreciating the importance of **peace and values education**: Emphasise the need for peace in the region.

V Synthesis

- Discussing in groups reasons for the formation of the different regional organisations and making short notes.
- Ask learners to do Activity 2 in Pupil's Book page 21.

Answers to Activity 2 in Pupil's Book page 21

Member States of COMESA

- | | |
|--------------|--------------|
| • Angola | • Malawi |
| • Burundi | • Mauritius |
| • Comoros | • Namibia |
| • DRC | • Rwanda |
| • Djibouti | • Seychelles |
| • Eritrea | • Sudan |
| • Ethiopia | • Swaziland |
| • Egypt | • Uganda |
| • Kenya | • Zambia |
| • Madagascar | • Zimbabwe |

Answers to Activity 3 in Pupil's Book page 22

Objectives of COMESA:

- To create a common market for the goods produced in member countries.
- To remove restrictions on the movement of people and goods within the member states.

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

Answers to Activity 4 in Pupil's Book page 22

How COMESA benefits its member states

- Member states benefit from a wider market for their goods.
- Member states benefit from free movement of people.
- There is improvement in trade through reduction of tariffs.

Answers to Activity 5 in Pupil's Book page 22

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

Answers to Activity 6 in Pupil's Book page 23

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

Answers to Activity 7 in Pupil's Book page 24

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

Answers to Activity 8 in Pupil's Book page 24

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

Answers to Activity 9 in Pupil's Book pages 24 – 25

J–Chad, K–Cameroon, L–Central African Republic, M–Equatorial Guinea, N–Gabon, O–Republic of Congo, P–Democratic Republic of Congo, Q–Rwanda, R–Burundi, S–Angola

Answers to Activity 10 in Pupil's Book page 26

Objectives of ECCAS

- To establish a common market for member states.
- To promote economic stability within the region.
- To improve the standards of living among the people.

Answers to Activity 11 in Pupil's Book page 26

Benefits of ECCAS to member States

- Expanded market of goods.
- Free flow and movement of goods and people.
- Promotion of peace and political stability.

Answers to Activity 12 in Pupil's Book page 26

1. The AU is an organisation that brings together all the independent African States.
2. The AU was formed in 2002.

Answers to Activity 13 in Pupil's Book page 27

Reasons for formation of the AU

- Failure of the OAU to meet its objectives.
- The need to involve all African people in the affairs of the continent.
- To try and find local solutions to the problems facing the continent.

Answers to Activity 14 in Pupil's Book page 28

Benefits of the AU

- The AU has contributed to peace keeping on the continent.
- Through its institutions like the African Development Bank, it has given financial assistance to member states.
- It has promoted the continent's agenda in international forums.

Answers to Activity 15 in Pupil's Book page 29

1. The organs of the AU are:

- The Assembly of the AU – Composed of all heads of State and Government.
- The Executive Council.
- The Commission.
- The Pan African parliament.
- The Court of Justice.
- The Permanent Representatives Committee.
- The Specialised Technical Committee.
- The Economic Social and Cultural Council.

Answers to Activity 16 in Pupil's Book page 29

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

Answers to Activity 17 in Pupil's Book page 30

Reasons for the Establishment of NEPAD

- To help empower women on the continent.
- To improve governance structures.
- To promote economic growth and development on the continent.

Answers to Activity 18 in Pupil's Book page 30

Benefits of NEPAD

- It has improved information technology access on the continent.
- It has contributed to improvement of transport lines.
- It has improved research in science and technology.

Answers to Activity 19 in Pupil's Book page 30

Importance of regional co-operation:

- Help maintain peace and democracy.
- To solve disputes in the region.
- To help each other in times of need such as during natural disasters.

Lesson 7 and 8: International co-operation (UN, WHO, UNICEF, USAID, WFP, UNESCO)

Pupil's Book page 31

I Learning Objectives

Knowledge and understanding

The learner should be able to identify international bodies.

Skills

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

Attitudes and values

Appreciate the importance of international co-operation.

II Introduction

Introduce the lesson by asking learners to do Activity 1 in Pupil's Book page 31.

Answers to Activity 1 in Pupil's Book page 31

1. (i) **Continents of the world**
 - Africa.
 - Europe.
 - Asia.
 - North America.
 - South America.
 - Australia.
- (ii) Guide learners to use the maps and globe to name countries from each of the continents.
- (iii) Organisations that bring the people of the world together such as UNO, UNICEF and USAID.

2. **Assistance which Rwanda gets from the international community:**

- Financial assistance.
- Technical assistance.
- Scholarships for Rwandan students.

3. **Different ways in which Rwanda helps the international community:**

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

III Materials/Teaching Aids

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

Preparation

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

Learning outcomes

The learner:

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

Teaching and learning methods

- Demonstration
- Question and answer
- Observation
- Discussion

IV Learning Activities

Our experience

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

Our response

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

Generic competences practised

Co-operation, communication skills – Guide learners in:

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

Answers to Activity 2 in Pupil's Book page 31

1. The head of the UN is a Secretary General elected by the UN General Assembly.
2. To be a member of the UN, a country needs to be independent, peace-loving and accept the obligations contained in the UN Charter.

Answers to Activity 3 in Pupil's Book page 33

1. **First World War** – A war which involved all major countries of the world and which led to loss of life and destruction of property.
2. **Second World War** – A war fought between Allied countries and Axis countries.
3. League of Nations, NATO, UNO.
4. **The UNO was formed because of the following reasons:**
 - To prevent a major war from happening again.
 - To rebuild the countries which World War II had destroyed.
 - To promote co-operation in solving economic, social and humanitarian problems.
5. **Leaders who came up with the Atlantic charter:**
 - Franklin D. Roosevelt, the American President.
 - Winston Churchill, the Prime Minister of Britain.
6. **Reasons why some countries are not members of the UN**
 - Vatican – Because of its tiny population and special status with over 180 countries, it is regarded as an observer.

Answers to Activity 4 in Pupil's Book page 33

Reasons why the UN was formed

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

Cross-cutting issues

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

V Synthesis

Guide learners to do activities 5 – 14 in Pupil's Book pages 33 – 41.

Answers to Activity 5 in Pupil's Book page 34

Functions of the various UN organs

(i) **Security Council**

- Admits new members.
- Approves resolutions of the General Assembly.
- Co-ordinates the activities of the UN peacekeeping force.

(ii) **The General Assembly**

- Discusses the annual budget.
- Discusses important world issues.

(iii) **The Economic and Social Council**

- Co-ordinates the economic and social activities of the UN.
- Works to uplift the standards of living of people in the world.

(iv) **The Secretariat**

- It does the administrative work of the UN.

Answers to Activity 6 in Pupil's Book page 34

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

Answers to Activity 7 in Pupil's Book page 35

Guide the learners to correctly match the UN Secretary Generals and the period when they served.

Answers to Activity 8 in Pupil's Book page 36

1. **Benefits Rwanda gets from being a member of the UN**
 - The country is able to trade with other countries of the world.
 - The country gets loans, grants and donations from the international community.
 - The country gets technical assistance.
2. Guide learners to research, make class presentation and debate for question 3 and 4.

Answers to Activity in 9 Pupil's Book page 36

1. WHO stands for World Health Organisation. It is one of the specialised agencies of the UN.
2. **Amongst the functions of WHO are:**
 - Fighting the spread of diseases.
 - Carrying out research to provide cure to epidemics.
 - Providing support to communities affected by the outbreak of diseases.
3. 1948.

Answers to Activity 10 in Pupil's Book page 37

1. UNICEF was formed in December 1946.
2. **Reasons for the formation of UNICEF**
 - Provide emergency food and health care to children affected by war and other emergencies.
 - To promote the education of needy children.
 - To protect children from harmful cultural practices like early marriages and female genital mutilation.
3. The headquarters of UNICEF are in Paris, France.
4. **The functions of UNICEF are:**
 - Protect children from abuse.
 - Educate children from vulnerable communities.
 - Assist children in need of emergency care, for example, those affected by war.

Answers to Activity 11 in Pupil's Book page 38

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

Answers to Activity 12 in Pupil's Book page 39

1. WFP stands for World Food Programme. It is a specialised agency of the UN.
2. The WFP was created in 1961 in Rome, Italy.
3. **The functions of WFP are:**
 - Fighting malnutrition and hunger.
 - Helping communities to meet their food and nutrition needs.
 - Providing emergency food supplies in times of a disaster.

Answers to Activity 13 in Pupil's Book page 40

1. USAID stands for the United States Agency for International Development. It is a United States of America agency.
2. The USAID was created in 1961. The reasons were mainly to provide assistance to developing countries in economic, social, political and technical fields.
3. The functions of USAID are:
 - Providing technical and financial assistance to developing countries.
 - Supporting democracy and good governance in developing countries.
 - Providing assistance to countries coming out of crisis, for example, war.

Answers to Activity 14 in Pupil's Book page 41

Importance of international co-operation

- Helps in maintaining world peace and security.
- Promotes humanitarian assistance.
- It promotes world trade.
- It promotes protection of human rights.

VI Formative Assessment

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

Lesson 9: Government and Non-Governmental Organisations that help people to meet their needs and wants

Pupil's Book page 42

I Learning Objectives

Knowledge and understanding

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

Skills

The learner should be able to explain the importance of government and non-governmental organisations in the development of the country.

Attitudes and values

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

II Introduction

Introduce the lesson by asking learners to do Activity 1 in Pupil's Book 42.

Answers to Activity 1 in Pupil's Book page 42

1. **Government Organizations** are organisations set up by the government to help people meet their needs, while **Non Governmental Organizations** are independent organizations which are run by citizens and other private individuals.
2. Accept any relevant Government and Non-Governmental organisations.

III Materials/Teaching Aids

Posters, Internet, Pupil's Book.

Preparation

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

Learning outcomes

The learner:

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

Teaching and learning methods

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

IV Learning Activities

Our experience

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

Our response

- Guide learners to identify government and non-governmental organisations.
- Guide learners to write short notes on government and non-governmental organisations.
- Learners in groups discuss the importance of government and non-governmental organisations.
- Ask learners to do Activities 2 – 6 in Pupil's Book 43 – 54.

Answers to Activity 2 in Pupil's Book page 43

1. Guide learners to research on the full meaning of the abbreviations given and find the mission and objectives of the Government organisations listed. For example, WDA stands for Workforce Development Authority. Its mission is to promote, facilitate and guide the development and upgrading of skills and competences of the national workforce in order to enhance competitiveness and employability. Its objectives are:
 - To co-ordinate activities related to technical, vocational and practical education.
 - To train teachers engaged in technical, vocational and practical education.
 - To carry out inspections to ensure that technical, vocational and practical education meet set standards.
 - To promote employment through entrepreneurship development.

Answers to Activity 3 in Pupil's Book page 47

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

- Some provide people with skills, which make them get employment.
- Some provide people with knowledge about self-employment.
- They provide employment to people.
- Some give education to the people.

Answers to Activity 4 in Pupil's Book page 48

1. Accept any correct answers on NGOs in their district.
2. Guide learners to discuss the working of NGOs.
3. Guide the learners to carry out the project and assess them.

Answers to Activity 5 in Pupil's Book page 54

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

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

Answers to Activity 6 in Pupil's Book page 54

Importance of government and non-governmental organisations in development of Rwanda:

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

Generic competences practised

Co-operation, communication skills – The learner:

- Reads relevant materials and using the Internet to understand the importance of government and non-governmental organisations in the development of the country.
- Discusses in groups the importance of government and non-governmental organisations in the development of the country.
- Makes class presentations.

Cross-cutting issues

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

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

V Synthesis

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

VI Formative Assessment

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

Lesson 10 and 11: Heroism

Pupils' Book 6 page 54

I Learning Objectives

Knowledge and understanding

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

Skills

The learner should be able to:

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

Attitudes and values

- Acknowledge the contribution of Rwandan heroes.
- Develop a sense of bravery and patriotism.

II Introduction

Introduce the lesson by asking learners to do Activity 1 in Pupil's Book page 54.

Answers to Activity 1 in Pupil's Book page 54

1. Yes there are great people in our district.
They are known for a number of things, which include:
 - Fighting for our rights.
 - Fighting to defend the country.
 - Fighting divisionism.
 - Helping people who are in need.
 - Fighting for the rights of women and children.
2. *Yes, a number of them, including:*
 - Agatha Uwilingiyimana
 - Fred Rwigema
 - King Charles III Mutara Rudahigwa
3. *Characteristics of great people*
 - They are brave.
 - They are noble.
 - They are courageous.
 - They are mindful of others.
 - They love their country.

III Materials/Teaching Aids

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

Preparation

- Collect photographs of heroes.
- Collect stories and poems about Rwandan heroes.
- Learners with special needs such as impairment to take front seats and be helped accordingly.
- The charts to be developed using large fonts for learners with visual challenges.

Learning outcomes

The learner:

- Defines the meaning of hero, heroine and heroism.

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

Teaching and learning methods

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

VI Learning Activities

Our experience

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

Our response

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

Generic competences practised

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

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

Cross-cutting issues

- **Genocide studies:** Emphasise the need to love our country and exercise patriotism in ensuring that genocide never happens again.
- **Peace and values education:** Emphasise the need to adopt values portrayed by the heroes in order to work for peace and harmony thus commitment to avoid conflict.

V Synthesis

- Learners in groups discuss the contribution of Rwandan heroes.
- Ask learners to do activities 2 – 7 in Pupil's Book pages 55 – 61.

Answers to Activity 2 in Pupil's Book page 55

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

Answers to Activity 3 in Pupil's Book page 56

1. Characteristics of great people
 - They are brave.
 - They have made great achievements.
 - Their lives are an example to other people.
2. Some characteristics of our soldiers
 - They are brave.
 - They sacrifice and are ready to die for our country.

Answers to Activity 4 in Pupil's Book page 58

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

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

Answers to Activity 5 in Pupil's Book page 58

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

Answers to Activity 6 Pupil's Book page 61

Contributions of heroes to our country:

- They helped to free our country from bad rule.
- They helped to unite our country.
- They fought ethnicity.
- They stopped the killing of people in the genocide against the Tutsi.

Answers to Activity 7 Pupil's Book page 61

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

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

VI Formative Assessment

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

Lesson 12 and 13: Risky behaviour (drug abuse, unprotected sex, criminal behaviour, early sexual debut)

Pupil's Book page 62

I Learning objectives

Knowledge and understanding

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

Skills

The learner should be able to:

- Analyse causes and effects of different forms of risky behaviour.
- Analyse causes and effects of early sexual debut.
- Delay early sexual debut.

Attitudes and values

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

II Introduction

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

III Materials/Teaching Aids

Films and videos, posters, Internet sources, Pupil's Book, charts.

Preparation

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

Learning outcomes

The learner:

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

Teaching and learning methods

- | | |
|-----------------|-----------------------|
| • Demonstration | • Question and answer |
| • Observation | • Discussion |
| • Dramatisation | • Role playing |

IV Learning activities

Our experience

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

Our response

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

Generic competences practised

Co-operation, communication skills – The learner:

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

Cross-cutting issues

Comprehensive sexuality education: Emphasise the importance of avoiding risky behaviour and adopting good behaviour as a means of fighting HIV and AIDS, and STIs.

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

V Synthesis

- Ask learners to do Activities 2 – 16 in Pupil's Book pages 62 – 74.

Answers to Activity 1 in Pupil's Book page 62

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

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

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

- Drug abuse
- Engaging in sex before marriage

3. *Things that can make us be arrested by police:*

- Stealing
- Breaking the laws

4. *Things our parents and teachers don't allow us to do:*

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

Answers to Activity 2 in Pupil's Book pages 62 – 65

1. A drug is anything which when we take, changes the way our body works.
2. Drug abuse means using a drug for a reason for which it is not intended.
3. (i) The people are taking different types of drugs.
(ii) *Some of the drugs, which people abuse are:*
 - Marijuana
 - Cannabis
 - Bhang
 - Mayirungi
 - Heroin
 - Cocaine
(iii) *What these people are doing is bad because:*
 - These drugs will make them have poor health.
 - It will also make them misuse their money.
 - The drugs may make them to be violent.

Answers to Activity 3 in Pupil's Book page 65

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

Answers to Activity 4 in Pupil's Book page 66

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

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

Answers to Activity 5 in Pupil's Book page 67

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

Answers to Activity 6 in Pupil's Book page 67

Dangers of unprotected sex:

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

Answers to Activity 7 in Pupil's Book page 68

Guide learners to get to the field and do the research. Let them make short summaries and guide them to make class presentations.

Answers to Activity 8 in Pupil's Book page 69

Different criminal behaviour:

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

- **Sexual abuse** – This is the unwanted sexual advance one may make, to other persons, for example, touching another person's private parts without their consent.

Answers to Activity 9 in Pupil's Book page 69

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

Answers to Activity 10 in Pupil's Book page 70

Guide the learners to form drama groups and role play the criminal behaviour. Use this opportunity to sensitise them on why such behaviour is bad.

Answers to Activity 11 in Pupil's Book page 70

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

Answers to Activity 12 in Pupil's Book page 71

1. **Early sexual debut** – Means having the first sexual intercourse at or before the accepted age.
2. **Why it is bad for young people to engage in sex:**
 - Engaging in sex may make them get many diseases.
 - Their bodies are not yet mature.
 - They may get unwanted pregnancies, which are a risk to their lives.
 - It may distract them from their studies.
3. **What time should young people engage in sex:**
At 21 years only if they are married.

Answers to Activity 13 in Pupil's Book page 71

Causes of early sexual debut:

- **Curiosity** – This is when young people as they grow are eager to discover more and experiment with their bodies.
- **Adolescence** – This is the emotional and physical changes which take place in young people as they reach puberty.

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

Answers to Activity 14 in Pupil's Book page 71

1. Guide learners to discuss the dangers of early sexual debut. Examples are:
 - Teenage pregnancies.
 - Sexually transmitted infections and HIV and AIDS.
 - Death of young children during child birth as their bodies are not physically mature to give birth.
 - School dropout due to pregnancy.
2. Guide learners to make class presentations.
3. The girl appears to be pregnant and she is sad and worried.

Answers to Activity 15 in Pupil's Book page 72

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

Answers to Activity 16 in Pupil's Book page 74

Guide learners in discussions and making class presentations.

VI Formative Assessment

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

Lesson 14: Rwanda citizenship

Pupil's Book page 74

I Learning Objectives

Knowledge and understanding

The learner should be able to:

- Identify qualities of a good Rwandan citizen.
- Identify Rwandan values: Patriotism, Ubupfura, Kwihesha Agaciro, Ndi Umunyarwanda, Kwigira.

Skills

The learner should be able to:

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

Attitudes and values

The learner should be able to:

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

II Introduction

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

III Materials/Teaching Aids

Charts, Rwandan symbols (flag, portrait of the president, coat of arms), posters, Internet sources, Pupil's Book.

Preparation

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

Learning outcomes

The learner:

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

Teaching and learning methods

- Demonstration
- Question and answer
- Observation
- Discussion

IV Learning activities

Our experience

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

Our response

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

Generic competences practised

Creativity and innovation, co-operation – The learner:

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

Cross-cutting issues

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

V Synthesis

- Guide learners to state the meaning of Itorero ry'Igihugu and its importance.
- Ask learners to do activities 1 – 10 in Pupil's Book pages 74 – 82.

Answers to Activity 1 in Pupil's Book page 74 – 75

- (i) Citizenship is the act of belonging to a particular nation.
 - (ii) Guide learners to discuss in pairs the meaning of citizenship.
 - (iii) ***The symbols of our nation are important to all citizens in the following ways:***
 - They symbolise our national unity.
 - They give our nation an identity among other nations.
 - They make us united as a country as we all recognise and respect them.
 - (iv) ***We should respect the symbols of our nation because:***
 - It is a sign of good citizenship.
 - It helps to show our love for our country.
 - It promotes unity in the country.
- National flag.
 - National emblem.

Answers to Activity 2 in Pupil's Book page 75

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

Answers to Activity 3 in Pupil's Book page 77

Different ways of showing patriotism include:

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

Answers to Activity 4 in Pupil's Book page 77

Different ways of showing self-respect:

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

Answers to Activity 5 in Pupil's Book page 78

Values of a good Rwandan citizen: Guide learners to discuss them

- Ubupfura
- Ubwitange
- Ubutwari
- Ubunyarwanda

Answers to Activity 6 in Pupil's Book page 79

1. We can tell if one is a good citizen by looking at the qualities of good citizenship which we have discussed. If a person has those qualities then we will say the person is a good citizen.
2. Guide learners to write a report on the qualities of a good citizen and make a class presentation.
3.
 - (a) Respect the environment.
 - (b) Take part in the democratic process.

Answers to Activity 7 in Pupils' Book page 80

- (i) Itorero ry'Igihugu is a civic education programme through which people from different groups are taught about our values and good governance.
 - (ii) People were given messages about:
 - Our language.
 - Our cultural heritage.
 - How to work well together.

- Good governance.
- (iii) Guide learners through group discussion and class presentation.

Answers to Activity 8 in Pupil's Book page 81

1. *Values taught through the Itorero ry' Igihugu:*

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

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

Answers to Activity 9 in Pupil's Book page 81

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

Answers to Activity 10 in Pupil's Book page 82

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

VI Assessment

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

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

Pupil's Book 6 page 82 – 89

I Learning Objectives

Knowledge and understanding

The learner should be able to:

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

Skills

The learner should be able to:

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

Attitudes and values

The learner should be able to:

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

II Introduction

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

III Materials/Teaching Aids

Charts, Rwandan symbols (flag, portrait of the president, coat of arms), posters, photographs, Pupil's Book, Internet sources.

Preparation

- Prepare a chart showing the three organs of government and their duties.
- Collect photographs, posters and pictures related to different organs of the government and their duties and duties of citizens.
- Learners with special needs such as impairment to take front seats and be helped accordingly.

Learning Outcomes

The learner:

- Identifies organs of government.
- Draws a chart showing organs of government and their duties.
- Practise the duties of citizens.

Teaching and learning methods

- Demonstration
- Question and answer
- Observation
- Discussion

IV Learning Activities

Our experience

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

Our response

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

Generic competences practised

Creativity and innovation, co-operation – The learner:

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

Cross-cutting issues

Peace and values education: Emphasise the importance government in maintaining law and order as a prerequisite for peace and stability.

V Synthesis

Guide learners to do activities 1 – 11 in Pupil's Book pages 82 – 90.

Answers to Activity 1 in Pupil's Book page 82

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

Answers to Activity 2 in Pupil's Book page 82

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

Answers to Activity 3 in Pupil's Book page 82

Organise for the learners to visit the nearest government office and find out the answers to the questions listed. Thereafter, guide them to make class presentations.

i. *Organs of Government*

- Executive
- Legislative
- Judiciary

ii. *Members of the different organs of Government*

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

iii. *Functions of the organs of Government:*

The Executive

- Implementing policies.
- Maintaining law and order.

The Legislative

- Making laws.
- Amending laws.

The Judiciary

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

Answers to Activity 4 in Pupil's Book page 84

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

Answers to Activity 5 in Pupil's Book page 84

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

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

Answers to Activity 6 in Pupil's Book page 85

Functions of the Legislative:

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

Answers to Activity 7 in Pupil's Book page 86

Functions of the Judiciary:

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

Answers to Activity 8 in Pupil's Book page 86 – 89

1. Duties of government include:

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

VI Formative Assessment

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

Lesson 15: Elections and democracy in Rwanda **Pupil's Book 6 page 90**

Answers to Activity 9 in Pupil's Book page 89

Accept any correct answer on other roles of the government

Answers to Activity 10 in Pupil's Book page 89

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

I Learning Objectives

Knowledge and understanding

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

Skills

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

Attitudes and values

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

II Introduction

Introduce the lesson by displaying posters and photographs.

III Materials/Teaching Aids

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

Preparation

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

Learning outcomes

The learner to show appreciation for elections and democracy.

Teaching and learning methods

- Demonstration
- Question and answer
- Observation
- Discussion

IV Learning Activities

Our experience

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

Answers to Activity 11 in Pupil's Book page 90

1. *Ways in which citizens can help the government include:*

- Obeying the law.
- Paying taxes.
- Taking part in development projects.
- Reporting wrong doers.
- Taking part in the country's democratization process.
- Attending public meetings.

Our response

- Learners observe and interpret photographs, charts, posters and pictures related to elections and democracy.
- Guide learners to identify when and how elections are held in Rwanda and the different leaders who are elected.

Competences practised

The learner to:

- Read relevant materials and find out the importance of elections and democracy in Rwanda.
- Discuss in groups the importance of elections and democracy.
- Make class presentations.

Cross-cutting issues

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

V Synthesis

- Guide learners to discuss in groups the importance of elections and democracy.
- Guide learners to do activities 11 – 13 in Pupil's Book pages 90 – 92.

Answers to Activity 12 in Pupil's Book page 90

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

Answers to Activity 13 in Pupil's Book page 91

1. *Why elections and democracy are important:*

- Leaders respect those who elect them.
- People have a chance to elect their leaders.
- People have a chance to remove bad leaders from office.
- It leads to good governance.

2. *The signs of democracy in Rwanda include:*

- Regular free and fair elections.
- A free press.
- Enjoyment of human rights by citizens.

Answers to Activity 14 in Pupils' Book page 92

1. *How elections are carried out in Rwanda:*

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

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

VI Formative Assessment

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

9. End of Unit

Unit summary

This unit looks at unity and co-operation by focusing on situations that depict unity and co-operation and issues that hinder unity and co-operation. It also looks at ways of promoting unity. Starting from family to national level, it goes further and looks at regional and international co-operation and their importance. The topic also looks at Government and Non-Governmental Organisations and their importance in our country's development. The unit further dwells on heroism and looks at categories of Rwandan heroes and their contributions to the country. It further looks at different types of risky behaviour and their effects before winding up with Rwandan citizenship by looking at Rwandan values, qualities of a good citizen, main organs of the government and their functions, and the duties of the government and citizens.

Additional content for the teacher

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

Answers to the end of unit 2 assessment Pupil's Book page 94

1. **Meaning of unity**

A sense of love for one another and belonging together.

2. **The meaning and importance of Ndi Umunyarwanda**

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

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

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

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

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

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

- Imanzi
- Imena
- Ingenzi

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

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

7. **Explain your understanding and views about drug abuse:**

Drug abuse is a bad behaviour. This is because it can lead to poor health. It can also make one to engage in criminal behaviour or early sexual debut, which can lead to HIV and AIDS.

8. **A poem about the effects of drug abuse:**

Guide learners to write poems on drug abuse, for example:

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

9. **Causes of early sexual debut**

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

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

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

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

A	B
• Patriotism	• Loving your country.
• Ubupfura	• Respect yourself by doing good things.
• Kwihesha Agaciro	• Working hard to be self-reliant.
• Ndi Umunyarwanda	• Identifying oneself as a Rwandan.
• Kwigira	• Working to be self-reliant.

11. **Ways in which Itorero ry' Igihugu contributes in making people good citizens.**

This is a programme where people from different groups are taught about Rwandan values.

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

Remedial activities

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

Answers to remedial activities

1. **Situations that show unity and co-operation among people**
 - People coming together to work on common things that improve their well-being.
 - People coming together to assist the needy in society.
 - People helping in times of emergencies.
2. **How we can promote unity and co-operation:**
 - Listening to each other's opinions.
 - Treating everyone equally.

3. **Non-Governmental Organisations which help people to meet their needs:**

- Save the Child
- Rwandan Red Cross Society

4. **Importance of unity to our country:**

- It helps to promote peace in the country.
- When there is unity and co-operation, people produce more wealth.
- It makes our country earn respect among nations.

5. **Meaning of regional co-operation:**

This is where countries in a given region work together to achieve common goals.

6. **Regional co-operation organisations in Africa**

EAC, COMESA, ECCAS, CEPGL, SADC, ECOWAS.

7. **Benefits of regional co-operation:**

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

8. **Categories of Rwandan heroes:**

- Imanzi
- Imena
- Igenzi

9. **Contributions of Rwandan heroes:**

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

10. **Types of risky behaviour:**

- Drug abuse
- Unprotected sex
- Criminal behaviour

Extended activities

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

Answers to extended activities

1. ***The importance of patriotism and good citizenship to our country Rwanda.***
 - Patriotism and good citizenship can help our country to reconcile and heal especially after the bad past where our people killed others.
 - Patriotism and good citizenship can help promote unity and peace in our country and help us to avoid bad things from happening like the Genocide Against the Tutsi.
 - It will enable our people to work hard so as to develop our country.
2. ***Challenges facing regional organisations in Africa:***
 - Sometimes the leaders of the different countries fail to agree on some issues.
 - They have inadequate money to fund their activities.
 - They produce similar goods, which makes it hard for them to trade with each other.
3. ***Complementarities among organs of government:***
 - The work of one organ supports the work of another.
 - Parliament makes laws while the Executive uses those laws to maintain law and order.
 - The Executive by maintaining law and order promotes peace which enables the Judiciary and Legislature to carry out their functions.



Hygiene

1. Key unit competence

Adopt proper hygiene during puberty.

2. Prerequisites of the Unit

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

3. Cross-cutting Issues to be Addressed

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

4. Generic Competences

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

5. Key Words

Acne:	Red pimples that occur on the face, mainly in teenagers.
Chronic:	Persisting for a long time.
Discharge:	Flow of a liquid or gas.
Genital:	Related to the human reproductive organs.
Immunity :	Ability to resist an infection or disease.
Neighbours:	A place or thing next to or very near to another.
Puberty:	A period during which adolescents reach sexual maturity and become capable of reproduction.
Pubic:	Related to the genital area.
Scabies:	A contagious skin disease marked by itching and small red spots.
Symptom:	A physical or mental sign of a disease.
Tissue:	Material of which animals or plants are made of.
Unity:	The state of being together or with someone.
Uterus:	The female reproductive organ.
Vaccine:	A medical preparation that provides us with active protection against a given disease.

6. Guidance on the Problem Statement Pupils' Book page 96

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

7. List of Lessons

Number of Lessons	Lesson Title	Periods
Lesson 1	Hygiene during puberty and hygienic practices during puberty.	1
Lesson 2	Menstrual hygiene – Girls' needs during menstruation.	1
Lesson 3	Effects of poor hygiene during puberty.	1
Lesson 4	Chronic diseases (signs and symptoms and ways of preventing chronic diseases).	1

8. Lesson Development

Lesson 1: Hygiene during puberty and the hygienic practices during puberty

Pupil's Book page 97

I Learning Objectives

Knowledge and understanding

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

Skills

To carry out personal hygiene during puberty.

Attitudes and values

Adopt hygienic practices.

II Introduction

- Introduce the lesson by asking learners simple questions they can relate with.
- Ask learners to do Activity 2 in Pupil's Book page 97.

Activity 1 in Pupil's Book page 97

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

Answers to Activity 1 in Pupil's Book page 97

1. Learners mention bodily changes at puberty such as growth of pubic hair, pimples, develop breasts, menstruation, etc.
2. Learners mention how the changes affect their hygiene, for example, regular bathing and use of sanitary towels.

III Materials/Teaching Aids

Illustrations related to hygiene, videos, Pupil's Book, photographs.

Preparation

- Display photographs of boys and girls who have reached puberty for learners to observe.

- Display illustrations of hygienic practices for learners to observe.
- Provide tactile materials to learners with special needs.

Learning outcomes

At the end of the lesson, the learner should be able to practise hygiene during puberty.

Teaching and learning methods

- Demonstration
- Question and answer
- Observation
- Discussion

IV Learning Activities

Our experience

- Guide learners to demonstrate some hygienic practices.
- Guide learners to observe pictures of girls and boys at puberty.

Our response

Guide learners in identifying the hygiene practices they should carry out during puberty.

Generic competences practised

- Critical thinking, creativity and innovation.
- The learner to be able to adopt proper hygiene during puberty.

Cross-cutting issues

- Comprehensive sexuality education.
- Reproductive health: Emphasise that body changes during puberty are normal and the learners need not be shy about it.

Answers to Activity 2 in Pupil's Book page 98

1. YES/NO.
2. Guide learners to share experiences on the physical changes which they undergo.
3. Guide learners to observe the images and identify the hygiene practices shown.

V Formative Assessment

- Assist the slow learners in demonstrating various hygienic practices.
- Engage the gifted learners with more tasks.
- Assist learners with disabilities by providing tactile materials.

Lesson 2: Menstrual hygiene – Girls' needs during menstruation

Pupil's Book page 101

I Learning Objectives

Knowledge and understanding

The learner:

- Explains and demonstrates menstrual hygiene.
- Lists girls' needs during menstrual hygiene.

Skills

The learner to carry out menstrual hygiene.

Attitudes and values

Adopt hygiene practices during menstruation period.

II Introduction

Introduce the lesson by reviewing the previous lesson. Ask learners simple questions they can relate with. Ask learners to do Activity 4 in Pupil's Book page 101.

Answers to Activity 3 in Pupils' Book page 101

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

III Materials/Teaching Aids

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

Preparation

- Display the illustrations and the sanitary materials to the class. Pupils form groups for the purpose of discussion.

- Avail tactile materials to learners with disabilities.

Learning outcomes

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

Teaching methods

- Demonstration
- Question and answer
- Observation
- Discussion

IV Learning Activities

Our experience

Guide learners to observe pictures from Pupil's Book on hygienic practices and girls' needs.

Our response

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

Generic competences practised

Life skills, critical thinking

The learner to be able to carry out menstrual hygiene.

Cross-cutting issues

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

Answers to Activity 4 in Pupil's Book page 102

Advice you can give a friend on hygienic practices during puberty

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

Answers to Activity 5 Pupil's Book page 102

1. Girls' needs during menstruation
 - Sanitary pads
 - Tampons
 - Food rich in iron
 - Enough water for cleaning
2. Guide learners to identify the girls' needs during menstruation from the photographs.

V Formative Assessment

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

Lesson 3: Effects of poor hygiene during puberty

Pupils' Book page 103

I Learning Objectives

Knowledge and understanding

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

Skills

The learner to carry out hygiene during puberty.

Attitudes and values

Appreciate the importance of good hygienic practices.

II Introduction

Introduce the lesson by asking learners to do Activity 7 in Pupil's Book page 103.

Activity 7 Pupil's Book page 103

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

Answers to Activity 6 in Pupil's Book page 103

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

III Materials/Teaching Aids

Pupil's Book, charts, photographs.

Preparation

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

Learning outcomes

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

Teaching and learning methods

- Demonstration
- Question and answer
- Observation
- Discussion

IV Learning activities

Our experience

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

Our response

- Guide learners to discuss the effects of poor hygiene during puberty.
- Ask learners to write short notes.
- Ask learners to do Activity 8 in Pupil's Book page 104.

Generic competences practised

Critical thinking, creativity and innovation

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

Cross-cutting issues

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

Answers to Activity 7 in Pupil's Book page 104

1. *Other hygienic practices:*

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

2. *Other effects of poor hygiene during puberty:*

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

V Formative Assessment

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

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

Pupil's Book pages 105 – 109

I Learning Objectives

Knowledge and understanding

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

Skills

The learner to explain signs and symptoms of chronic diseases.

Attitudes and values

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

II Introduction

Introduce the lesson by asking learners to do Activity 1 in Pupil's Book page 105.

Answers to Activity 1 in Pupil's Book page 105

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

III Materials/Teaching Aids

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

Preparation

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

Learning outcomes

The learner should:

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

Teaching and learning methods

- Demonstration
- Question and answer
- Observation
- Discussion

IV Learning Activities

Our experience

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

Our response

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

observed in pictures or watched in videos.

- Guide learners to identify signs and symptoms and preventive measures.

Generic competences practiced

Life skills, critical thinking

- The learner to be able to adopt a healthy lifestyle.
- The learner to be able to differentiate the various chronic diseases and the preventive measures.

Cross-cutting issues

- Comprehensive sexuality education.
- Emphasise the importance of reproductive health: It is important to go for a medical check-up in a hospital.

V Synthesis

- Monitor the learners' discussion and assist where they have challenges.
- Guide the learners to do the Activities 2 – 7 in Pupil's Book pages 106 – 110.

Answers to Activity 2 in Pupil's Book page 106

Other causes of diabetes:

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

Answers to Activity 3 in Pupil's Book page 107

Other effects of diabetes:

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

Answers to Activity 4 in Pupil's Book page 107

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

Answers to Activity 5 in Pupil's Book page 108

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

Answers to Activity 6 in Pupil's Book page 109

1. Guide learners to visit a nearby health facility and research on causes of cancer.
2. **Other causes of cancer:**
 - Poor food choices.
 - Being overweight.
 - Smoking.
 - Exposure to harmful rays
 - Alcoholism
 - Dangerous Chemicals
 - Lack of physical activity.

Answers to Activity 7 in Pupil's Book page 110

1. **Signs and symptoms of the following chronic diseases.**

(i) Heart diseases

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

(ii) Arthritis

Fatigue, joint pain, joint swelling, joint redness, joint warmth, joint stiffness.

Effects of chronic diseases

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

2. **How the diseases can be prevented:**

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

VI Formative Assessment

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

9. End of Unit

Unit Summary

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

Additional content for the teacher

Puberty is the process of physical changes through which a child's body matures into an adult capable of sexual reproduction. It is initiated by hormonal signals from the brain to the gonads; the ovaries in a girl and testes in a boy. In response to the signals, the gonads produce hormones that stimulate libido and the growth function. On average, puberty in girls begin around ages 10–11 while in boys it begins around ages 11–12. The major landmark of puberty for females is the onset of menstruation which occurs on average between ages 12 and 13 and for males, it is the first ejaculation which occurs on average at age 13. Menstruation is the monthly flow of blood and cellular debris from the uterus that begins at puberty in women and ceases at menopause. Each month, one of the ovaries releases an egg in a process known as **ovulation**. At the same time, hormonal changes prepare the uterus for pregnancy. If the egg is not fertilised, the lining of the uterus sheds through the vagina causing a menstrual period.

Chronic diseases are also referred to as **lifestyle diseases**. A lifestyle disease is a disease associated with the way a person lives. This includes things like diet, physical inactivity, smoking and alcohol intake.

Answers to end of unit 3 assessment Pupil's Book pages 112 – 113

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

Body changes	Person
<ul style="list-style-type: none"> Hips broaden Voice deepens Breasts develop Starts menstruation Get erection Has wet dreams 	<div> <div>Boys</div> <div>Girl</div> </div>

2. Hygienic practices carried out during puberty:

- Wash our bodies everyday especially the hairy parts.
- Wash beddings weekly with hot water to kill germs.
- Wash face with warm water.
- Observe menstrual hygiene.
- Use of sanitary towels during menstruation.

3. Underlined items that girls need during menstruation:

Pads
Water
Towel
Cotton wool

4. Diabetes

5. Causes of diabetes:

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

6. C

7. Effects of chronic diseases:

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

8. Benefits of carrying out hygienic practices:

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

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

- Eat healthy foods like fruits and vegetables.
- Do exercises.
- Visit the hospital for advice.

10. Preventive measure of diabetes:

Doing exercises

Remedial activities

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

Answers to remedial activities

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

- Epilepsy
- Hypertension

Extended activities

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

Answers to extended activities

1. ***Dangers of chronic diseases to a developing country***
 - The country loses qualified people who it has taken long to train.
 - Treatment and management of these diseases is at times very expensive hence a lot of money is needed.
 - Lack of enough facilities means people have to take treatment outside the country making the country lose foreign exchange.
2. ***Chronic diseases have no cure:***
 - No, the diseases have a cure but we need to detect them early.
 - This means we must always go for screening to test if we have these diseases.
 - Once detected, we can manage them through medication, diet and regular physical exercise.



Public places and assets in our country

1. Key Unit Competence

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

2. Prerequisites of the Unit

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

3. Cross-cutting Issues to be Addressed

Environment and sustainability: Emphasise the importance of preserving the environment as learners talk about preserving public places and assets for sustainable development of Rwanda.

4. Generic Competences

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

5. Key Words

Artifact:	An item of cultural or historical interest.
Asset:	A useful or valuable thing.
Culture:	A people's way of life such as language, food, dress, songs and dances.
Dumping:	To throw waste or unwanted material away carelessly.
Encroachment:	Gradually taking away something that is not yours.
Heritage:	Something that is handed down from the past as a tradition.
Neighbours:	A place or thing next to or very near to another.
Puberty:	A period during which adolescents reach sexual maturity and become capable of reproduction.
Tourist:	A person who visits places of interest for pleasure.
Unity:	The state of being together or with someone.

6. Guidance on the Problem Statement Pupil's Book page 114

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

7. List of Lessons

Number of Lessons	Lesson Title	Periods
Lesson 1	Public places and assets in Rwanda.	1
Lesson 2	Problems faced by public places and assets/ preserving public places and assets.	1
Lesson 3	Assessment	1

8. Lesson Development

Lesson 1: Public places and assets in Rwanda

Pupil's Book page 114

I Learning Objectives

Knowledge and understanding

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

Skills

Analyse the importance of preserving public places and assets.

Attitudes and values

Appreciate the importance of public places and assets.

II Introduction

- Introduce the lesson by reviewing the work covered in P4 and P5. Ask learners simple questions about public places and assets.
- Ask learners to do Activity 2 in Pupil's Book page 115.

Answers to Activity 1 in Pupil's Book page 115

1. Accept the public places and assets named in the province where the school is found. For example, museum, game parks and public gardens.
2. Guide the learners to discuss the value of the public places to people, for example, recreation, employment and unity.
3. Public places shown:
 - (a) Museum
 - (b) Genocide memorial sites
 - (c) Game parks
 - (d) Public gardens

III Materials/Learning Aids

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

Preparation

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

Learning outcomes

The learner explains the importance of public places and assets.

Teaching and learning methods

- Demonstration
- Question and answer
- Observation
- Discussion

IV Learning Activities

Our experience

- Guide learners to name public places and assets in their province.
- Guide learners to identify pictures of public places and assets in Pupil's Book page 114.

Our response

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

Generic competences practised

Communication skills, co-operation

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

Cross-cutting issues

Environment and sustainability: Emphasise on the importance of preserving the environment with public places and assets for sustainable development of Rwanda.

V Synthesis

- Guide learners to do Activities 3 – 6 in Pupil's Book pages 116 – 118.

Answers to Activity 3 in Pupil's Book page 116

1.	Public place	Where found
	Museum	Kigali
	Genocide site	Gisozi
	Game park	Akagera
	Public garden	Nyarutarama/Muhazi/Kimihurura/Rwesero
	Assets	Where found
	Hospital	King Faizal
	Bridge	Nyabarongo/Cyome/Mukungwa/Rwarutabo
	Market	Nyarugenge/Ruhango/Gisenyi/Butare
	Water source	Kamiranzovu/Mashyuzi/Yanze/Mukingi
	Police station	Nyamirambo/Kacyiru/Nyarugenge/Muhanga
	ICT centres	Ngororero/Club Rafiki/Kacyiru/Ruhango

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

Answers to Activity 3 in Pupil's Book page 116

1. Accept any correct answer from the province where the school is located.
2. (i) Hospital (ii) School (iii) Road (iv) Water source
(v) Market (vi) Police station (vii) Public offices (viii) ICT centres.

Answers to Activity 4 in Pupil's Book page 117

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

Answers to Activity 5 in Pupil's Book page 117

Importance of public places and assets:

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

VI Formative Assessment

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

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

Pupil's Book page 119

I Learning Objectives

Knowledge and understanding

The learner:

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

Skills

Analyse the importance of preserving public places and assets.

Attitudes and values

Show concern on preserving public places and assets.

II Introduction

Introduce the lesson by reviewing the previous one. Ask learners to do Activity 1 in Pupil's Book page 119.

III Materials/Teaching Aids

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

Preparation

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

Learning outcomes

The learner:

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

Teaching and learning methods

- Demonstration
- Question and answer
- Observation
- Discussion

IV Learning activities

Our experience

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

Our response

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

Competences practised

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

Cross-cutting issues

Environmental conservation: Emphasise the importance of conserving our environment for the sustainable development of our country.

V Synthesis

- Ask learners to make summary notes from the presentation.
- Ask learners to do the activities in Pupil's Book pages 119 – 123.

Answers to Activity 1 in Pupil's Book page 119

1. Accept any relevant problems mentioned by the learner.
2. *From the pictures and observation, the problems faced by public places and assets are:*
 - Dumping of litter carelessly which makes the public places dirty.
 - Poor maintenance of facilities.
 - Poaching which leads to killing of animals in parks.
 - Fire started by charcoal burners and careless people, which destroys forests.

Answers to Activity 2 in Pupil's Book page 121

Problems facing public places and assets:

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

Answers to Activity 1 in Pupil's Book page 121

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

Answers to Activity 2 in Pupil's Book page 121

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

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

VI Formative Assessment

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

9. End of Unit

Unit Summary

This unit is about public places and assets in our country. It looks at their importance in the development of the country. The unit takes us through problems faced by public places and assets and ways of preserving them. Learners are supposed to appreciate the importance of public places and assets and show concern on preserving public places and assets.

Additional content for the teacher

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

Answers to end of unit 4 assessment Pupil's Book page 124

1. **Public places:** They are places where we may go for recreation or learning exercise. Examples are museums, genocide memorial sites, game parks and public gardens while
Public assets: They are things or places, which have value to us because they provide us with services. Examples are government schools, hospitals, buildings, roads, bridges, land, police stations, military barracks, water sources and market places, forests.
2. Guide learners to explain the importance of public places and assets in our country.
3. *Problems faced by public places and assets:*
 - Dumping or littering.
 - Corruption.
 - Poaching.
 - Invasion by people due to increased population.
 - Negligence leading to destruction.

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

- Cleaning them.
- Educating people on the importance of preserving them.
- Passing and enforcing laws against misuse.
- Employing wardens or guards.
- Fencing them to keep away those who interfere.
- Reporting those who destroy them to the police.

Remedial activities

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

Answers to remedial activities

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

Extended activity

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

Answer to extended activity

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



Budget

1. Key Unit Competences

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

2. Prerequisites of the Unit

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

3. Cross-cutting Issues to be Addressed

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

4. Generic Competences

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

5. Key Words

Accountability: Showing how money has been used.

Allocate: To set aside money for a certain purpose.

Asset: A useful or valuable thing.

Capital: Money needed for business or development.

Deficit:	Figure by which income is less than expenditure in a budget.
Expenditure:	The things on which the government spends money.
Inadequate:	Not enough.
Income:	Money which individuals earn.
Neighbours:	A place or thing next to or very near to another.
Puberty:	A period during which adolescents reach sexual maturity and become capable of reproduction.
Revenue:	Money which government earns from various sources.
Transparency:	Doing things in an open way.
Unity:	The state of being together or with someone.

6. Guidance on the problem statement Pupil's Book page 125

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

7. List of Lessons

Number of Lessons	Lesson Title	Periods
Lesson 1	Family budget and its importance.	1
Lesson 2	National budget and its importance	1
Lesson 3	Development	1
Lesson 4	End of unit assessment	1

8. Lesson Development

Lesson 1: Family budget and its importance
Pupil's Book page 126

I Learning Objectives

Knowledge and understanding

The learner to:

- Define income, expenditure, revenue and budget.
- Prepare a simple family budget and state its importance.

Skills

- Prepare a simple family budget.
- Explain the importance of family budget.

Attitudes and values

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

II Introduction

Introduce the lesson by asking learners to do Activity 1 in Pupil's Book page 126.

Activity 1 in Pupil's Book page 126

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

Answers to Activity 1 in Pupil's Book page 126

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

III Materials/Teaching Aids

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

Preparation

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

Learning outcomes

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

Teaching methods

- Discussion
- Question and answer
- Demonstration

IV Learning Activities

Our experience

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

Our response

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

Generic competences practised

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

Cross-cutting issues

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

V Synthesis

- Ask learners to do Activities 2 – 7 in Pupil's Book page 126 – 128.

Answers to Activity 2 in Pupils' Book page 126

- (i) Income
- Salary
 - Profit from sales
 - Rent from buildings
- (ii) Expenditure
- Medical bills
 - Food
 - Electricity and water
 - School fees
- (iii) Revenue
- Taxes
 - Licence fees
 - Loans

Sources of income; salary, shop

Answers to Activity 3 in Pupils' Book page 127

160,000 Rwf

Answers to Activity 4 in Pupil's Book page 127

Examples of income, expenditure and revenue:

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

Primary Six's budget to purchase items for the class

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

Answers to Activity 5 in Pupil's Book page 127

1. *Families raise income from the following:*

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

2. *Families spend money on the following:*

- Clothing
- Food
- Shelter
- Medication
- Entertainment

Answers to Activity 6 in Pupil's Book page 128

- | | |
|-----------------------------|--------------------|
| 1. Sources of income | Expenditure |
| • Salary | • Food |
| • Farm | • Medical care |
| • Poultry | • School fees |
| • Shop | • Holiday |
| • Transport business | • Clothing |
2. Accept any well prepared budget.

Answers to Activity 7 in Pupil's Book page 128

Importance of family budget

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

VI Formative Assessment

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

Lesson 2 and 3: National budget and its importance

Pupil's Book page 129

I Learning objectives

Knowledge and understanding

The learner to:

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

Skills

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

Attitudes and values

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

II Introduction

Answers to Activity 1 in Pupil's Book page 129

1. **The things which the Government does for the people are:**
 - The government provides education and health services for its people.
 - The government builds roads for its people.
 - The government provides security for the people.
2. (i) **Sources of government revenue:**
 - Taxes paid by the people.
 - Donations.
 - Loans from friendly countries.(ii) **The things on which the government spends money:**
 - Providing security to the people.
 - Providing education to the people.
 - Providing health care to the people.
 - Building roads and airports.

III Materials/Teaching Aids

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

Preparation

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

Learning outcomes

The learner to be able to:

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

Teaching Methods

- Discussion
- Question and answer
- Demonstration

IV Learning activities

Our experience

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

Our response

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

Generic competences practised

Creativity and innovation

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

Cross-cutting issues

Financial Education: Emphasise on financial education in order to develop the culture of prudent management of national revenue. The learner should willingly participate in the development of his/her country by paying taxes required by the government and monitoring proper expenditure of national revenue.

V Synthesis

- Guide learners to explain the importance of national budget.
- Ask learners to do Activities 2 – 6 in Pupil's Book pages 129 – 133.

Answers to Activity 2 in Pupil's Book page 131

1. How the government spends its money
 - Paying salaries for its workers.
 - Buying books and laptops for schools.
 - Building roads, schools and hospitals.

Answers to Activity 3 in Pupil's Book page 132

1. *Types of budgets*
 - **Balanced budget** – This is a budget in which revenue is equal to expenditure.
 - **Surplus budget** – This is a type of budget, in which revenue is more than expenditure.
 - **Deficit budget** – This is a budget in which expenditure is more than revenue.
2. A **family budget** is prepared by members of the family on the basis of income and expenditure while a **national budget** is prepared by the ministry of finance on the basis of expected national revenue and proposed expenditure then presented to parliament for approval.

Answers to Activity 4 in Pupil's Book page 132

Importance of national budget

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

Answers to Activity 5 Pupil's Book page 133

Other importances of a national budget

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

VI Formative Assessment

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

Lesson 3: Development Pupil's Book page 133

I Learning Objectives

Knowledge and understanding

The learner to:

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

Skills

Identify factors that hinder development.

Attitudes and values

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

II Introduction

Introduce the lesson by reviewing the previous one. Ask learners to do Activity 1 in Pupil's Book page 133.

Answers to Activity 1 Pupil's Book page 133

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

III Materials/Teaching Aids

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

Preparation

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

Learning outcomes

The learner to be able to:

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

Teaching methods

- Discussion
- Question and answer
- Demonstration

IV Learning Activities

Our experience

- Guide learners to identify some improvements on lives of people around

- Display photographs of factors promoting development for learners to observe.
- Ask learners to interpret charts on factors that hinder development.

Our response

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

Generic competences practised

Critical thinking, communication skills – The learner to:

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

Cross-cutting issues

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

V Synthesis

Guide learners to do the following activities in Pupil's Book pages 132 – 133.

Answers to Activity 2 in Pupil's Book page 133

1. **Ways that show Rwanda is developing are:**
 - When the lives of people improve and their surroundings also improve.
 - When towns grow.
 - When new roads are built.
 - When family income improves.
 - When good schools are built.
 - When agriculture, tourism and trade improve.
2. Accept relevant answers given by learners after the visit.

Answers to Activity 3 in Pupil's Book page 134

1. **The activities taking place are:**
 - (a) Trading (b) Industry
 - (c) Agriculture (d) Tourism

Answers to Activity 4 in Pupil's Book page 134

- **Trade:** Through trade, people earn income and employment is generated. Trade leads to growth of towns.
 - **Agriculture** promotes development by supplying food, earning income and promoting the growth of industries.
 - **Tourism** promotes development by attracting tourists and conservation of resources.
2. **The other activities that promote development are:**
 - Forestry • Mining • Industry

Answers to Activity 5 in Pupil's Book page 135

1.
 - Presence of peace and stability.
 - Presence of people who are well educated.
 - Good transport lines such as roads and railways.
2. Accept relevant answers given by learners.

Answers to Activity 6 in Pupil's Book page 135

1. **Guide learners to research on factors that hinder development of Rwanda. For example:**
 - Lack of capital.
 - Inadequate land for agriculture.
 - Effects of Genocide Against the Tutsi.
2. Guide learners to make a class presentation.

Answers to Activity 7 in Pupil's Book page 136

1.
 - Good schools. • Good hospitals. • Good roads. • Good housing.
 - A healthy population. • Clean water.
2. (a) Good school (b) Good hospital (c) Good road.
(d-f) Good homes.

VI Formative Assessment

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

9. End of Unit

Unit Summary

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

Additional content to the teacher

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

Answers to end of unit 5 assessment Pupil's Book page 139

1. **Meaning of the following words:**
 - (i) **Income** – Money, which we get after working or doing business.
 - (ii) **Expenditure** – The money, which we spend on various activities.
 - (iii) **Revenue** – The money, which a government gets from different sources.
 - (iv) **Budget** – A plan showing income and expenditure of a family or government over a given period of time.
2. **Importance of a family preparing a budget:**
 - The family is likely to use money on things that are important.
 - The family will be able to meet its needs by prioritisation.
 - The family may end up making savings for future use.
3. **The importance of a national budget:**
 - A national budget helps a country to spend money on projects that it needs most.

- A national budget promotes accountability and transparency in the use of public money.
 - A national budget helps the government to use public money well and avoid wastage.
4. **Factors that promote development:**
 - Trade, which earns income both to people and government.
 - Agriculture, which creates employment, earns income and provides raw materials for growth of industries.
 - Tourism, which earns the country foreign exchange.
 5. **Sources of national revenue:**
 - Taxes paid by citizens.
 - Court fines.
 - Loans and grants.
 - Payment for services given by government.
 - Licence fees.
 6. **Types of government expenditure:**
 - Development expenditure – This is money used on new projects like roads, schools and hospitals.
 - Recurrent expenditure – This is money used on running government; like payment of salaries, purchase of fuel and stationery.
 7. **Indicators of development in our country:**
 - The building of good roads.
 - The establishment of good schools and hospitals.
 - Increase in employment opportunities.
 - Good housing for the people.
 8. **Factors that hinder development:**
 - Low levels of education.
 - Poverty among the people.
 - Corruption.

Remedial activities

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

Answers to remedial activities

- | | | |
|-------------------------|----------------|------------|
| 1. Salary | 2. Budget | 3. Revenue |
| 4. Books, laptops, etc. | 5. Agriculture | |

Extended activities

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

Answers to extended activities

1. ***The indicators of development are:***
 - Improved incomes and standards of living among people.
 - Improvement in life expectancy as a result of improved health system.
 - Improved access to education and high literacy rates.
 - Increased access to clean water and electricity.
2. ***Challenges facing families when budgeting:***
 - Inadequate funds which cannot meet all their needs.
 - Lack of regular incomes.
 - Occurrence of many cases of emergencies.
 - Lack of knowledge.

UNIT 6

Direction and location

1. Key unit competences

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

2. Prerequisites of the Unit

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

3. Cross-cutting Issues to be Addressed

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

4. Generic Competences

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

5. Key Words

Breeze:	A gentle wind.
Depression:	A wide area on the earth which is deeper than the surrounding area.
Eruption:	A sudden discharge or explosion.
Fault:	A line of weakness within the earth crust.
Latitude:	An imaginary line on a map showing how far north or south a place is from the Equator.
Longitude:	An imaginary line on a map showing how far east or west a place is from the prime meridian.
Magma:	Hot fluid or semi-fluid material within the earth crust.
Moisture:	Water or liquid that has turned to vapour (evaporated).
Plain:	A flat low lying area.
Plateau:	A flat, raised area of land.
Rain-shadow:	A dry area on the side of a mountainous area which faces away from the wind.
Valley:	A low area of land between hills and mountains.

6. Guidance on the problem statement Pupil's Book page 141

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

7. List of Lessons

Number of Lessons	Lesson Title	Periods
Lesson 1	Direction and location using latitudes and longitudes /location of Rwanda on East Africa and Africa map	1
Lesson 2	Main physical features of Rwanda, East Africa and Africa.	2

Lesson 3	Climate of Rwanda, East Africa and Africa	1
Lesson 4	End of unit assessment	

8. Lesson Development

Lesson 1: Direction and location using latitudes and longitudes: Location of Rwanda on East Africa and Africa map

Pupil's Book page 141

I Learning Objectives

Knowledge and understanding

The learner to:

- Differentiate longitudes and latitudes.
- Be able to locate Rwanda on East Africa and Africa map using latitudes and longitudes.

Skills

- The learner to use properly longitudes and latitudes to locate places on a map.
- The learner to determine time differences using longitudes.

Attitudes and values

The learner to appreciate national sovereignty and develop the sense of observation.

II Introduction

Introduce the lesson by asking learners to do Activity 1 in Pupil's Book page 120.

Answers to Activity 1 in Pupils' Book page 141

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

III Materials/Teaching Aids

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

Preparation

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

Learning outcomes

The learner:

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

Teaching methods

- Discussion
- Demonstration
- Drawing
- Question and answer

IV Learning Activities

Our experience

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

Our response

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

Competences practised

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

Cross-cutting issues

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

V Synthesis

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

Answers to Activity 2 in Pupil's Book page 142

Guide the learners to identify the latitudes shown.

Answers to Activity 3 in Pupil's Book page 143

The countries of Africa crossed by the equator are:

Gabon, Congo, DRC, Uganda, Kenya, Somalia.

Towns on the equator are:

Butembo (DRC), Nanyuki, Nyahururu, Maseno (Kenya), Lukaya (Uganda).

Answers to Activity 4 in Pupil's Book 143

Countries in Africa crossed by the prime meridian are:

Ghana, Burkina Faso, Mali, Algeria.

Town in Africa crossed by the prime meridian:

Accra in Ghana

Answers to Activity 5 in Pupil's Book page 144

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

Answers to Activity 6 in Pupil's Book page 146

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

Answers to Activity 7 in Pupil's Book page 146

The location of different countries using latitudes and longitudes

- (i) Madagascar: 18° 54'S, 47°31'E
- (ii) Ghana: 8°00'N, 2°00'W
- (iii) Egypt: 30°2'N, 31°14'E
- (iv) Botswana: 24°39'S, 25°5'S.
- (v) Somalia: 10°00'N, 49°00'E

Answers to Activity 8 in Pupil's Book page 146

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

Answers to Activity 9 in Pupil's Book page 147

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

Answers to Activity 10 Pupil's Book page 147

1. Before watches and clocks were invented, people used to tell time by observing the movement of the sun across the sky. It was, therefore, difficult to tell time at night.
2. Guide learners to perform the activity of telling time using the sun's position in the sky.
3. (i) 24 hours.
(ii) a.m. means ante meridian (before noon) p.m. means post meridian (after noon).
(iii) Prime meridian.
(iv) The prime meridian passes through the town of Greenwich near London in Britain. That is why world time is called Greenwich Mean Time (GMT).
(v) The earth rotates on its axis from the west to the east. Countries to the east

therefore, receive the sun first before those to the west. That is why the sun appears to rise from the east and sets in the west. This makes countries to the east of the prime meridian to be ahead in time to those in the west.

Answers to Activity 11 Pupil's Book page 149

1. (i) **Tunis** – total difference in longitudes is 24°
Therefore, 24×4 minutes = 96 minutes
96 minutes = 1 hour 36 minutes.
This means that Tunis is 1 hour 36 minutes ahead of Conakry since Tunis is in the East.
Time in Tunis is 10.00 a.m. + 1 hour 36 minutes = 11.36 a.m.
- (ii) **Accra** – total difference in longitudes is 14°
Therefore, 14×4 minutes = 56 minutes.
This means that Accra is 56 minutes ahead of Conakry since Accra is on the prime meridian.
Time in Accra is 10.00 a.m. + 56 minutes = 10.56 a.m.
- (iii) **Cairo** – total difference in longitudes is 46°
Therefore, 46×4 minutes = 184 minutes
184 minutes = 3 hours 4 minutes.
This means that the time in Cairo is 3 hours 4 minutes ahead of Conakry since Cairo is to the East.
Time in Cairo is 10 a.m. + 3 hours 4 minutes = 13.04 p.m.
2. Total difference in longitudes is 55°
Therefore, 55×4 minutes = 220 minutes.
220 minutes = 3 hours 40 minutes.
The time in Cape Verde will be 12.30 p.m. – 3 hours 40 minutes since Cape Verde is to the west.
Time in Cape Verde is 8.40 a.m.

VI Formative Assessment

- Give low order questions to slow learners.
- Give high order questions to gifted learners to enhance competence.
- Monitor slow learners' progress to establish how much remedial they require.
- Provide tactile materials for learners with special needs.

Lesson 2: Main physical features of Rwanda, East Africa and Africa

Pupil's Book page 149

I Learning Objectives

Knowledge and understanding

The learner to identify the main physical features of Rwanda, East Africa and Africa

Skills

- The learner to draw Rwanda physical map, East Africa and Africa maps and locate the main physical features.
- The learner to describe the process of formation of different physical features.

Attitudes and values

- The learner to appreciate the importance of physical features.
- The learner to show respect for physical features.

II Introduction

Introduce the lesson by reviewing the previous one. Ask learners to do Activities 1 and 2 in Pupil's Book page 149.

Answers to Activity 1 Pupil's Book page 149

Guide learners to name relevant physical features found in their locality.

Answers to Activity 2 Pupil's Book page 150

Guide learners to study the map of Rwanda and identify physical features.

III Materials/Teaching Aids

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

Preparation

- Ask learners to access Internet sources to research on the unit before the lesson.
- Display the physical map of Africa on the wall.
- Prepare wall charts showing formation of different physical features.
- Prepare tactile materials for learners with disabilities.
- Assign learners with disabilities sitting positions close to the teacher.

Learning outcomes

The learner:

- Identifies physical features of Rwanda, East Africa and Africa.
- Draws Rwanda physical map, East Africa and Africa maps and locates the main physical features.
- Describes the formation of physical features.
- Explains the importance of physical features.

Teaching and learning methods

- Field study
- Discussion
- Demonstration
- Observation

IV Learning Activities

Our experience

- Display the physical map of Africa for learners to observe.
- Guide learners to identify physical features around the school and in Rwanda.
- Guide learners to describe the formation of physical features.
- Guide learners to discuss in groups the importance of physical features.

Our response

- Guide learners to identify physical features in East Africa and Africa.
- Guide learners to draw Rwanda physical map, East Africa and Africa maps and locate the main physical features.
- Guide learners to describe the process of formation of different physical features.

Generic competences practised

Observation, critical thinking, co-operation – The learner to:

- Observe and interpret maps to identify physical features of Rwanda, East Africa and Africa.
- Draw Rwanda physical map, East Africa and Africa maps and locate the main physical features.
- Describe the processes of the formation of physical features.
- Explain the importance of physical features.

Cross-cutting issues

- **Peace and values education:** Rwanda is landlocked and therefore has to maintain friendly relationship with other countries of East Africa and Africa to promote peace on the continent. Emphasise to the learners the need for individuals to promote peace and values that enhance harmony.
- Environmental and sustainability to create awareness about the physical features.

V Synthesis

- Guide learners to explain the importance of physical features.
- Guide learners to do the activities in the Pupil's Book pages 149 – 162.

Answer to Activity 3 in Pupil's Book page 152

River	Source	Mouth
Akagera	Kamashyuza Hills	Lake Victoria
Nyabarongo	Ndiza Hills	River Akagera
Akanyaru	Nyakizu Hills	Lake Kivu
Mukungwa	Kibilira	Lake Burera

Answers to Activity 4 Pupil's Book page 153

1. Guide learners to draw accurate map of Rwanda with lakes and rivers.

Answers to Activity 5 in Pupil's Book page 153 – 154

1. Physical features in East Africa are mountains, hills, plains, valleys, plateaus, basins, rivers and oceans.
2. Highest mountain in East Africa is Mt Kilimanjaro.
3. Longest river in Africa is River Nile.
4. Largest lake in East Africa is Lake Victoria.

Answers to Activity 6 Pupil's Book page 154

Guide learners to draw a map of East Africa showing physical features.

Answers to Activity 7 Pupil's Book page 155

Guide learners to identify the different physical features of Africa shown on the map.

Answer to Activity 8 in Pupil's Book page 156

1. Various mountains and countries where they are found

Mountain	Country
Mt Kilimanjaro	Tanzania
Mt Kenya	Kenya
Mt Rwenzori	Uganda/ DRC
Mt Atlas	Morocco
Mt Ras Dashan	Ethiopia

2. Highlands found in Africa

- Ethiopian highlands in Ethiopia
- Adamawa highlands in Cameroon
- West Guinea highlands in Guinea

3. Main rivers in Africa

Congo, Niger, Orange, Senegal, Ruvuma, Rufiji

4. Sources and mouths of rivers in Africa:

River	Source	Mouth
Congo	Highlands of East Africa	Atlantic Ocean
Niger	Guinea Highlands	Atlantic Ocean
Orange	Drakensberg mountains	Atlantic Ocean
Nile	Lake Victoria	Mediterranean Sea

5. Main lakes in Africa:

Victoria, Tanganyika, Malawi, Kivu, Turkana

6. Oceans: Atlantic Ocean, Indian Ocean

Seas: Red Sea, Mediterranean Sea

Answers to Activity 9 Pupil's Book page 156

1. (i) **Volcanicity** – This is the process through which solid, gaseous and molten material is extruded to the earth's surface or intruded into the crust at high pressure and temperature.
 - (ii) **Folding** – This is the process through which young rocks are bend upwards or downwards as a result of compression forces acting within the earth's crust.
 - (iii) **Faulting** – This is the process through which rocks in the earth's crust develop cracks and lines as a result of tensional and compression forces.
2. **Formation of physical features**
 - **Volcanicity** – During a volcanic eruption, magma may flow to the surface of the earth. When it solidifies, it may form mountains or plateaus.
 - **Folding** – When the crustal rocks bend upwards, they form mountains. When they bend downwards, they form valleys or synclines.
 - **Faulting** – During faulting, cracks or lines of weakness occur on the crust. These lines of weakness are known as faults. When blocks of land between faults are pushed upwards, they form mountains. When they sink, they form valleys.

Answer to Activity 10 in Pupil's Book page 157

Volcanic mountains in Africa

Kilimanjaro, Kenya, Meru, Cameroon, Ahaggar, Tibet

Answers to Activity 11 in Pupil's Book page 157

Block mountains in Africa

Rwenzori, Pare, Usambara

Answers to Activity 12 in Pupil's Book page 158

1. **Fold mountains in Africa are:**
Atlas, Cape Ranges
2. Guide learners to draw a folded landscape.

Answers to Activity 13 in Pupil's Book page 160

1. Rift valley lakes and where they are found.

Lake	Country
Tanganyika, Natron	Tanzania
Albert, George	Uganda
Nakuru, Magadi, Turkana	Kenya
Malawi	Malawi
Kivu	Rwanda

Answers to Activity 14 in Pupil's Book page 160

Five ox-bow lakes in Africa

- (i) Lake Kanyaboli on River Yala
- (ii) Lake Utange on River Rufiji
- (iii) Lake Manzala on the Nile delta
- (iv) Lake Avangas in Gabon
- (v) Lake Gambi on River Tana

Answers to Activity 15 in Pupil's Book page 162

Lakes formed by down warping

- Lake Chad
- Lake Victoria
- Lake Chilwa
- Lake Bangweulu

Answers to Activity 16 in Pupil's Book page 163

Lava dammed lakes in Africa

- Lake Itasy
- Lake Tana
- Lake Bunyonyi
- Lake Ruhondo
- Lake Burera

Answers to Activity 17 in Pupil's Book page 163

Crater lakes in Africa

- Lake Nyos
- Lake Shalla
- Lake Ngozi
- Lake Bisoke
- Lake Kibo

Answers to Activity 18 in Pupil's Book page 164

Field visit to study the importance of physical features.

1. (i) Guide learners to make a field visit to a physical feature near their school and let them study its importance. This may be any of the following:

- Mountain
- Hill
- River
- Lake
- Valley
- Plateau
- Plain

(ii). Guide learners to observe the pictures and identify the importance of the different physical features. For example:

- Rivers and lakes are used for water transport.
- Some lakes and rivers are used for fishing.
- Rivers and lakes are a source of water for domestic use.
- Rivers and lakes are used for irrigation.
- Mountains and valleys are tourist attractions.
- Slopes of mountains have fertile soils, which support agriculture.
- Mountains receive high rainfall and this supports forestry.
- Some lakes have minerals hence they are used for mining.

Answers to Activity 19 in Pupil's Book page 165

1. **Other ways in which mountains are important to us**
 - They form boundaries between countries.
 - Some have minerals on their slopes.
 - Their leeward sides receive less rainfall thus support livestock keeping.
2. **Importance of different physical features**
 - (i) Plateaus – Their flat surface is good for grazing livestock.
 - (ii) Plains – They are used for grazing livestock.
 - (iii) Valleys – Some have minerals and are used for mining.
3. **Other ways in which rivers and lakes are important to us**
 - They are used for production of hydroelectric power.
 - They provide building materials, for example, sand.
 - They provide water for industrial use.
 - They form natural boundaries.

VI Formative Assessment

- Give low order questions to slow learners.
- Give high order questions to gifted learners to enhance their competences.
- Monitor slow learners' progress to establish how much remedial they require.
- Provide tactile materials for learners with special needs.

Lesson 3: Climate of Rwanda, East Africa and Africa

Pupil's Book page 163

I Learning Objectives

Knowledge and understanding

The learner to:

- Be able to identify the main types of climate of Rwanda, East Africa and Africa.
- Be able to describe characteristics of types of climate in Rwanda, East Africa and Africa.
- Be able to identify human activities in different climatic conditions.

Skills

The learner to explain characteristics of different types of climate of Rwanda, East Africa and Africa.

Attitudes and values

- The learner to show awareness of different types of climate.
- The learner to adapt to various climatic conditions.

II Introduction

Introduce the lesson by reviewing the previous one. Ask learners to do Activity 1 in Pupil's Book page 166.

Answers to Activity 1 in Pupil's Book page 166

1. Climate is the average conditions of the atmosphere observed over a long period of time.
2. Learners to give their views based on weather patterns in their provinces.

III Materials/Teaching Aids

Pupils' Book, climatic map of Africa, Internet sources, tactile materials.

Preparation

- Ask learners to access Internet sources and research on the unit before the lesson.

- Display the climatic map of Africa on the wall.
- Prepare tactile materials for learners with disabilities.
- Assign learners with disabilities sitting positions close to the chalkboard.
- Arrange learners into discussion groups.

Learning outcomes

The learner to:

- Be able to identify the main types of climate of Rwanda, East Africa and Africa.
- Be able to describe different characteristics of the types of climate in Rwanda, East Africa and Africa.
- Be able to identify human activities in different climatic conditions.

Teaching and methods

- Discussion
- Question and answer
- Demonstration
- Field visits

IV Learning activities

Our experience

Guide learners to observe the climatic maps of Rwanda, East Africa and Africa.

Our response

- Guide learners to describe the climate of their locality in terms of the amount of rainfall and when it rains.
- Guide learners to identify types of climate in Rwanda, East Africa and Africa.
- Guide learners to describe characteristics of types of climate in Rwanda, East Africa and Africa.

Generic competences practised

Creative thinking, co-operation – The learner to:

- Identify the main types of climate of Rwanda, East Africa and Africa.
- Describe characteristics of types of climate in Rwanda, East Africa and Africa.
- Identify human activities in different climatic conditions.

Cross-cutting issues

Environment and sustainability: Emphasise on the importance of conserving the environment: We should be aware of factors that cause climate change in order to preserve the environment for sustainable development.

V Synthesis

- Guide learners to identify human activities in different climatic conditions.
- Guide learners to do the Activities 2 – 6 in Pupil's Book pages 166 – 175.

Answers to Activities 2 – 6 in Pupils' Book page 166

Guide learners to research using the Internet and list characteristics of the various climatic regions. Refer to the tables in their Pupil's Book pages 169 – 171.

VI Formative Assessment

- Give low order questions to slow learners.
- Give high order questions to gifted learners to enhance competence.
- Monitor slow learners' progress to establish how much remedial they require.
- Provide tactile materials for learners with special needs.

Lesson 3: Climate change

Pupil's Book page 172

I Learning Objectives

Knowledge and understanding

The learner to:

- Be able to explain how physical features influence climate change.
- Be able to explain effects of climate change.
- Be able to explain ways of overcoming effects of climate change.

Skills

- The learner to describe how physical features influence climate change.
- The learner to analyse problems associated with climate change and ways of overcoming them.

Attitudes and values

- The learner to appreciate the role of physical features in influencing climate.
- The learner to show awareness of climate change.

II Introduction

Introduce the lesson by reviewing the previous one. Ask learners to do Activity 7 in Pupils' Book page 172.

Answers to Activity 7 in Pupil's Book page 172

1. Climate change is the long time change in characteristics of the elements of climate.
No. Climate changes over time.
2. **Causes of climate change include:**
 - Volcanic eruptions, which release some greenhouse gases into the atmosphere.
 - Changes in the ellipticity of the sun's orbit.
 - Changes in sunspot activity.
 - Putting up of more industries.
 - Burning of fossil fuels.
 - Agricultural activities like rice farming and livestock rearing.
3. Guide learners to discuss how climate change occurs.

III Materials/Teaching Aids

Pupils' Book, illustrations of effects of climate change, Internet sources, tactile materials.

Preparation

- Ask learners to access Internet sources and research on the topic before the lesson.
- Display illustrations of effects of climate change.
- Prepare tactile materials for learners with disabilities.

Learning outcomes

The learner to:

- Be able to explain how physical features influence climate change.
- Be able to explain effects of climate change.
- Be able to explain ways of overcoming effects of climate change.

Teaching learning methods

- Discussion

- Question and answer
- Field visits
- Research

IV Learning Activities

Our experience

- Guide learners to describe climate changes that have been witnessed in the locality.
- Guide learners to observe pictures about climate change and their effects.

Our response

- Guide learners to describe how physical features influence climate change.
- Guide learners to analyse problems associated with climate change and ways of overcoming them.

Generic competences practised

Critical thinking, research – The learner to:

- Be able to explain how physical features influence climate change.
- Be able to explain effects of climate change.
- Be able to explain ways of overcoming effects of climate change.

Cross-cutting issues

Environment and sustainability: Emphasise on importance of environmental conservation. We should be aware of factors that cause climate change in order to preserve the environment for sustainable development.

V Synthesis

- Guide learners to discuss effects of climate change and ways of overcoming them.
- Guide learners to do the Activities 8 – 11 in Pupil's Book pages 173 – 175.

Answers to Activity 8 in Pupil's Book page 173

How water bodies can lead to climate change:

- Rivers and lakes add moisture into the atmosphere. This can lead to high rainfall.
- When rivers and lakes dry up due to pollution or silting, there will be a reduction on the amount of rainfall received.

Answers to Activity 9 in Pupil's Book page 173

1. • Increase in temperatures.

- Decrease in temperatures.
 - Decrease in rainfall.
 - Increase in rainfall.
 - Change in rainfall pattern.
2. Guide learners to discuss some of the effects of climate change in Rwanda for example floods, drought, famine.
 3. From photographs
 - (a) Increase in pests and diseases.
 - (b) Floods
 - (c) Drought
 - (d) Drying up of water bodies

Answers to Activity 10 in Pupil's Book page 175

1. **How to overcome the effects of climate change**
 - Improving drainage to control floods.
 - Improving water harvesting and storage techniques.
 - a) Tree planting
 - b) Terracing
 - c) Growing cover crops
 - d) Solar and wind energy

Answers to Activity 11 in Pupil's Book page 175

Guide learners to make the field visit and write short notes on how to overcome the effects of climate change.

VI Assessment

- Give low order questions to slow learners.
- Give high order questions to gifted learners to enhance competence.
- Monitor slow learners' progress to establish how much remedial they require.
- Provide tactile materials for learners with special needs.

9. End of Unit

Unit summary

This unit deals with direction and location. It takes the learner through latitudes and longitudes and how to use them to locate places on the earth. The unit also looks at how to calculate time using longitudes and time zones.

Apart from latitudes and longitudes the unit has a section on physical features of Rwanda, East Africa and Africa. It discusses their location, formation and importance.

The unit concludes with a section on climatic regions of Rwanda, East Africa and Africa by looking at their characteristics and climate change. It looks at causes of climate change, effects of climate change and measures to overcome the effects of climate change.

Additional content for the teacher

The rotation of the earth causes day and night. It also causes differences in time of one hour between meridians 15° apart since the earth rotates from west to east, the areas to the east receive sunrise earlier than those in the west. This makes them to be ahead in time. A time zone is a region of the earth, which uses the same standard time for commercial, legal and social reasons. The world is divided into 24 time zones, which are about 15° wide. In each time zone, the clocks show the same time. Time zones tend to follow the boundaries of countries and their subdivisions. Physical features can be classified either as relief features or drainage features. Relief features are the landforms on the surface of the earth such as mountains; hills, plateaus, plains and valleys. Drainage features on the other hand are the water features on the surface of the earth, rivers, lakes, seas and oceans. The formation of physical features is attributed to land forming processes. The main land forming processes are faulting, folding and volcanicity. However, some landforms are formed as a result of erosion and deposition by wind, ice and water. Climate change is the establishment of a new climate regime in a place over time. The key component of climate change is rise in global temperatures in a phenomenon known as global warming or the greenhouse effect.

Answers to end of unit 6 assessment Pupil's Book page 178

1. **Difference between latitudes and longitudes**
Latitudes are imaginary lines drawn on the globe showing how far north or south a place is from the Equator, while longitudes are imaginary lines drawn on a map or globe showing how far a place is east or west of the prime meridian.
2. (i) **Map of East Africa showing the major latitudes and longitudes**
Guide learners to draw accurate maps of East Africa and show the major latitudes and longitudes.
(ii) **Locating Rwanda's neighbours using latitudes and longitudes**
Rwanda's neighbours are Uganda, Tanzania, Burundi and DRC. Guide learners to locate them using latitudes and longitudes.
3. **Map of Africa showing the major latitudes and longitudes**
Guide learners to draw accurate maps of Africa and show the major latitudes and longitudes.
4. **The time in Kinshasa $15^\circ E$ if it is midnight in Bujumbura $30^\circ E$**
Kinshasa = 11.00 p.m.
5. **It is 10.00 a.m. in Monrovia $12^\circ W$, what time is it in Kigali $29^\circ E$?**
Kigali = 12.44 p.m.

6. **Meaning of a time zone**
The regions or countries on earth experiencing same time.
7. **Map of Rwanda showing main physical features**
Guide learners to draw a map of Rwanda and accurately locate the main physical features.
8. **How Mount Karisimbi was formed**
 - Mount Karisimbi is a volcanic mountain.
 - It was formed when fluid rock materials called magma outpoured onto the surface of the earth.
 - On reaching the surface, the magma cooled and solidified leaving behind lava.
 - The lava piled up on the surface to form a mountain.
9. **Map of East Africa showing major physical features**
Draw a map of East Africa and locate the major physical features
10. **How Rwenzori Mountain was formed**
 - Mt Rwenzori is a block mountain.
 - It was formed when old and hard rocks were subjected to compressional forces.
 - This pressure made them to develop cracks called faults.
 - Continued pressure made the faults to become wide.
 - The land between the faults was pushed upwards to form a block mountain.
11. **Map of Africa showing main physical features**
Using an atlas, guide learners to draw a map of Africa and accurately locate the major physical features.
12. **How the Great Rift Valley was formed**
 - A block of land was pushed together or pulled apart by forces in the earth's crust.
 - Two cracks called faults were formed.
 - The land between the faults sunk.
 - This left behind a long narrow valley between the faults called a rift valley.
13. **Importance of Rwandan hills**
 - The slopes of the hills have fertile soils for farming.
 - The slopes of the hills encourage growing of forests, which are a source of timber.
 - The hills provide good scenery, which attracts tourists.
14. **Benefits of Lake Kivu to the local community**
 - The lake is a source of fish, which is food rich in proteins.
 - The lake is a source of water for domestic use.
 - The lake is used for water transport.

15. (a) **Type of climate in Africa with above characteristics**
Equatorial climate
- (b) **Three areas in Africa which experience this type of climate**
 - The coast of West Africa in Ghana, Nigeria and Gabon.
 - Central Africa in the Democratic Republic of Congo.
 - East Africa in Central Uganda and along the coasts of Kenya and Tanzania.
16. (a) **Influence of physical features on climate change**
 - Mountains block winds and clouds thus creating a rain shadow.
 - Water bodies may increase precipitation in an area.
 - Shrinking of water bodies may result in low rainfall.
- (b) **Influence of human activities on climate change**
 - Agricultural activities like rice farming lead to production of methane gas, one of the greenhouse gases. This leads to global warming.
 - Clearing of forests to create room for agriculture may lead to reduction in rainfall.
 - Forests also absorb carbon dioxide hence clearing them leads to increase in amounts of carbon dioxide in the atmosphere leading to warmer temperatures.
 - Industries add more greenhouse gases into the atmosphere leading to global warming.
- (c) **Short report on effects of climate change in my country**
Climate change has been taking place in our country over a long period of time. The main signs of this phenomenon have been the reduction in rainfall totals over time, frequent incidents of drought, and change in rainfall patterns. In some times we have witnessed cases of floods as a result of abnormally high rainfall.

All these have resulted into a number of effects. We have witnessed drought leading to famine and food shortages. We have also experienced floods leading to destruction of property. The reduction of water levels in rivers and lakes has contributed to decline in water transport, fishing and tourism. Warmer conditions experienced have also led to increase in pests such as mosquitoes and diseases such as malaria.
17. **Overcoming problems of climate change**
 - Planting trees/afforestation.
 - Avoid releasing carbon dioxide in the atmosphere.
 - Avoid polluting water bodies.

Remedial activities

1. What are longitudes?
2. Name the major lines of latitudes.
3. What are physical features?
4. Mention three lakes found in Africa.
5. Mention three volcanic mountains in Africa.

Answers to remedial activities

1. Imaginary lines drawn on a map or globe showing how far east or west a place is from the prime meridian.
2. The Equator 0° , Tropic of Cancer $23\frac{1}{2}^\circ$ N and Tropic of Capricorn $23\frac{1}{2}^\circ$ S.
3. Natural things found on the surface of the earth.
4. Lake Victoria, Lake Chad, Lake Tana, Lake Tanganyika, Lake Malawi.
5. Kilimanjaro, Kenya, Elgon, Karisimbi.

Extended activities

1. Why do you think there is no fishing done in some lakes in East Africa.
2. Name the different time zones found in Africa.

Answers to extended activities

1. Some lakes have salty water, which cannot allow fish and other water animals to live in them.
2. **The time zones in Africa:**
 - West Africa Time
 - Eastern Africa Time
 - Central Africa Time
 - South Africa Standard Time



Economic activities

1. Key Unit Competence

To be able to justify the linkage between economic activities and sustainable development.

2. Prerequisites of the Unit

The unit is closely linked with what the learners did in P4, where they looked at socio-economic activities in their district. They identified agriculture, fishing, crafts, pottery, tourism, trade and employment. This information will assist them to discover and understand economic activities carried out in Rwanda, East Africa and Africa.

3. Cross-cutting Issues to be Addressed

Financial education: Learners to be equipped with knowledge and skills on business innovation.

4. Generic Competences

- Life long learning.
- Critical thinking.
- Creativity and innovation.
- Research and problem solving.
- Communication skills.
- Co-operation.

5. Key Words

Lumber: Cutting and using trees for commercial purposes.

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

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

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

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

6. Guidance to the Problem Statement – Pupil's Book page 180

Guide learners to discover economic activities carried out in Rwanda and East Africa. Let learners relate the economic activities in the photographs in the pupil's book and the economic activities carried out in Rwanda and East Africa. Guide learners to appreciate importance of economic activities in Rwanda and East Africa and how to carry out them in sustainable way.

7. List of Lessons

Number of Lessons	Lesson Title	Periods
Lesson 1	Economic activities in Rwanda and East Africa	1
Lesson 2	Economic activities in Africa Importance of Economic activities to sustainable development	1
Lesson 3	End of unit assessment	1

8. Lesson Development

Lesson 1: Economic activities in Rwanda and East Africa

Pupil's Book page 180

I Learning Objectives

Knowledge and understanding

The learner to identify economic activities in Rwanda and East Africa.

Skills

Explain the importance of economic activities to sustainable development.

Attitudes and values

Appreciate the importance of economic activities in Rwanda and East Africa.

II Introduction

Introduce the lesson by asking learners to do Activity 1 in Pupils' Book page 181.

Answers to Activity 1 in Pupil's Book page 180

Farming, fishing, trading, tourism.

Accept responses related to economic activities in their respective provinces and neighbouring provinces.

III Materials/Teaching Aids

Pupils' Book, pictures of economic activities, economic activity maps, tactile materials, Internet sources.

Preparation

- Display economic map of East Africa on the wall.
- Mount pictures of economic activities.
- Ask learners to access Internet sources and research on economic activities before the lesson.
- Avail tactile materials for learners with disabilities.

Learning outcomes

The learner:

- Identifies the main economic activities in Rwanda and East Africa.
- States the advantages and disadvantages of different forms of transport.

Teaching and Methods

- Discussion
- Question and answer
- Research
- Demonstration

IV Learning Activities

Our experience

- Guide the learners to identify socio-economic activities around the school.
- Guide learners to observe pictures of economic activities.
- Guide learners to study the map of economic activities in East Africa.

Our response

- Guide learners to identify economic activities in Rwanda.
- Guide learners to identify economic activities in East Africa.
- Guide learners to discuss in groups the main economic activities in Rwanda and East Africa.

Competences practised

The learner to be able to identify economic activities in Rwanda and East Africa.

Cross-cutting issues

Financial education: Learners to be equipped with knowledge and skills on business innovation.

V Synthesis

Guide learners to do activities in the Pupil's Book page 181 – 185.

Answers to Activity 2 Pupil's Book page 181

Let learners observe the photographs and guide them to discuss major economic activities such as:

- | | |
|-----------------------|---------------------|
| (a) Crop growing | (f) Fishing |
| (b) Livestock keeping | (g) Mining |
| (c) Lumbering | (h) Domestic crafts |
| (d) Trading | (i) Industry |
| (e) Tourism | (j) Transportation |

Answers to Activity 3 Pupil's Book page 183

- (i) Guide learners to observe the photographs and come up with the following economic activities carried out in East Africa:
 - (a) Cash crop farming
 - (b) Sugarcane crop planting
 - (c) Sisal farming

- (d) Nomadic pastoralism
- (e) Beef farming/Ranching
- (f) Fishing
- (g) Mining
- (h) Tourism

- (ii) Guide learners to discuss in groups the economic activities carried out in East Africa and let them make class presentations.

Answers to Activity 4 in Pupil's Book page 185

1. *Crops grown in the countries of East Africa*

Kenya– Tea, coffee, sugar cane, pyrethrum, wheat, rice, maize

Tanzania– Sisal, tea, coffee, maize, coconuts

Uganda– Coffee, tea, sugar cane, rice, bananas

Burundi– Coffee, tea, cotton, maize, bananas

Rwanda– Coffee, tea, banana, sugarcane, rice, maize

2. *Where livestock farming is practised in East Africa*

Kenya – Dairy farming in Trans Nzoia, Uasin Gishu, Kericho, Sotik

– Beef farming is practised in Laikipia, Nanyuki, Narok and Kajiado

Tanzania – Dairy farming in Moshi and Arusha

– Beef farming in Kongwa region

Uganda – Dairy farming in Muyomba, Nansana, Jesa

– Beef farming in Soroti, Mbarara, Gulu, Ankole

3. *Areas where fishing is carried out in East Africa*

Along Lake Victoria, along Lake Kivu, along Lake Tanganyika, along the Indian Ocean.

4. *Mining areas in East Africa*

Limestone – Athi River, Bamburi, Tororo, Hima

Soda ash – Lake Magadi

Diamond – Mwadui in Tanzania

5. *Copper – Uganda*

Diamond – Tanzania

Petroleum – South Sudan

VI Formative Assessment

- Give low order questions to slow learners.
- Give high order questions to gifted learners to enhance their competences.
- Monitor slow learners' progress to establish how much remedial they require.
- Provide tactile materials for learners with special needs.

Lesson 2: Economic activities in Africa

Pupil's Book page 185

I Learning Objectives

Knowledge and understanding

The learner to identify economic activities in Africa.

Skills

Explain the importance of economic activities to sustainable development.

Attitudes and values

Appreciate the importance of economic activities in Africa.

II Introduction

Introduce the lesson by asking learners to do Activity 1 in Pupils' Book page 185.

Activity 1 in Pupil's Book page 185

1. What do you think are the economic activities carried out in the rest of Africa?
2. Observe the pictures and identify the main economic activities carried out in Africa.

Answers to Activity 1 in Pupil's Book page 185

1. Agriculture, mining, lumbering, trade.
Accept any relevant economic activity.
2. Guide learners to observe the pictures and come up with the following economic activities:
 - (a) Mining
 - (b) Mining
 - (c) Cocoa growing
 - (d) Sugar cane growing
 - (e) Tourism
 - (f) Pastoralism
 - (g) Sisal farming
 - (h) Fishing
 - (i) Industry
 - (j) Lumbering

III Materials/Teaching Aids

Pupil's Book, photographs of economic activities, economic map, tactile materials, Internet sources.

Preparation

- Display economic map of Africa on the wall.
- Mount photographs of economic activities.
- Ask learners to access Internet sources to research on economic activities in Africa before the lesson.
- Prepare tactile materials for learners with disabilities.

Learning outcomes

The learner to be able to identify the main economic activities in Africa.

Teaching and learning methods

- Observation
- Discussion
- Question and answer
- Research

IV Learning Activities

Our experience

- Guide learners to identify economic activities from the map of Africa.
- Guide learners to study the photographs of economic activities.

Our response

- Guide learners to discuss economic activities in Africa.
- Guide learners to identify economic activities in Africa.
- Guide learners to do activities in the Pupil's Book.

Generic competences practised

The learner to be able to identify economic activities in Africa.

Cross-cutting issues

Environment and sustainability: Emphasise on the need to use our resources in a careful manner that conserves our environment and guarantees future use.

V Synthesis

Guide pupils to do question 3 of Activity 1 in the Pupil's Book page 187.

Answer to Activity 1 Pupils' Book page 185

1. Guide learners to make a summary for class presentation about:

- | | |
|---------------------|-------------|
| • Mining | • Lumbering |
| • Industrialisation | • Fishing |
| • Agriculture | • Trade |
| • Forestry | |

VI Formative Assessment

- Give high order questions to gifted learners to enhance their competences.
- Monitor slow learners' progress to establish how much remedial they require.
- Provide tactile materials for learners with special needs.

Lesson 3: Importance of economic activities to sustainable development

Pupil's Book page 187

I Learning Objectives

Knowledge and understanding

The learner explains the importance of economic activities to sustainable development.

Skills

The learner to explain the importance of economic activities to sustainable development.

Attitudes and values

The learner to appreciate the importance of economic activities to sustainable development.

II Introduction

Introduce the lesson by asking learners to do Activity 1 in Pupil's Book page 187.

Answers to Activity 1 in Pupil's Book page 187

1. Sustainable development is economic development that is carried out without the depletion of resources.
2. We can see animals, terraces, planted trees and a man with a mature fish.
3. (i) By keeping animals in the game park, we are able to practise tourism. The animals are conserved for future use.
(ii) By constructing terraces, we protect the soil from erosion. Land as a resource is exploited without destroying it.
(iii) When we practise lumbering, we cut trees. However, when we plant new trees, the forests will not be depleted.
(iv) When fishing, we should only catch mature fish. This helps to conserve fisheries.

III Materials/Teaching Aids

Pupil's Book, pictures of economic activities, video, Internet sources, tactile materials, economic map of Africa.

Preparation

- Display economic map of Africa on the wall.
- Mount pictures of economic activities and sustainable development.
- Avail tactile materials for learners with disabilities.

Learning outcomes

The learner to explain the importance of economic activities to sustainable development.

Teaching and learning methods

- Observation
- Discussion
- Question and answer
- Research

IV Learning Activities

Our experience

- Guide learners to identify environmental conservation measures in their locality.
- Ask learners to study pictures of economic activities and sustainable development.

Our response

- Guide learners to explain the importance of economic activities to sustainable development in Rwanda, East Africa and Africa.
- Guide learners to discuss in groups the importance of economic activities to sustainable development in Africa.

Generic competences practised

Research and problem solving, critical thinking

The learner to be able to explain the importance of economic activities to sustainable development.

Cross-cutting issues

Environment and sustainability: Emphasise on environmental conservation as a way of realising sustainable development in Rwanda, East Africa and African countries.

V Synthesis

Guide learners to do Activity 2 in the Pupil's Book page 188.

Answers to Activity 2 in Pupil's Book page 188

1. **Ways in which tourism help in the conservation of wildlife**
 - Establishing game parks to attract tourists.
 - Fencing wildlife areas to control human-wildlife conflict.
 - Setting up orphanages and sanctuaries to protect endangered wildlife.
 - Employing wardens to control poaching.
2. **How agriculture helps in protection of the environment**
 - Controlling soil erosion.
 - Planting trees to provide shade to crops.
 - Livestock droppings adding manure in the soil.
3. **Other importance of economic activities to sustainable development**
 - Mining leads to planting of trees in new areas.
 - Forestry leads to introduction of new types of trees.
 - Industry leads to harnessing of alternative sources of energy such as wind and solar.

VI Formative Assessment

- Give low order questions to slow learners.
- Give high order questions to gifted learners to enhance their competences.
- Monitor slow learners' progress to establish how much remedial they require.
- Provide tactile materials for learners with special needs.

9. End of Unit

Unit Summary

This unit is about the economic activities carried out in Rwanda, East Africa and Africa. The unit looks at the importance of these economic activities and how they contribute to sustainable development. The learner is expected to justify the linkage between economic activities and sustainable development.

Additional content for the teacher

Rwanda and Africa in general have abundant natural resources. These have facilitated the development of a number of economic activities, which have helped to improve the people's standards of living. All over the world while carrying out economic activities, human beings have led to wanton destruction of natural resources and in some areas, the natural resources have been exhausted. In Africa, for example, the percentage of forest cover has been reducing while fisheries have been becoming poorer and some fish species have become extinct. This calls for sustainable use of resources. Sustainable development means using resources in a way that they are not

depleted. The economic activities that we carry out are therefore very important in achieving sustainable development.

Answers to end of unit 7 assessment Pupil's Book page 189

1. Economic activities are the different ways of using resources to create wealth.
2. **The main economic activities in Rwanda are:** Agriculture, fishing, mining, trading and industry.
3. **Economic activities as those in other countries of East Africa:** Agriculture, mining, trade, industry.
4. (i) **Nigeria** – Petroleum
(ii) **Zambia** – Copper mining
(iii) **South Africa** – Gold mining
5. **What government should do to make Rwanda develop her industries:**
 - Persuading investors to build industries in Rwanda.
 - Improving on infrastructure.
 - Enhancing peace and harmony in the country.
 - Expanding on generation of electricity.
6. **Importance of economic activities to sustainable development of Rwanda:**
 - Trade leads to improved infrastructure.
 - Agriculture leads to soil conservation.
 - Tourism leads to wildlife conservation.
 - Industry leads to conservation of the environment.

Remedial activities

1. What do we call the crops grown for sale?
2. The keeping of cows for milk production is called _____.
3. The mineral mined at Lake Kivu is _____.
4. Which mineral is mined along the coast of Nigeria?
5. Which community found in Kenya and Tanzania practises pastoralism?

Answers to remedial activities

1. Cash crops
2. dairy farming
3. methane gas
4. Petroleum
5. Maasai

Extended activities

1. Discuss how forestry can lead to sustainable development.
2. Compare the economic activities in Rwanda to those ones in Egypt.

Answers to extended activities

1. *How forestry can lead to sustainable development*

- Trees are a renewable resource. This means that more trees can grow after others have been used.
- When we use forests well, they cannot be depleted and this leads to sustainable development.
- We use forests well by cutting only mature trees and planting trees when we cut them.

2. *Economic activities in Rwanda compared to Egypt*

- Rwanda receives high rainfall while most of Egypt is a desert. As a result, the economic activities in the two countries are different.
- Rwanda mainly relies on rainfall while in Egypt, the crops are mainly grown through irrigation.
- Egypt has more industries than Rwanda. This is mainly because it has more raw materials, for example, minerals.
- The tourism industry in Egypt is more developed than Rwanda, because Egypt is nearer to Western Europe, where most tourists come from.



Natural resources

1. Key Unit Competence

Explain the importance of natural resources and ways of preserving them.

2. Prerequisites of the Unit

The knowledge from unit seven on economic activities will help in mapping out the natural resources. This is because economic activities at times take place on natural resources. For example, fishing is an economic activity carried out on rivers, lakes, seas and oceans. Revisit the economic activities carried out in Africa and guide learners to state where and how they are carried out. This will lead you to the natural resources.

3. Cross-cutting Issues to be Addressed

Environment and sustainability: Emphasise that natural resources are found in the environment. For the existence of natural resources, we need to take care of the environment.

4. Generic Competences

- | | |
|------------------------------|---------------------------------|
| • Life long learning. | • Research and problem solving. |
| • Critical thinking. | • Communication skills. |
| • Creativity and innovation. | • Co-operation. |

5. Key Words

- Extinct:** Disappear from the surface of the earth.
- Natural:** Occurring naturally not man-made.
- Preserve:** Use in a way that leaves room for future use.
- Resource:** Something which you can use in a useful way to earn income.
- Terracing:** Making steps while farming in cultivated hill sides prevent soil from being washed away.

6. Guidance on the problem statement Pupils' Book page 190

Let learners discover the natural resources of Rwanda, East Africa and Africa. Let them find out ways of preserving the natural resources as they go through the lessons. At the end of the topic, ask the learners to relate the picture in the Activity 1 of Pupil's Book page 190 with what they have learnt. Let them give different perspectives as you assess their responses based on their understanding of the topic.

7. List of Lessons

Number of Lessons	Lesson Title	Periods
Lesson 1	Natural resources of Rwanda	1
Lesson 2	Natural resources of East Africa and Africa	1
Lesson 3	Importance of natural resources Preservation of natural resources	1
Lesson 4	End of unit assessment	1

8. Lesson Development

Lesson 1: Natural resources
Natural resources of Rwanda
Pupil's Book pages 191 – 194

I Learning Objectives

Knowledge and understanding

The learner to:

- Explain what is a natural resource.
- Identify natural resources in Rwanda.

Skills

To explain the different natural resources found in Rwanda.

Attitudes and values

Appreciate the natural resources found in Rwanda.

II Introduction

Introduce the lesson by asking the learners to do Activities 1 and 2 in Pupil's Book page 191 – 192.

Answers to Activity 1 in Pupil's Book page 191 – 192

1. Trees, land, rivers, hills, buildings, road.
2. Trees, animals, hills, rivers.
3. Guide learners to take short notes while carrying out the activity.
4. Guide learners to make class presentation of their findings.
5. Guide learners to observe the pictures and identify the following natural resources:
 - (a) Lakes
 - (b) Forests
 - (c) Domestic animals
 - (d) Minerals
 - (e) Wild animals
 - (f) Land

Answers to Activity 2 in Pupil's Book page 192

Guide learners as they discuss importances of natural resources as shown in Pupil's Book page 191 – 192.

Answers to Activity 1 in Pupil's Book page 193

1. *The natural resources found in Rwanda are:*
 - Forests
 - Land
 - Domestic animals
 - Wild animals
 - Minerals
 - People
2. Guide the learners to observe the map and identify the natural resources using the legend. These could be rivers, lakes, swamps, forests, minerals, agricultural land, and wildlife.

III Materials/Teaching Aids

- Pupil's Book, the surrounding environment, mineral samples.

Preparation

- Display the mineral samples.
- Prepare learners for a visit to the area around the school.
- Provide tactile materials for learners with special needs to perform different activities.

Learning outcomes

- The learner explains what a natural resource is.
- The learner appreciates the natural resources found in Rwanda.

Teaching and learning methods

- Discussion
- Demonstration
- Question and answer

IV Learning Activities

Our experience

- Guide the learners to walk around the school and identify the things they can see.
- Guide the learners to identify the mineral samples.

Our response

- Guide learners in identifying natural resources in their surrounding.
- Guide learners to identify and discuss natural resources in Rwanda.

Generic competences practised

Research, Creative thinking and co-operation

- Teamwork.
- Communication.
- Presentation of group discussions.

Cross-cutting issues

Environment and sustainability: Emphasise on the importance of caring for the environment and using the natural resources in a sustainable way. This is a way in which we can preserve them for future use.

V Synthesis

Guide learners to do Activity 2 in the Pupil's Book page 193.

Answers to Activity 2 in Pupil's Book page 193

1. *Importance of the natural resources shown in the map*

Minerals

- They are used in industries.
- Mining leads to employment.
- When exported, minerals are a source of revenue to the government.

Forests

- Trees are sources of timber used for furniture making.
- Forests are water catchment areas.
- Forests help in soil conservation.
- Forests are source of herbal medicine.

Lakes

- Lakes are a source of fish.
- They provide water for domestic and industrial use.
- Lakes are sources of water for irrigation farming.
- Lakes are used in water transport.

Rivers

- Sources of water for domestic use.
- Used in water transport.

2. Guide learners to identify natural resources in their location as shown on the map.

VI Formative Assessment

- Assist the slow learners by putting more emphasis on the areas they have challenges.
- Assist the gifted learners by giving them more tasks and activities.
- Provide tactile materials for learners with special needs to perform different activities.

Lesson 2: Natural resources of East Africa and Africa

Pupil's Book page 194

I Learning Objectives

Knowledge and understanding

The learner identifies the natural resources in East Africa and Africa.

Skills

The learner describes the natural resources in East Africa and Africa.

Attitudes and values

Appreciate the natural resources in East Africa and Africa.

II Introduction

Introduce the lesson by asking the learners to do Activity 1 in Pupil's Book page 194.

Activity 1 in Pupil's Book page 194

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

Answers to Activity 1 in Pupil's Book page 194

1. The countries of East Africa are Rwanda, Burundi, Uganda, Tanzania and Kenya.
2. Guide the learners to study the map of East Africa and identify the natural resources. These could be:
 - Agricultural land
 - Lakes
 - Rivers
 - Oceans
 - Minerals
 - Forests
 - Wildlife

III Materials/Teaching Aids

- Pupil's Book, Internet sources, wall maps.

Preparation

- Display wall map of natural resources of East Africa on the wall.
- Prepare learners to access Internet sources.
- Learners form groups for the purpose of discussion.
- Provide tactile materials for learners with special needs to perform different activities.

Learning outcomes

- The learner identifies natural resources of East Africa.
- The learner explains the natural resources of East Africa.

Teaching and learning methods

- Discussion
- Question and answer
- Demonstration

IV Learning Activities

Our experience

- Guide learners to identify the natural resources found in East Africa from the wall map.
- Guide learners to access the Internet.

Our response

- Guide learners to do the activity in the Pupil's Book page 196.
- Guide learners to write down short notes on the natural resources found in East Africa.

Generic competences practised

Communication skills

- Teamwork.
- Presenting summary points.
- Creativity.
- Communication skills.

Cross-cutting issues

Environment and sustainability: Emphasise on the importance of caring for the environment and using the natural resources in a sustainable way. This is a way in which we can preserve them for future use.

V Synthesis

Ask learners to do the activities in Pupil's Book pages 196 – 197.

Answers to Activity 2 in Pupil's Book page 196

1. *Natural resources in East Africa*

Rivers, lakes, swamps, forests, minerals, agricultural land, Indian Ocean, wildlife.

2. Natural resources not found in Rwanda is an Ocean.

Answers to Activity 3 Pupil's Book page 196

1. *Natural resources found in Africa*

Minerals, forests, agricultural land, rivers, lakes, swamps, oceans, wildlife.

2. (i) Identifying the natural resources found in Africa from a map.

(ii) Guide learners to observe the map of Africa and identify the natural resources, which are shown.

VI Formative Assessment

- Assist the slow learners paying special attention in the areas they have challenges.
- Assist gifted learners by giving them more tasks and activities.
- Provide tactile materials to learners with special needs.

Lesson 3: Importance of natural resources

Pupil's Book page 197

I Learning Objectives

Knowledge and understanding

The learner to state the importance of natural resources.

Skills

The learner to:

- Explain the importance of natural resources.
- Analyse the importance of natural resources.

Attitudes and values

Appreciate the importance of natural resources.

II Introduction

Introduce the lesson by asking the learners to do Activity 1 in Pupil's Book page 197.

Answers to Activity 1 in Pupil's Book page 197

1. Natural resources make our lives better by; creating employment, being a source of income, providing timber and poles, being a source of food and cash crops.
2. Guide learners to observe the pictures and come up with ways in which natural resources are important, for example:
 - They help us to get food.
 - They help us to get money.
 - They help us to build our shelter.
 - They help us to get energy/fuel.
 - They help us to get employment.
 - They help our country to earn foreign exchange.

III Materials/Teaching Aids

- Pupil's Book, Internet sources, illustrations.

Preparation

- Display illustrations about the importance of natural resources on the wall.
- Prepare learners to access Internet sources to obtain relevant information on the importance of natural resources.
- Ask learners to go round the school identifying how natural resources have been used.
- Provide tactile materials for learners with special needs to perform different activities.

Learning outcomes

The learner:

- Analyses the importance of natural resources.
- Explains the importance of natural resources.
- Appreciates natural resources.

Teaching and learning methods

- Discussion
- Question and answer
- Demonstration

IV Learning Activities

Our experience

- Guide learners to explain how natural resources make their lives better.
- Guide learners to watch photos, illustrations and access the Internet on the importance of natural resources.

Our response

- Guide learners to explain the importance of natural resources.
- Monitor their discussions and guide them on making summary notes for class presentation.

Generic competences practised

- Communication skills.
- Creativity.
- Teamwork.
- Discussing.

Cross-cutting issues

Environment and sustainability: Emphasise on the importance of natural resources. The development of our country depends on how well we take care of the environment.

V Synthesis

Guide learners to do the Activity 2 in the Pupil's Book page 198.

Answers to Activity 2 in Pupil's Book page 198

1. *Ways in which resources are important*

- Rivers provide water for domestic and industrial use.
- Lakes are used in water transport.
- Some lakes are used as the source of minerals.
- Mining creates employment opportunities.
- Forests prevent soil erosion.

VI Formative Assessment

- Assist gifted learners by giving them more tasks and activities.
- Assist the slow learners by paying special attention in the areas they have challenges.
- Provide tactile materials to learners with special needs.

Lesson 4: Preservation of natural resources

Pupil's Book page 199

I Learning objectives

Knowledge and understanding

The learner identifies the different ways of preserving natural resources.

Skills

The learners explain the different ways of preserving natural resources.

Attitudes and values

Show concern on the preservation of natural resources.

II Introduction

Introduce the lesson by asking learners to do Activity 1 in Pupil's Book page 199.

Answers to Activity 1 in Pupil's Book page 199

1. We should preserve natural resources because they make our lives better and they are not renewable.
2.
 - Rivers and lakes would dry up.
 - Rain would fail to come.
 - Our animals would die.
 - Our land would be a desert.
3. ***Different ways of preserving our natural resources:***
Guide learners to give their own experience on what they think are ways of preserving our natural resources.
4. ***Guide learners to observe the photographs and come up with the following:***
 - Establishing game parks.
 - Constructing terraces on hill slopes.
 - Planting trees in new areas or where they have been cut.
 - Restocking fisheries and catching only mature fish.
5. ***Different ways of preserving natural resources:***
 - (a) Keeping animals in the game reserve/establish parks.
 - (b) Conserving the soil through building gabions in steep areas.
 - (c) Planting trees.
 - (d) Protecting water bodies from pollutants.

III Materials/Teaching Aids

- Pupil's Book, videos, pictures, the surrounding environment.

Preparation

- Display illustrations on the wall.
- Prepare the videos about preservation of natural resources.
- Organise learners for a visit to the area neighbouring the school.
- Learners to form discussion groups.
- Provide tactile materials for learners with special needs to perform different activities.
- Learners with special needs to sit in convenient places.

Learning outcomes

The learner to explain the ways of preserving natural resources.

Teaching and learning methods

- Discussion
- Demonstration
- Question and answer
- Research

IV Learning Activities

Our experience

- Guide learners in identifying the ways of preserving natural resources used in the area around the school.
- Guide learners in watching videos and pictures on ways of preserving natural resources.
- Guide learners to discuss in groups the importance of preserving natural resources.

Our response

- Discussing ways of preserving natural resources.
- Making short notes about preserving natural resources.

Competences practised

- Teamwork.
- Creativity.
- Communication skills.
- Discussing.

Cross-cutting Issues

Emphasise on environment and sustainability: Natural resources are not renewable. For us to be able to use them now and in future, we should take care of the environment. It is the responsibility of everybody to preserve natural resources through taking care of the environment.

V Synthesis

- Discussing in groups the importance of preserving natural resources.
- Guide learners to do the activities 2 and 3 in the Pupil's Book page 200.

Answers to Activity 2 Pupil's Book page 200

Why we should preserve natural resources:

- For sustainable development
- Protect plants and animals.
- To overcome problems of climate change.

Answers to Activity 3 Pupil's Book page 200

Guide learners to visit a natural resource near their school and perform this activity. Thereafter, guide them to make class presentations.

VI Assessment

- Assist the slow learners by putting emphasis in the areas they have challenges.
- Assist gifted learners by giving them more tasks and activities.
- Provide tactile materials to learners with special needs.

9. End of Unit

Unit summary

This unit deals with natural resources found in Rwanda, East Africa and Africa. It also looks at the importance of the natural resources and ways of preserving them. At the end of the unit, the learner is expected to identify the natural resources in the region and explain different ways of preserving them. He/she is also expected to analyse the importance of preserving natural resources.

Additional content to the teacher

Natural resources are materials or substances such as minerals, forests, water and fertile land that occur in nature and can be used for economic gain. Natural resources are important as they promote economic growth and development. Most of the countries of the world, which are highly developed, are rich in natural resources. The countries of Africa are rich in natural resources but they remain underdeveloped because most of these resources remain untapped as a result of inadequate capital, low level of technology and even civil wars and political instability.

Answers to end of unit 8 assessment Pupil's Book page 201

1. Natural resources are the things that occur naturally and we use them to make our lives better.

2.

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

3. See the map in Pupil's Book page 196.

4. **Importance of natural resources**

- We settle and grow crops on land.
- Water is for domestic and industrial use.
- Wildlife attracts tourists.
- Forests provide timber.
- Sun and wind are sources of energy.

5. **Ways of preserving forests**

- Planting trees.
- Use of energy-saving jikos.
- Making laws that protect forests.
- Educate people on why we should preserve forests.

6. **Ways of preserving rivers**

- Not throwing dirty things in rivers.
- Harvesting water during the rainy seasons.
- Closing taps when not in use.

7. **Advice on ways of preserving land**

- Contour ploughing.
- Mulching.
- Construction of gabions.
- Controlled grazing.

8.

A	B
<ul style="list-style-type: none"> • Rivers • Wildlife • Forests • Minerals • Land • Climate 	<ul style="list-style-type: none"> • settlement • protects water sources • generation of solar power • attracts tourists • sources of fish • promote mining

Remedial activities

1. Rearrange the following letters to form names of natural resources:

- DLALN
- REVIRS
- TOFERS
- KAELS
- LELIWDIF
- NILEMARS

2. Write down two benefits of wildlife.

3. In pairs, discuss ways of preserving wildlife and make summary notes.

4. Are minerals important to us? Write down their importance.

5. You have found people cutting down trees in a forest. Which advice would you give these people?

Answers to remedial activities

- DLALN – LAND
 - REVIRS – RIVERS
 - TOFERS – FOREST
 - KAELS – LAKES
 - LELIWDIF – WILDLIFE
 - NILEMARS – MINERALS

2. *Benefits of wildlife*

- They attract tourists.
- They are our heritage.
- They help in making good use of land.

3. *Ways of preserving lakes*

- Fencing round the lake.
- Catching the mature fish only.
- Avoid polluting lakes.

4. *Importance of minerals*

- Their mining creates employment.
- They earn revenue for the government.
- They are a source of income to people.

5. *Advice on forest preservation*

- When you cut a tree, plant another.
- Use energy-saving jikos.
- Use other sources of energy such as solar and wind.

Extended activity

Explain why some resources in African countries are not being exploited.

Answer to extended activity

The resources are not being exploited because of the following factors:

- Insecurity as a result of civil wars.
- Inadequate capital.
- Location of resources in remote areas.
- Low level of technology.
- Inadequate skilled personnel.



The people of East Africa

1. Key Unit Competence

- Differentiate major ethnic groups in East Africa.
- Interpret causes and effects of migration in East Africa.

2. Prerequisites of the Unit

The knowledge about regional co-operation and international relations from unit two will assist the learner to internalise issues about the people of East Africa and migrations. Guide the learners to name the countries in the various regional groups and their people.

3. Cross-cutting Issues to be Addressed

Peace and values education: Mainstream peace and values education by emphasising the importance of living in harmony despite the rich diversity of ethnic groups in East Africa.

4. Generic Competences

- Life long learning.
- Critical thinking.
- Creativity and innovation.
- Research and problem solving.
- Communication skills.
- Co-operation.

5. Key Words

Extinct: Disappear from the surface of the earth.

Natural: Occurring in its own, non-created by people.

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

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

Terracing: Marking steps while farming in hilly areas to prevent soil from being washed away.

Unity: The state of being together or with someone.

6. Guidance on the Problem Statement – Pupil’s Book page 203

Ask the learners to observe the pictures in pupil’s book page 203. Guide them to identify the people of East Africa and their origin. Assess learners’ guesses at the end of the topic to find out if they predicted correctly. Guide learners to discover and appreciate the importance of migration and living together as one people.

7. List of Lessons

Number of Lessons	Lesson Title	Periods
Lesson 1	The people of East Africa – Major ethnic groups in East Africa	1
Lesson 2	Immigration and emigration (causes and effects of migration in East Africa End of unit assessment	1

8. Lesson Development

Lesson 1: The people of East Africa – Major ethnic groups in East Africa

Pupil’s Book page 204

I Learning Objectives

Knowledge and understanding

The learner should be able to identify major ethnic groups in East Africa.

Skills

The learner to differentiate major ethnic groups in Africa.

Attitudes and values

Show respect to all ethnic groups in East Africa.

II Introduction

Introduce the lesson by asking the learners to do Activity 1 in Pupil’s Book page 204.

Activity 2 in Pupil’s Book page 204

1. Study the map of East Africa below and identify where the major ethnic groups came from.
2. In groups, discuss the major ethnic groups of East Africa.

Answers to Activity 2 in Pupil’s Book page 204

1. Guide learners to observe the map and identify the original homeland of the major ethnic groups of East Africa. For example, the Bantu came from the Congo Basin while the Cushites came from the Horn of Africa.
2. *Guide learners to discuss in groups the major ethnic groups under the following headings:*
 - Bantu
 - Hamites
 - Nilotics
 - Nilo-Hamites

III Materials/Teaching Aids

- Pupils’ Book, Internet sources, photographs.

Preparation

- Display photographs of different ethnic groups.
- Prepare learners to access internet sources.
- Learners form discussion groups.
- Provide tactile materials for learners with special needs to perform different activities.

Learning outcomes

The learner:

- Differentiates major ethnic groups in East Africa.
- Respects all ethnic groups in East Africa.
- Appreciates different cultures of major ethnic groups in East Africa.

Teaching and learning methods

- Discussion
- Question and answer
- Demonstration
- Research

IV Learning Activities

Our experience

- Guide learners to define an ethnic group.
- Guide learners to observe photographs and use Internet sources in identifying the major ethnic groups found in East Africa.

Our response

- Guide learners in discussing the major ethnic groups found in East Africa.
- Guide learners in making short notes for class presentations.

Generic competences practised

Creativity and innovation

Learners to develop creative and innovative competences while drawing and interpreting the map of East Africa showing ethnic groups.

Communication skills

Learners to develop communication skills as they discuss the different ethnic groups of East Africa.

Co-operation

Learners acquire co-operation skills as they share information and discuss in groups and pairs.

Research and problem solving

Learners acquire skills in research and problem solving as they use the internet or library to identify ethnic groups of East Africa.

Cross-cutting issues

Emphasise on peace and values education: East Africa has many ethnic groups who have different cultures. These ethnic groups have to co-exist in peace and harmony.

V Synthesis

Guide the learners in doing the activities in the Pupil's Book pages 205 – 208.

Answers to Activity 2 in Pupil's Book page 205

Different languages spoken in East Africa

- Kinyarwanda
- Kiluhya
- Kiganda
- Kirundi
- Kimaasai

Answers to Activity 3 in Pupil's Book page 208

1. *Other Bantu communities in East Africa*

Banyoro, Batoro, Abagusii, Mijikenda, Pokomo, Bakiga, Hehe, Ngoni

2. *Other Nilotic groups in East Africa*

Nandi, Kipsigis, Pokot, Marakwets, Sabaots

3. *Other Hamites in East Africa*

Borans, Banjun

4. *Other Nilo-Hamites in East Africa*

Samburu, Karamojong

VI Formative Assessment

- Assist the gifted learners by giving them more tasks and activities.
- Assist the slow learners by paying attention on the areas they have challenges.
- Provide tactile materials for learners with special needs.

Lesson 2: Immigration and emigration – Causes and effects of migration in East Africa

Pupil's Book page 208

I Learning Objectives

Knowledge and understanding

The learner to:

- Differentiate between immigration and emigration.
- Identify the causes and effects of migration in East Africa.

Skills

The learner to:

- Describe immigration and emigration.
- Explain the causes and effects of migration in East Africa.

Attitudes and values

Appreciate different cultures and ethnic groups for better integration.

II Introduction

- Introduce the lesson by asking the learners simple oral questions from the previous lesson.
- Ask learners to do Activity 1 in Pupil's Book page 208.

Answers to Activity 1 in Pupil's Book page 208

1. Foreigners like Chinese, Europeans and East Africans, etc.
2. Guide learners to discuss in groups the new words.

Immigration – Movement of people to work or stay in the country.

Emigration – Moving out of one country to another for settlement or work.

III Materials/Teaching Aids

- Pupils' Book, Internet sources, photographs.

Preparation

- Display the photographs of immigrants and emigrants.
- Prepare learners to form discussion groups.
- Provide tactile materials for learners with special needs to perform different activities.

Learning outcomes

The learner:

- Interprets causes and effects of migration in East Africa.
- Differentiates emigration and immigration.
- Respects all ethnic groups in East Africa.
- Appreciates various cultures and ethnic groups in East Africa.

Teaching and learning methods

- Discussion
- Question and answer
- Demonstration
- Research

IV Learning Activities

Our experience

Guide learners to observe photographs.

Our response

- Guide learners in discussing the meaning of emigration and immigration.
- Guide the learners in discussing causes and effects of migration in East Africa.

Competences practised

Co-operation

Learners acquire skills in co-operation as they discuss the causes and effects of migration and make class presentations.

Communication skills

Learners to develop communication skills as they discuss in groups the causes and effects of migration in East Africa and make class presentations.

Research and problem solving

Learners develop skills in research and problem solving as they use books, library or internet to find out the causes and effects of migration in East Africa.

Cross-cutting issues

Peace and values education: Emphasise that our country has got immigrants from other countries. There are other people who have migrated from other parts of our country to come into our areas. We need to appreciate other people and live together in peace and harmony.

V Synthesis

Guide the learners to do the activities in the Pupil's Book pages 209 – 211.

Answers to Activity 2 in Pupil's Book page 209

Guide learners to give their own reasons on why they think people migrate. Accept any relevant answer.

Guide learners to state reasons which can make people to leave their country.

Answers to Activity 3 in Pupil's Book page 209

Difference between immigration and emigration

Immigration is the movement of people into a country while emigration is the movement of people out of a country.

Answers to Activity 4 in Pupil's Book page 209

1. **Why people move from one place to another**
 - For trade
 - Because of civil war
 - In search of employment
 - Education

Answers to Activity 5 in Pupil's Book page 210

Other causes of migration in East Africa

- In search of better life.
- For leisure and tourism.

Answers to Activity 6 in Pupil's Book page 210

- i. **When people migrate, the following happens:**
 - There may be spread of diseases.
 - Population increases in the areas they migrate to.
 - Population decrease in their place of origin.
- ii.
 - Reduced population.
 - Shortage of labour.
 - Reduced food because energetic people move away.

Answers to Activity 7 in Pupil's Book page 211

Other effects of migration in East Africa

- Migration enhances international relations.
- Migration enhances growth of the country's economy.
- Encourages intermarriages between people.

VI Formative Assessment

- Assist the slow learners by paying special attention in the areas they have challenges.
- Assist the gifted learners by assigning them more tasks and activities.
- Provide tactile materials for learners with special needs.

9. End of Unit

Unit summary

This unit is about the people of East Africa. It looks at the major ethnic groups of East

Africa, which are Bantu, Nilotics, Hamites and Nilo-Hamites. The unit also looks at immigration and emigration and concludes with the causes and effects of migration in East Africa. The learner is expected to differentiate the major ethnic groups in East Africa and interpret causes and effects of migration in East Africa.

Additional content for the teacher

The people of East Africa are classified into language groups. A language group is a group of people who speak a similar language or language with the same key or root words. Immigration is the movement into a foreign country by people from another country while emigration is the movement out of a country by people of a given country. Unlike in the past when people moved freely, currently most countries follow strict migration laws. One must have a passport to move from one country to another and most countries require a visa for you to be allowed in. Migrations are caused by push and pull factors. Push factors are those in the migrants source region. They thus push away the migrants. They include population pressure, unemployment, civil war and outbreak of diseases. Pull factors are those in the place where the migrants move to. They attract migrants to the new places. They include employment opportunities, education and improved social amenities.

Answers to end of unit 9 assessment Pupils' Book page 212

1. Ethnic group refers to people with a similar language and culture.

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

3. D
4. Immigration is the movement of people from other countries into our country while emigration is the movement of people from our country to other countries.
5. **Causes of migration:**
 - Search for land to settle.
 - Search for employment.

- Looking for better education.
 - Civil wars.
6. **Effects of migration:**
- Population will increase.
 - Our culture will be affected.
 - Schools will be over crowded.
7. TANUB– BANTU
CITOLIN– NILOTIC
THMESIA– HAMITES
M- HCEITOANLI– NILO- HAMITIC
8. B
9. D

Remedial activities

1. Write down the major ethnic groups in East Africa.
2. People who move into a country to live and settle are called _____.
3. People who move out of their country to live in another country are called _____.
4. Write down three effects of migration.
5. Your neighbour's family is planning to migrate to a new area. What do you think is causing the family to migrate?

Answers to remedial activities

1. Bantus, Nilotics, Hamites, Nilo-Hamites
2. immigrants
3. emigrants
4. **Effects of migration:**
 - Population increase in the area migrated to.
 - Promotion of good relations.
 - Enriching of culture.
 - Overuse of social amenities.
5. **Causes of migration include:**
 - Search for employment.
 - Looking for better farming land.
 - Looking for education opportunities.
 - Running away from civil wars.
 - Occurrence of drought and famine.

Extended activities

1. In groups, discuss the main causes of emigration in Rwanda before 1994.
2. Explain the effects of emigration on a developing country like Rwanda.
3. In pairs, discuss how a country like Rwanda can solve the problems brought by emigration. Make a summary for a class presentation.

Answers to extended activities

1. **Causes of emigration in Rwanda before 1994:**
 - There was insecurity caused by civil wars, which made people to leave for safer areas outside the country.
 - There was abuse of human rights, which made people to leave the country.
 - There was discrimination, for example, against the Tutsi in education, which made some people to go and look for education opportunities outside the country.
2. **Effects of emigration to a developing country:**
 - The country loses qualified and skilled people such as doctors, lawyers and teachers whom it needs for development.
 - The country loses its labour force, which it needs for development of key sectors such as agriculture and industry.
 - Sometimes the emigrants leave with money, which could have been used to invest in our country.
3. **How Rwanda can solve the problems of emigration:**
 - Improving the working conditions of workers in the country.
 - Working hard to develop our country so that it can be attractive to all.
 - Maintaining peace and harmony in the country.
 - Promoting democracy and treating all people equally.

UNIT 10

Transport and communication

1. Key Unit Competence

To be able to analyse communication services and transport networks in East Africa.

2. Prerequisites of the Unit

In P4 the learners studied transport. They looked at types and means of transport and communication in their district and difficulties and dangers related to transport in their district and measures to overcome them. In P5, they also looked at transport and communication in their province. This information will help them easily internalise communication services and transport networks in East Africa.

3. Cross-cutting Issues to be Addressed

Peace and values education: Emphasise the importance of transport and communication services in promoting peace and harmony.

4. Generic Competences

- Life long learning.
- Critical thinking.
- Creativity and innovation.
- Research and problem solving.
- Communication skills.
- Co-operation.

5. Key Words

- Bulky:** Large and taking up a lot space.
- Electronic-media:** Communication that uses electronic devices like radio and television.
- Flexible:** Able to easily change and adjust to circumstances.
- Remote:** Located far from the main population centres.
- Trans-African:** Across Africa.

6. Guidance on the Problem Statement Pupils' Book page 213

Let learners discover the types and means of transport and communication in East Africa. As they go through the lessons, guide them to find out the dangers and difficulties related to the means and types of transport. At the end of the topic, ask learners if they can identify the dangers of means of transport shown in Pupil's Book page 213.

7. List of Lessons

Number of Lessons	Lesson Title	Periods
Lesson 1	Forms and types of transport in East Africa	1
Lesson 2	Forms and types of communication in East Africa	1
Lesson 3	Importance of transport and communication networks in East Africa. Difficulties and dangers related to transport and communication.	1
Lesson 4	End of unit assessment	1

8. Lesson Development

Lesson 1: Forms and types of transport in East Africa

Pupil's Book page 214

I Learning Objectives

Knowledge and understanding

The learner to:

- Be able to identify forms and types of transport in East Africa.
- Be able to state the advantages and disadvantages of different forms of transport.

Skills

- Describe the importance of transport.
- Analyse difficulties and dangers associated with transport and communication.

Attitudes and values

- Acknowledge the importance of transport in East Africa.

II Introduction

Introduce the lesson by asking learners to do the two activities in Pupils' Book page 214.

Answers to Activity 2 in Pupil's Book page 214

1. Transport is the movement of people and goods from one place to another.
2. Communication is the exchange of ideas, news and information from one person to another.

Answers to Activity 1 in Pupil's Book page 214

1. Forms of transport are the infrastructures, for example, roads, railways, etc. while means of transport is what you use on the infrastructure. For example, on the road, you may walk, use a bicycle, motor cycle or a car.
2. Guide learners to name the forms of transport and means of transport. Build on what they learnt in P4 and P5.

Different forms and means of transport in Rwanda

Forms	Means
Road	Cars, bicycles, motorcycles, lorries, buses
Water	Boats, ferries, canoes
Air	Aeroplanes, helicopters

III Materials/Teaching Aids

Pupils' Book, pictures of forms of transport, tactile materials.

Preparation

- Display illustrations of forms of transport.
- Mount pictures of types of transport.
- Prepare tactile materials for learners with disabilities.

Learning outcomes

The learner to:

- Be able to identify forms and types of transport in East Africa.
- Be able to state the advantages and disadvantages of different forms of transport.

Teaching and learning methods

- Discussion
- Field visits
- Question and answer
- Demonstration

IV Learning Activities

Our experience

- Guide learners to identify forms of transport available in their province.
- Ask learners to observe pictures of forms and types of transport.

Our response

- Guide learners to identify forms of transport in Rwanda.
- Guide learners to identify forms and types of transport in East Africa.

Generic competences practised

Critical thinking

- Learners develop skills in critical thinking as they identify forms and means of transport and give the advantages and disadvantages of each.
- Learners to develop creative and innovative competences while drawing and interpreting the map of East Africa.

Communication skills

Learners to develop communication skills as they discuss in groups, write short notes and make class presentations on advantages and disadvantages of the different forms of transport.

Co-operation

Learners develop co-operation skills as they work in groups and share information.

Cross-cutting issues

Peace and values Education: Emphasise on importance of peace and values education: Rwanda is a landlocked country and, therefore, has to maintain friendly relationship with other countries in East Africa to promote peace in the region.

V Synthesis

- Ask learners to write short notes on transport in East Africa.
- Guide learners to do the activities in the Pupil's Book page 215 – 220.

Answers to Activity 2 in Pupil's Book page 215

- (a) Car/motor vehicles (c) Bicycles
(b) Motor bike (d) Pedestrian

Answers to Activity 3 in Pupil's Book page 216

1. Disadvantages of road transport

- It is affected by traffic jam which cause delay.
 - It is affected by accidents.
 - It is affected by bad weather.
2. Guide learners to draw and label major roads on the map of Rwanda.

Answers to Activity 4 in Pupil's Book page 216

- (a) Chopper/helicopter (b) Aeroplane/passenger plane

Answers to Activity 5 in Pupil's Book page 217

Disadvantages of air transport

- It is very expensive.
- It depends on road transport for door delivery.
- Accidents are fatal.

Answers to Activity 6 in Pupil's Book page 218

East African Railway – (Kenya – Uganda railway, Tanzania – Zambia railway)

Answers to Activity 7 in Pupil's Book page 219

Disadvantages of railway transport:

- It is slow.

- Railways are expensive to build.
- It can not deliver up to the door.

Answers to Activity 8 in Pupil's Book page 219

- (a) – ship (b) – Ferry (c) – boat

Answers to Activity 9 in Pupil's Book page 220

Disadvantages of water transport:

- It is very slow.
- Ports are expensive to build.
- It can not deliver up to the door.

VI Formative Assessment

- Give low order questions to slow learners.
- Give high order questions to gifted learners to enhance competence.
- Monitor slow learners' progress to establish how much remedial they require.
- Provide tactile materials for learners with special needs.

Lesson 2: Forms and types of communication in East Africa

Pupil's Book page 220

I Learning Objectives

Knowledge and understanding

The learner to:

- Be able to identify forms and types of communication in East Africa.
- Be able to state the advantages and disadvantages of different forms of communication.

Skills

- Describe the importance of communication.
- Analyse difficulties and dangers associated with communication.

Attitudes and values

Acknowledge the importance of communication in East Africa.

II Introduction

Introduce the lesson by reviewing the previous one. Ask learners to do Activity 1 in Pupil's Book page 220.

Activity 1 in Pupil's Book page 220

1. What is the meaning of communication?
2. Name the forms of communication used in Rwanda.

Answers to Activity 1 in Pupil's Book 220

1. Communication is the act of passing information from one place to another.
2. Electronic media, print media, postal services, telephone, E-mail.

III Materials/Teaching Aids

Pupils' Book, pictures, Internet sources, tactile materials.

Preparation

- Display illustrations of communication services.
- Ask learners to access Internet sources and research on communication before the lesson.
- Display pictures of communication gadgets.
- Prepare tactile materials for learners with disability.

Learning outcomes

The learner:

- To identify forms and types of communication in East Africa.
- To state the advantages and disadvantages of different forms of communication.

Teaching and Learning Methods

- Demonstration
- Question and answer
- Observation
- Field study

IV Learning Activities

Our experience

- Display illustrations of communication services for learners to observe.
- Display pictures of communication gadgets for learners to observe.
- Guide learners to identify forms of communication used at home.
- Guide learners to identify types of communication at school.

Our response

- Lead learners in discussing the advantages and disadvantages of different forms of communication.
- Guide learners to identify forms and types of communication in East Africa.

Generic competences practised

Critical thinking

Learners develop skills in critical thinking as they identify forms and means of communication and give the advantages and disadvantages of each.

Communication skills

Learners to develop communication skills as they discuss in groups, write short notes and make class presentations on advantages and disadvantages of the different forms of communication.

Co-operation

Learners develop co-operation skills as they work in groups and share information.

Cross-cutting issues

Peace and values education: Emphasise importance of peace and values education. Communication services promote co-operation and friendship that promotes peace in the region. Emphasise the need to have strong values so as not to misuse the internet, for example, by visiting pornographic sites.

V Synthesis

- Guide learners to discuss advantages and disadvantages of different forms of communication.
- Learners do the activities in the Pupil's Book pages 221 – 222.

Answers to Activity 2 in Pupil's Book page 221

Advantages of different forms and types of communication:

- | | |
|-----------------------|---|
| (i) Electronic media: | – It is fastest.
– It can reach many people at the same time.
– It is reliable. |
| (ii) Print media: | – Information can be stored for future use.
– Many people can use it. |
| (iii) Postal media: | – Information can be stored for use in future.
– Parcels can be sent safely. |

Disadvantages of different forms and types of communication:

- | | |
|-----------------------|---|
| (i) Electronic media: | – It needs electricity.
– It is expensive. |
| (ii) Print media: | – It needs people who know how to read and write.
– Newspapers may not be affordable to some people. |
| (iii) Postal: | – It takes a long time for letters to be delivered.
– It is expensive for some people. |

Answers to Activity 3 in Pupil's Book 222

a – Telephone b – Mobile phone c – Internet

VI Formative Assessment

- Give low order questions to slow learners.
- Give high order questions to gifted learners to enhance competence.
- Monitor slow learners' progress to establish how much remedial they require.
- Provide tactile materials for learners with special needs.

Lesson 3: Importance of transport and communication networks in East Africa

Pupil's Book page 223

I Learning Objectives

Knowledge and understanding

The learner to explain the importance of transport network and communication services in East Africa.

Skills

Describe the importance of communication services and transport network in East Africa.

Attitudes and values

Acknowledge the importance of transport and communication in East Africa.

II Introduction

Introduce the lesson by reviewing the previous one. Ask learners to do Activity 1 in Pupil's Book page 223.

Answers to Activity 1 Pupil's Book page 223

1. Let learners write down means of transport they can observe.
Guide learners to classify motorcycles, vehicles and bicycles.
2. Let learners give importance of communication from their field study.
 - Provide employment
 - Help in socialising

III Materials/Teaching Aids

Pupil's Book, Internet sources, tactile materials, the field.

Preparation

- Ask learners to access Internet sources and research on the unit before the lesson.
- Seek permission from school authorities.
- Seek permission from authorities in the place of study.
- Assemble the materials needed for the study.
- Prepare learners for the study.
- Prepare tactile materials for learners with disabilities.
- Form discussion groups.

Learning outcomes

The learner to be able to describe the importance of transport and communication services in the East African region.

Teaching and learning methods

- Discussion
- Demonstration
- Question and answer
- Field study

IV Learning Activities

Our experience

Guide the learners to carry out the necessary activities during the field study.

Our response

- Guide learners to collect data on the importance of transport networks.
- Guide learners to collect data on the importance of communication services.
- Guide learners to record data.
- Guide learners to make summaries for class presentations.

Competences practised

Critical thinking

Learners develop skills in critical thinking as they discuss the importance of transport and communication

Communication skills

Learners to develop communication skills as they discuss in groups, write short notes and make class presentations on the importance of transport and communication.

Co-operation

Learners develop co-operation skills as they work in groups and share information.

Cross-cutting issues

Peace and values education: Emphasise the importance of communication services in promoting co-operation and friendship between people and in turn peace in Africa.

Genocide studies: Emphasise that communication means should not be used to spread hate as it happened during the Genocide Against the Tutsi.

Answers to Activity 2 Pupil's Book page 223

1. They enable us to reach school, take farm produce to the market, get employed and earn money.
2. *We use communication services to:*
 - Talk to our friends on phone.
 - Send letters to our relatives.
 - Access information on Internet.
 - Get news on radio and television.

V Formative Assessment

- Give low order questions to slow learners.
- Give high order questions to gifted learners to enhance competence.
- Monitor slow learners' progress to establish how much remedial they require.
- Provide tactile materials for learners with special needs.

Lesson 4: Difficulties and dangers related to transport and communication
Pupil's Book page 216
Measures of overcoming problems associated with transport and communication

I Learning Objectives

Knowledge and understanding

The learner to:

- Be able to state difficulties and dangers related to transport and communication.
- Be able to explain measures of overcoming problems associated with transport and communication.

Skills

- Analyse dangers and problems associated with transport and communication.
- Explain measures of overcoming problems associated with transport and communication.

Attitudes and values

Acknowledge the importance of transport and communication in East Africa.

II Introduction

Introduce the lesson by reviewing the previous one. Ask learners to do Activity 1 in Pupil's Book page 224.

Answers to Activity 1 in Pupil's Book page 224

1. *Guide learners to observe the photographs and come up with the following responses:*
 - Impassable roads during the rainy season makes vehicles to be stuck in the mud.
 - Strong winds may make boats to capsize.
 - Roads with potholes make vehicles to move slowly. They may also damage vehicles.
 - Traffic jams make people to take a long time on the roads.
 - Accidents may cause injuries, loss of life and destruction of property.

III Materials/Teaching Aids

Pupil's Book, Internet sources, tactile materials.

Learning outcomes

The learner to be able to:

- State difficulties and dangers related to transport and communication in East Africa.
- Explain measures of overcoming problems associated with transport and communication.

Teaching and learning methods

- Discussion
- Demonstration
- Question and answer
- Story telling

Generic competences practised

Critical thinking

Learners to develop skills in critical thinking as they identify and discuss dangers and difficulties related to forms of transport and communication.

Communication skills

Learners to develop communication skills as they discuss in groups, write short notes and make class presentations on difficulties and dangers related to forms of transport and communication.

Co-operation

Learners develop co-operation skills as they work in groups and share information.

IV Learning Activities

Our experience

Guide the learners to state difficulties and dangers related to transport and communication in their locality.

Our response

- Guide learners to explain the difficulties and dangers associated with transport and communication in East Africa.
- Guide learners to explain measures to overcome difficulties and dangers related to transport and communication.

Cross-cutting issues

Peace and values education: Emphasise the importance of transport and communication in promoting co-operation and friendship between people and in turn peace in East Africa.

V Synthesis

Guide learners to do the activities in Pupil's Book pages 226 – 228.

Answers to Activity 2 in Pupil's Book page 225

1. Guide learners to read the passage and come up with answers from the passage.
For example:
 - Lack of electricity for charging.
 - Poor network coverage.
 - Cyber crime/existence of viruses on the Internet.

Answers to Activity 1 in Pupil's Book page 226

1. Guide learners to discuss in groups the solutions to the problems and difficulties encountered in transport and communication.
2. Let them make class presentations.
3. a – Road construction b – Zebra crossing c – Satellite

Answers to Activity 2 in Pupil's Book page 228

1. Observing traffic rules – Lowering communication cost
2. • Poor network coverage • Faulty communication gadgets
3. • Repairing all weather roads • Observing road safety

VI Formative Assessment

- Give low order questions to slow learners.
- Give high order questions to gifted learners to enhance competence.

- Monitor slow learners' progress to establish how much remedial they require.
- Provide tactile materials for learners with special needs.

9. End of Unit

Unit summary

This unit looks at the different means and types of transport and communication in the East Africa region. The means of transport include road, air, railway and water transport. The means of communication are postal services, print media, electronic media, telephone, and mobile phone and fax machines. The unit also looks at the importance of transport and communication networks, difficulties and dangers related to them and measures for overcoming them. At the end of the unit, the learner is expected to analyse communication services and transport networks in the East African region.

Additional content for the teacher

Transport is the movement of people and goods from one place to another over a distance. Major forms of transport in East Africa are road, air, rail and water. Some major roads linking the continent pass through the region. These are the Great North Road from Cape Town to Cairo, which passes through Tanzania, Kenya and Uganda, and the Trans African Highway from Mombasa to Lagos. All the countries in the region has international airports taken from where flights can be the rest of the world. The largest and busiest airport in the region is the Jomo Kenyatta International Airport in Nairobi, Kenya. Water transport networks in the region consist of both inland and marine waterways. Inland waterways are found on major rivers and lakes. The major lakes are Lake Victoria, Tanganyika, Turkana, Kivu and Albert. On these lakes are inland ports such as Mwanza, Kisumu and Kigoma.

Marine ports are found at the coasts of Kenya and Tanzania in the Indian Ocean. They include Mombasa in Kenya and Dar-es-Salaam and Tanga in Tanzania. These ports link the region to the outside world and they are used to export and import goods from all over the world. Rwanda being a landlocked country exports and imports her goods through these ports. There are two major railway lines in the region. These are the Tanzania-Zambia railway and the Kenya-Uganda railway. Rwanda currently has no railway link but plans are underway to build a railway to Tanzania and Kenya through Kampala. Communication is the exchange of information, news and ideas between two or more parties. The major forms of communication in the region are electronic media, print media, postal services, telephone, mobile phone and fax. Over the years, there has been a decline in use of postal services especially letter writing. This can be attributed to the rise in other forms of communication, which are cheaper and faster.

Answers to end of unit 10 assessment Pupil's Book page 229

1. (a) Transport is the movement of people and goods from one place to another.
(b) Communication is the passing of information from one place to another.
2. **Different types of transport are:**
 - Road
 - Air
 - Water
3. **Means of transport used in Rwanda are:**
 - Cars, Motorcycles
 - Planes
 - Boats
4. **Form of transport not used in Rwanda:**
Railway
5. **Forms of communication networks used in Rwanda:**
 - Postal services
 - Print media
 - Electronic media
 - Internet
6. **Difficulties related to transport and communication networks:**
 - Accidents.
 - Bad weather.
 - High cost of developing forms of transport.
 - Terrorism.
 - Cyber crime.
 - Rugged terrain.
7. **Importance of transport and communication in East Africa:**
 - Promotes trade.
 - Promotes tourism.
 - Promotes friendship and peace.
 - Creates employment.
 - Promotes sharing of technology.
8. **The dangers related to use of Internet:**
 - Copying of immoral behaviour.
 - Spread of pornography information.
 - Erosion of culture.

9. **Difficulties and dangers can be overcome by:**

- Respecting traffic rules.
- Enforcing anti-terrorism rules.
- Expanding roads and building by-passes in towns.

Remedial activities

1. Which is the most common form of transport?
2. Name the type of transport used in air.
3. Letters are sent at the _____.
4. The form of transport where trains are used is _____.
5. The international road that starts in Mombasa in Kenya and passes through Rwanda to Lagos in Nigeria is called _____.

Answers to remedial activities

1. Road
2. Aeroplanes
3. Post office
4. Railway
5. Trans African Highway

Extended activities

1. Discuss why there are poor railway linkages between East African countries.
2. Why are most of the rivers in East Africa not used for water transport?
3. Discuss why there has been a decline in the use of letter writing as a means of communication in East Africa.

Answers to extended activities

1. **Reasons for poor railway linkages between East African countries:**
 - The countries were ruled by different colonial powers. Their interest was to link the countries to the coast for export of raw materials.
 - The different colonialists used different gauges of railway.
 - East Africa has a rugged terrain made up of hills, valleys and escarpments. This makes building of railways to be difficult and expensive.
2. **Why most rivers in East Africa are not used for water transport:**
 - Some of the rivers have waterfalls and rapids along their course. This makes them not to be navigable.
 - Some of the rivers have a low volume of water.

- Some of the rivers suffer from seasonal fluctuation of water levels in their channels.
 - Some of the rivers have very swift flow of water in their channels.
3. *Reasons for decline in letter writing as a means of communication*
- New modes of communication, which are cheaper and faster, have come up, for example, short message service by the mobile phones.
 - It takes long for a letter to reach the recipient while electronic mail is instant.

UNIT 11

Post-independent Rwanda

1. Key Unit Competence

Demonstrate historical elements of post-independent Rwanda.

2. Prerequisites of the Unit

In P5, the learners studied colonial Rwanda. They looked at reactions of Rwandans towards colonial rule and Rwanda's road to independence. They also looked at types of government. This knowledge will assist them to understand historical elements of post independent Rwanda.

3. Cross-cutting Issues to be Addressed

- **Genocide studies:** Incorporate genocide studies as learners discuss the historical elements of post-independent Rwanda.
- **Peace and values education:** Mainstream peace and values education as learners demonstrate historical element of post-independent Rwanda.

4. Generic Competences

- Lifelong learning.
- Critical thinking.
- Creativity and innovation.
- Research and problem solving.
- Communication skills.
- Co-operation.

5. Key Words

Accord: An official agreement.

Democratic: Related to democracy.

Discrimination: Unjust treatment of a certain category of people.

Exile:	State of being forced to be away from your country.
Extremist:	A person with very strong political or religious views especially one who resorts or advocates for extreme action.
Moderates:	People who are opposed to extreme views and actions.
Referendum:	A vote by citizens on one political question.
Refugee:	A person who has been forced to leave their country in order to escape war.
Republic:	A country ruled by an elected head of state.

6. Guidance on the Problem Statement in Pupil's Book page 230

Let learners observe the photos of leaders of post-independent Rwanda. In the course of the lessons, ask them to identify the leaders one at a time as shown in the pictures in Pupil's Book page 230. Guide learners to understand the events in the First Republic and the Second Republic. Let them identify leaders that were involved around that time. At the end of the topic, ask learners to identify all the leaders in the pictures and their role in post-independent Rwanda.

7. List of Lessons

Number of Lessons	Lesson Title	Periods
Lesson 1 and 2	The First Republic	2
Lesson 3 and 4	The Second Republic	2
Lesson 5	Liberation: 1990–1994 and the government of National Unity	1
Lesson 6	End of unit assessment	1

8. Lesson Development

Lesson 1 and 2: The First Republic

Pupil's Book page 231

I Learning Objectives

Knowledge and understanding

The learner should be able to identify the main historical elements of the First Republic.

Skills

The learner should be able to analyse the historical elements of the First Republic.

Attitudes and values

- Appreciate the importance of liberation.
- Show concern about the different political events in the First Republic.

II Introduction

- Introduce the lesson by asking learners simple questions that they can provide answers.
- Ask learners to do Activity 2 in Pupil's Book page 231.

Answers to Activity 2 in Pupil's Book page 231

1. The colonial powers that colonised Rwanda were:
 - Belgium.
 - Germany.
2. Rwanda became independent on 1st July, 1962.
3. The first president of Rwanda was Gregoire Kayibanda.
4. Review learners' responses accordingly and correct them where they got wrong.

III Materials/Teaching Aids

Pupil's Book, videos, pictures.

Preparation

- Prepare video clips about events of the First Republic.
- Prepare photographs and pictures related to the First Republic.

Learning outcomes

The learner:

- Appreciates the importance of liberation.
- Shows concern about the ills of the First Republic.

Teaching and learning methods

- Story telling
- Discussion
- Research
- Question and answer

IV Learning Activities

Our experience

- Display photographs and pictures related to the First Republic for learners to observe and interpret.
- Guide learners to watch videos about events of the First Republic.

Our response

- Discuss in groups the meaning of independence.
- Discuss in groups the different political events in the First Republic.
- Guide learners to make presentations in class.

Competences practised

Critical thinking

Learners develop skills in critical thinking as they identify the historical elements of the First Republic.

Communication skills

Learners to develop communication skills as they discuss in groups, write short notes and make class presentations on historical elements of the First Republic.

Co-operation

Learners develop co-operation skills as they work in groups and share information.

Cross-cutting issues

Genocide studies: Emphasise the importance of justice and fairness in promoting peace and unity. This is important in ensuring that something like the genocide against the Tutsi never occurs in our country again.

V Synthesis

Ask learners to do activities in the Pupil's Book pages 231 – 234.

Answers to Activity 1 in Pupils' Book page 231

1. ***Difference between a kingdom and a republic:***
A kingdom is ruled by a king and the way to kingship is through inheritance while a republic is ruled by an elected head of state.
2. ***The other forms of government:***
 - Government headed by a governor.
 - Government headed by a mayor.
3. Rwanda gained independence on 1st July, 1962.
4. The first president of the republic of Rwanda was Gregoire Kayibanda.
5. ***The major elements of the rule of Gregoire Kayibanda:***
 - The government discriminated against the Tutsi and favoured the Hutu in schools and employment.
 - The government encouraged divisionism by establishing quarter systems.
 - The government removed the Tutsi from schools, universities and from private companies.

Answers to Activity 2 in Pupil's Book page 233

1. ***Events that led to the collapse of the monarchy in Rwanda:***
 - In the run-up to independence, there were differences in the country.
 - Some people wanted Rwanda to be independent as a monarchy while others wanted Rwanda to be independent as a republic.
 - The Belgians decided to hold a referendum so that the people of Rwanda could decide on the type of government they wanted to take on after independence.
 - During the referendum, majority of the people voted for a republic and this made the monarchy to be abolished.
2. Guide learners to research from elder members of the community and make class presentations. Moderate their answers.

Answers to Activity 3 in Pupil's Book page 234

The reasons that led to the overthrow of the first president:

- The government was practising nepotism and divisionism.
- There was abuse of human rights.
- There was corruption in the country.

VI Formative Assessment

- Slow learners to be given less and simple exercises that they can complete.
- Fast learners to be given more demanding exercises that can match their ability.
- Learners with special needs such as impairment to take front seats and be helped accordingly.
- The charts to be developed using large fonts for learners with visual challenges.

Lesson 3 and 4: The Second Republic

Pupil's Book page 234

I Learning Objectives

Knowledge and understanding

The learner should be able to identify the main historical elements of the Second Republic.

Skills

The learner to analyse the main historical elements of the Second Republic.

Attitudes and values

- Show concern about the different political events in the Second Republic.
- Appreciate the importance of liberation.

II Introduction

- Introduce the lesson by asking learners to do Activity 1 in Pupil's Book page 234.
- Use simple questions that learners can provide answers.
- Display photographs and pictures related to the Second Republic for learners to observe and interpret.

Answers to Activity 1 in Pupil's Book page 234

1. The Second Republic was established in 1973.
2. The leader of Rwanda during the Second Republic was Juvenal Habyarimana.
3. There were attempts in the beginning to stop discrimination.
4. **The major political events during the Second Republic:**
 - Political parties were banned and PARMEHUTU was the only political party.
 - Parliament was dissolved and people had no way of expressing themselves.
 - There was a rise in corruption.

III Materials/Teaching Aids

Videos, pictures, Pupil's Book

Preparation

Collect photographs and pictures related to the Second Republic.

Learning outcomes

The learner:

- Explains the different political events in the Second Republic.
- Shows concern about different political events in the Second Republic.

Teaching and learning methods

- Discussion
- Question and answer
- Research
- Demonstration

IV Learning Activities

Our experience

- Guide learners to observe the photos and pictures related to the Second Republic.
- Guide learners to watch a video about the Second Republic.

Our response

- Guide learners to discuss in groups the different political events in the Second Republic.
- Guide learners to identify the dates when the First Republic transitioned into the Second Republic.
- Ask learners to make short notes about the Second Republic.

Generic competences practised

Critical thinking

Learners develop skills in critical thinking as they identify and discuss the different political events in the second republic

Communication skills

Learners to develop communication skills as they discuss in groups, write short notes and make class presentation on the political events of the Second Republic.

Co-operation

Learners develop co-operation skills as they work in groups and share information.

Cross-cutting issues

Genocide studies: Emphasise the importance of justice and fairness in promoting peace and unity. This is important in ensuring that something like the Genocide Against the Tutsi never occurs in our country again.

V Synthesis

Ask learners to do Activity 2 in Pupils' Book page 235.

Answers to Activity 2 in Pupil's Book page 235

The teacher guides learners in pairs to discuss the events that took place during the Second Republic. (injustice, divisionism, nepotism, corruption)

VI Formative Assessment

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

Lesson 5: Liberation War (1990 – 1994) and the Government of National Unity

Pupil's Book page 239

I Learning Objectives

Knowledge and understanding

The learner should be able to identify reasons and objectives of the Liberation War (1990–1994).

Skills

The learner should be able to explain reasons and objectives of the Liberation War (1990–1994).

Attitudes and values

Appreciate the importance of the Liberation War.

II Introduction

- Introduce the lesson by narrating a short story related to the Liberation War to the learners.
- Display photographs related to the Liberation War to the learners.
- Ask learners to do Activity 1 in Pupil's Book page 239.

Answers to Activity 1 in Pupils' Book page 239

- Guide learners to give different perspectives about wars that have been fought in Rwanda.
- Let them explore different ideas as you guide them in their project work.

III Materials/Teaching Aids

Videos, pictures, Pupil's Book, Internet sources.

Preparation

- Read through the previous materials on the First and the Second republics.
- Collect photographs and pictures related to the Liberation War (1990–1994).
- Prepare a short clip on the Liberation War.

Learning outcomes

The learner:

- Explains the reasons and objectives of the Liberation War (1990–1994).
- Appreciates the importance of liberation.

Teaching and learning methods

- Discussion
- Question and answer
- Research
- Demonstration

IV Learning Activities

Our experience

- The teacher displays photographs related to the Liberation War for learners to observe and interpret.
- Guide learners to watch a short clip about the Liberation War in Rwanda.

Our response

- Guide learners to discuss in groups the reasons and objectives of the Liberation War.
- Guide learners to discuss the course of the Liberation War in Rwanda.
- Ask learners to write short notes about the Liberation War.

Generic competences practised

Critical thinking

Learners develop skills in critical thinking as they identify reasons and objectives of the liberation war.

Communication skills

Learners to develop communication skills as they discuss in groups, write short notes and make class presentations on the reasons and objectives of the liberation war.

Co-operation

Learners develop co-operation skills as they work in groups and share information.

Cross-cutting issues

Genocide studies: Emphasise how intolerance, injustice, corruption and other ills laid a foundation for the 1994 Genocide Against the Tutsi. There is need for people to embrace one another.

V Learning Activities

Ask learners to do activities in Pupil's Book pages 240 – 241.

Answers to Activity 2 in Pupil's Book page 240

Causes of the Rwanda Liberation War

- The great need for refugees to return.
- The widespread violation of human rights.
- Lack of peaceful means to change the government.

Answers to Activity 3 in Pupil's Book page 241

a – Pasteur Bizimungu b – Paul Kagame

The two worked hard to rebuild and reconcile Rwandans.

VI Formative Assessment

- Slow learners to be given less and simple exercises that they can complete.
- Fast learners to be given more demanding exercises that can match their ability.
- Learners with special needs such as impairment to take front seats and be helped accordingly.
- The charts to be developed using large fonts for learners with visual challenges.

9. End of Unit

Unit Summary

This unit is about post-independent Rwanda. It takes us through the main historical elements of the First and Second Republics. It also looks at Liberation War (1990–1994) and the Government of National Unity. At the end of the unit, the learner is expected to demonstrate the historical elements of post-independent Rwanda. He/she is also expected to appreciate the importance of liberation and show concern about the different political events in the First and Second Republics.

Additional content for the teacher

During the pre-colonial and colonial periods, Rwanda was a kingdom ruled by a king. In the run-up to independence, there emerged differences between those who favoured independence under a republic and those who favoured independence under a monarchy. Against this background, the Belgians organised for a referendum to decide on the future of the republic. The republicans won and thus Rwanda gained independence on 1st July, 1962 as a republic. The first president of the republic was Gregoire Kayibanda. His government became dictatorial and was characterised by discrimination, corruption and violation of human rights. This culminated in his overthrow by Juvenal Habyarimana on 5th July, 1973. At the beginning, Habyarimana's Second Republic made some attempts to reform the country and end discrimination. However, this proved to be shortlived and the Second Republic went back to the ills of the First Republic on an even higher scale. Many people fled the country into exile and lived as refugees. The ills of the Second Republic led to the Liberation War (1990–1994).

Answers to end of unit 11 assessment Pupil's Book page 243

1. *The changes that took place in the First Republic in Rwanda:*
 - The country's leadership introduced ethnic discrimination.
 - There was increase in corruption.
 - Human rights were violated.
2. *The changes that took place in Second Republic in Rwanda:*
 - Corruption continued to increase.
 - Parliament was dissolved.
 - Political parties were banned.

3. ***The causes and objectives of the Rwandan Liberation War of 1990–1994***

- There was violation of human rights in the country.
- Refugees were not allowed to come back.
- There was no peaceful means of changing the government.
- There was discrimination of people on social grounds.

4. ***How the political events in the First and Second republics contributed to the Liberation War***

- The violation of human rights made many people to move away into exile where they lived as refugees. Later, they wanted to come back and enjoy their citizenship.
- Corruption led to great suffering among the people. They had become poor. They decided to fight so that they could free themselves.

5. ***Why the Government of National Unity was formed***

- To unite the country which had seen serious division as a result of the 1994 Genocide Against the Tutsi.
- To rebuild the country which had been badly affected by the 1994 Genocide Against the Tutsi.

Remedial activities

1. What is a republic?
2. Name the first president of Rwanda.
3. What were some of the problems faced by Rwandans in the Second Republic?
4. What is Liberation War?
5. Mention two causes of the Liberation War of Rwanda.
6. Mention two leaders who led Rwanda in the Liberation War.

Answers to remedial activities

1. A country that is led by an elected head of state.
2. Gregoire Kayibanda.
3. ***Problems faced by Rwandans in the Second Republic***
 - There was a lot of divisionism.
 - Human rights were abused.
 - There was corruption.
4. Liberation War was a war aimed at making people free from injustice and other forms of suffering from previous repressive regimes.
5. ***Causes of the Liberation War of Rwanda***
 - The problem of refugees who needed to return home.
 - A lot of corruption which made people poor.
 - Abuse of human rights by the First and Second republics.
6. • Fred Gisa Rwigema • Paul Kagame

Extended activity

Why did many Rwandan emigrate from their country during the Second Republic?

Answer to extended activity

Reasons that made many Rwandans flee their country during the Second Republic

- They were running away from widespread abuse of human rights.
- They were against discrimination and divisionism.
- There was violence directed at some of them.

UNIT 12

1994 Genocide Against the Tutsi

1. Key Unit Competence

Analyse the factors that led to the 1994 Genocide Against the Tutsi and its consequences.

2. Prerequisites of the Unit

The unit is closely linked to the previous unit on post-independent Rwanda. An understanding of the events in the First and Second republics will help the learner to internalize the causes of the 1994 Genocide Against the Tutsi. Unit 2 on unity and co-operation will also come in handy especially the sections on factors that hinder unity and the importance of unity and co-operation. Knowledge from P5 on complementarity and social cohesion in society will also come in handy.

3. Cross-cutting Issues to be Addressed

- **Peace and values education:** Incorporate peace and values education as learners discuss the consequences of the Genocide Against the Tutsi.
- **Genocide studies:** Mainstream genocide studies emphasising the need for all Rwandans to promote unity and reconciliation to ensure genocide never happens again.

4. Generic competences

- Lifelong learning.
- Critical thinking.
- Creativity and innovation.
- Research and problem solving.
- Communication skills.
- Co-operation.

5. Key Words

Machete: A broad heavy knife used as a tool or weapon.

Militia: An army raised from civilians which engages in rebel activities.

Nazis: People who followed the teachings of dictator Adolf Hitler in Germany.

Perpetrators: People who assist or carry out crime.

Recruit: Enlist someone in an army.

Traitors: People who betray others.

6. Guidance on the Problem Statement Pupil's Book page 244

Ask learners to visit Genocide memorial centres near their locality and find out for themselves. Guide learners to observe and discover the meaning, causes and effects of the 1994 Genocide Against the Tutsi. As the lessons go by, let learners discover that there was no justification for the Genocide Against the Tutsi. It was an evil act that should never happen again. Ask learners at the end of the lesson about their feelings and views. Encourage them to appreciate Rwanda's rich history and live as one in peace and unity.

7. List of Lessons

Number of Lessons	Lesson Title	Periods
Lesson 1	Genocide Against the Tutsi – Causes of the 1994 Genocide Against the Tutsi.	1
Lesson 2 and 3	Planning and execution, how it was stopped, holocaust and other genocides.	2
Lesson 4	Genocide ideology, denial and prevention.	1
Lesson 5	End of unit assessment	1

8. Lesson Development

**Lesson 1: – Genocide Against the Tutsi
– Causes of the 1994 Genocide Against the Tutsi**

Pupil's Book page 244

I Learning Objectives

Knowledge and understanding

The learner should be able to explain the term genocide.

Skills

Explain the causes of the 1994 Genocide Against the Tutsi.

Attitudes and values

- Show concern about the 1994 Genocide Against the Tutsi.
- Defend and advocate for rights of all Rwandans.

II Introduction

- Introduce the lesson by asking learners simple questions that they can relate with the subject.
- Ask learners to do Activity 2 in Pupil's Book page 245.

Answers to Activity 1 in Pupil's Book page 245

1. Guide learners to give the meaning of genocide after researching from the Internet.
2. Organise for learners to visit a genocide memorial site and find out answers to questions. Guide them to make summary points for group discussion.

III Materials/Teaching Aids

- Pupil's Book, Internet sources, photographs of the 1994 Genocide Against the Tutsi, videos on the 1994 Genocide Against the Tutsi.

Preparation

- Display the photographs.
- Prepare learners to access Internet.
- Have the videos ready.
- Provide tactile materials for learners with special needs to perform different activities.

Learning outcomes

- The learner explains the term genocide.
- The learner explains the causes of the 1994 Genocide Against the Tutsi.
- The learner shows concern about the 1994 Genocide Against the Tutsi.

Teaching and learning methods

- Discussion
- Question and answer
- Demonstration
- Field visit

IV Learning Activities

Our experience

- Guide learners in saying what they know about genocide.
- Guide learners in watching videos and observing photographs.

Our response

- Guide learners to discuss the meaning of the word genocide.
- Guide learners to discuss the causes of the Genocide Against the Tutsi.

Generic competences practised

Critical thinking

Learners develop critical thinking as they visit a genocide memorial site to find out the causes of the Genocide Against the Tutsi.

Co-operation

Learners develop co-operation skills as they discuss in groups and visit the genocide memorial site.

Communication

Learners develop communication skills as they take part in group discussions and make class presentations.

Cross-cutting issues

Emphasise on genocide studies: Ensure that the learners show concern about the 1994 Genocide Against the Tutsi and are ready to defend and advocate for rights of all Rwandans. Emphasise also on peace and values education. It is important for all Rwandans to co-exist.

V Synthesis

Guide the learners to do the activities in the Pupil's Book pages 245 – 248.

Answers to Activity 1 in Pupil's Book page 245

Genocide Against the Tutsi is a sad history in Rwanda where over 1 million Tutsi were killed.

Answers to Activity 1 in Pupil's Book page 246

Causes of 1994 Genocide Against the Tutsi.

- Divisionism

- Impunity
- Poor leadership
- Akazu's greedy nature
- Hutu Power Movement

Answers to Activity 2 in Pupil's Book page 247

1. RTLM, Radio Machete.
2. Mass media has wider reach. It is easy to spread hate messages within the shortest time.
3. Media should be involved in preaching peace to bring people together.

Answers to Activity 3 in Pupil's Book page 248

Let learners explore other causes of the Genocide Against the Tutsi using different sources. Guide them appropriately so that they get the right information.

VI Formative Assessment

- Assist the slow learners by paying special attention in the areas they have challenges.
- Assist the gifted learners by giving them more tasks and activities.
- Provide tactile materials for learners with special needs.

Lesson 2 and 3: Planning and execution, how it was stopped, holocaust and other genocides

Pupil's Book page 249

I Learning objectives

Knowledge and understanding

The learner to:

- Explain how the Genocide Against the Tutsi was planned, executed and stopped.
- Explain the term holocaust.

Skills

Compare holocaust and other genocides to the 1994 Genocide Against the Tutsi.

Attitudes and values

- Assist people that were affected by the 1994 Genocide Against the Tutsi.
- Defend and advocate for the rights of all Rwandans.

II Introduction

Introduce the lesson by asking learners to do Activity 1 in Pupil's Book page 249.

Answers to Activity 1 in Pupil's Book page 249

1. The planning of the genocide was done in different ways such as through meetings, forming of militia groups and buying of arms.
2. The genocide was planned by: Rwandan Army, Government Militia, Extremist Hutu.

III Materials/Teaching Aids

- Pupil's Book, Internet sources, photographs.

Preparation

- Display photographs showing the Genocide Against the Tutsi.
- Prepare learners to access Internet sources.
- Learners form groups for the purpose of discussions.
- Provide tactile materials for learners with special needs to perform different tasks.

Learning outcomes

The learner should be able to:

- Explain how the genocide was planned, executed and stopped.
- Compare holocaust and other genocides to the Genocide Against the Tutsi.
- Assist people that were affected by the 1994 Genocide Against the Tutsi.

Teaching and learning methods

- Discussion
- Demonstration
- Question and answer
- Research

IV Learning Activities

Our experience

- Guide learners in narrating the genocide stories they have heard.

- Guide learners to observe pictures of the Genocide Against the Tutsi.
- Guide learners in watching videos and observing photographs of the Genocide Against the Tutsi.

Our response

- Guide learners to discuss how the genocide was planned and executed.
- Guide learners to discuss holocaust and other genocides.
- Guide learners to make short summary notes for presentation.

Competences practised

Critical thinking

Learners develop skills in critical thinking as they discuss how the Genocide Against the Tutsi was planned and executed.

Communication skills

Learners to develop communication skills as they discuss in groups, write short notes and make class presentation on the planning and execution of the Genocide Against the Tutsi.

Research and problem solving

Learners acquire research and problem solving skills as they use the library or internet to find out more about the holocaust and other genocides.

Co-operation

Learners develop co-operation skills as they work in groups and share information.

Cross-cutting issues

Emphasise on genocide studies, peace and values education: It is important for Rwandans to forgive and embrace one another. This will make us live in peace as a country.

V Synthesis

Ask learners to do activities in Pupil's Book pages 249 – 256.

Answers to Activity 2 in Pupil's Book page 249

- Rwandan Army – Provided weapons to the militia groups.
- The National Police – Protected the militia groups.
- Extremist Hutu groups – Carried out the attacks against Tutsi victims.

Answers to Activity 3 in Pupil's Book page 250

Activities done by Rwandan Army under Hutu rule

- They trained militia groups.
- They provided weapons for attacks to extremist groups.
- They took part in the killings.

Answers to Activity 4 in Pupil's Book page 251

How Genocide Against the Tutsi was executed

The plan to execute the Tutsi families had been initiated by the government of Habyarimana even before 1994. Panga's, machetes and other weapons were bought to kill the Tutsi families. The regime of Habyarimana sponsored the purchase of all sorts of weapons to use and in only 100 days, over one million Tutsi people had been killed.

Answers to Activity 1 in Pupil's Book page 253

- Guide learners as they give different perspectives about how Genocide Against the Tutsi was stopped.
- Genocide Against the Tutsi was stopped by RPF when they defeated the Hutu-led government.

Answers to Activity 2 in Pupil's Book page 253

Guide learners as they act to show how Genocide Against the Tutsi was stopped.

Answers to Activity 1 in Pupil's Book page 254

Project work

- (i) Holocaust refers to killings of 6 million Jews by regime of Adolf Hitler.
 - (ii) Holocaust happened between 1933 and 1945.
 - (iii) Victims were killed through:
 - starvation.
 - burning to death.
 - poisoning.
 - congestion.
 - (iv) Holocaust happened in Germany.

2. Examples of other genocides:
 - Cambodia massacre.
 - Armenia.
 - Civil War in the former Yugoslavia.
3. Guide learners as they give comparisons of the holocaust and other genocides to the 1994 Genocide Against the Tutsi.

Answers to Activity 2 in Pupil's Book page 255

Guide learners to give different perspectives about a comparison between Genocide Against the Tutsi and the holocaust.

Answers to Activity 3 in Pupil's Book page 256

1. Guide learners as they give different views about how other genocides occurred
2. Let learners compare the Holocaust and the Genocide Against the Tutsi. Guide them appropriately.

VI Formative Assessment

- Assist the slow learners by paying special attention in the areas they have challenges.
- Assist gifted learners by giving them more tasks and activities.
- Provide tactile materials to learners with special needs.

Lesson 4: Genocide ideology, denial and prevention

Pupil's Book page 257

I Learning Objectives

Knowledge and understanding

The learner to:

- Explain the meaning of the terms genocide ideology and genocide denial.
- Identify ways of preventing genocide.

Skills

The learners to:

- Differentiate genocide ideology and genocide denial.
- Explain ways of genocide prevention.

Attitudes and values

- Appreciate genocide prevention.
- Defend and advocate for rights of all Rwandans.

II Introduction

- Introduce the lesson by asking the learners simple questions they can relate with.
- Ask learners to do Activity 1 in Pupil's Book page 257.

Suggested answers to Activity 1 in Pupil's Book page 257

1. **Meaning of genocide ideology**
 - Genocide ideology is the thought shown through speeches, conducts and other acts aimed at killing others or inciting others to kill.
2. **Ways of preventing genocide**
 - Educating people on the dangers of genocide.
 - Carrying out unity campaigns to unite people.
 - Passing laws that make genocide a crime.

III Materials

Pupil's Book, Internet sources and videos.

Preparation

- Display photographs showing the Genocide Against the Tutsi.
- Prepare video clips about genocide ideologies, denial and how it was prevented.
- Provide tactile materials for learners with special needs.

Learning outcomes

The learner to:

- Prevent genocide.
- Show concern about genocide ideology and genocide denial.

Teaching and learning methods

- Discussion
- Question and answer
- Demonstration
- Research

IV Learning Activities

Our experience

- Guide learners in narrating genocide stories they know.

- Guide learners to watch videos about genocide ideologies, denial and how it was prevented.

Our response

- Guide learners to discuss genocide ideologies, denial and how it was prevented.
- Guide learners to write short notes about genocide ideologies, denial and how it was prevented.

Generic competences practised

Critical thinking

Learners develop critical thinking as they discuss genocide ideology, denial and prevention.

Co-operation

Learners to develop co-operation skills as they discuss in groups.

Communication

Learners to develop communication skills as they take part in group discussions and write short notes on genocide denial, ideology and prevention.

Cross-cutting issues

Emphasise on genocide studies, peace and values education: For us to live in peace and harmony, we have to accept that genocide happened and, therefore, we must prevent it from happening again.

VI. Summary

Answers to Activity 2 in Pupil's Book page 257

1. Genocide denial refers to beliefs or pretences that the Genocide Against the Tutsi in 1994 did not happen.
2. Learners give different answers:
 - Abusing Genocide Against Tutsi survivors.
 - Refusing to accept that Genocide Against the Tutsi ever happened.
 - Claiming that the number of Tutsi who were killed were less than a million people.
 - Refusing to participate in Genocide Against the Tutsi commemoration activities.

Answers to Activity 1 in Pupil's Book page 258

1.
 - Educating people about dangers of genocide.
 - Encouraging people to live in unity.
2. Government has passed laws making genocide a crime against humanity.
3. Carrying out peace and reconciliation programmes in the communities.

Answers to Activity 2 in Pupil's Book page 258

1. Ways of preventing Genocide.
 - Preaching peace, unity and reconciliation.
 - Living in unity with all our neighbours.
 - Bringing Genocide perpetrators in the courts of law.

VI Formative Assessment

- Assist gifted learners by giving them more tasks and activities.
- Assist the slow learners by paying special attention in the areas they have challenges.
- Provide tactile materials to learners with special needs.

Lesson 5: Consequences of 1994 Genocide Against the Tutsi

Pupil's Book page 258

I Learning objectives

Knowledge and understanding

Identify the consequences of the 1994 Genocide Against the Tutsi.

Skills

Explain the consequences of Genocide Against the Tutsi.

Attitudes and values

- Defend and advocate for rights of all Rwandans.
- Assist people that were affected by 1994 Genocide Against the Tutsi.

II Introduction

Introduce the lesson by asking learners to do Activity 1 in Pupil's Book page 258.

Answers to Activity 1 in Pupil's Book page 258

1. Accept any relevant answer from the learner.
2. ***Effects of genocide depicted in the photographs:***
 - Many people died.
 - Schools were destroyed.
 - Many people were displaced.
 - Children became orphans.

III Materials/Teaching Aids

Pupil's Book, Internet sources, photographs and videos.

Preparation

- Display photographs on the wall.
- Prepare video clips about consequences of the Genocide Against the Tutsi.
- Provide tactile materials for learners with special needs.
- Learners to form discussion groups.

Learning outcomes

The learner:

- Explains the consequences of 1994 Genocide Against the Tutsi.
- Defends and advocates for the rights of all Rwandans.

Teaching and learning methods

- Discussion
- Research
- Field visits
- Demonstration

IV Learning Activities

Our experience

- Guide learners in narrating the consequences of Genocide Against the Tutsi that they know.
- Guide learners to observe photographs of effects of Genocide Against the Tutsi.
- Guide learners to watch videos about consequences of Genocide Against the Tutsi.

Our response

- Guide learners in discussing consequences of the 1994 Genocide Against the Tutsi.
- Write down short notes about consequences of the Genocide Against the Tutsi.

Competences practised

Critical thinking

Learners develop skills in critical thinking as they identify the effects of the 1994 Genocide Against the Tutsi.

Communication skills

Learners to develop communication skills as they discuss in groups, write short notes and make class presentation on effects of the 1994 Genocide Against the Tutsi.

Co-operation

Learners develop co-operation skills as they work in groups and share information.

Cross-cutting issues

Genocide studies and peace and values education: Rwandans should learn to embrace and forgive one another.

V Synthesis

Guide learners to do Activity 2 in Pupil's Book page 260.

Answers to Activity 2 in Pupil's Book page 260

1.
 - Many people lost their lives.
 - Many women became widows and children became orphans.
 - Many people were displaced from their homes.
 - Buildings, schools, hospitals and roads were destroyed.
2. Women, children and old people.
3.
 - Helping them rebuild their homes.
 - Assisting them to restart their businesses.
 - Living together in peace.
 - Assisting them with clothing and food.

VI Formative Assessment

- Assist the slow learners by paying special attention to the areas they have challenges.
- Assist gifted learners by giving them more tasks and activities.
- Provide tactile materials to learners with special needs.

9. End of Unit

Unit summary

This unit is about the 1994 Genocide Against the Tutsi. It looks at causes, planning and execution of the genocide. It further looks at how the genocide was stopped and goes further to discuss the holocaust and other genocides. It also examines genocide ideology and genocide denial and concludes by analysing the consequences of the 1994 Genocide Against the Tutsi. At the end of the unit, the learner is expected to analyse the factors that led to the 1994 Genocide Against the Tutsi.

Additional content for the teacher

The Genocide Against the Tutsi refers to the mass killing of members of the Tutsi community in Rwanda by members of the Hutu majority in government. It is estimated that more than one million Tutsi were killed in the period between April 7 and mid July 1994. Members of the ruling government who occupied senior positions planned the genocide. The perpetrators came from the Rwandan army and government-backed militias like the **Interahamwe** and **Impuzamugambi**. Some were even drawn from the Catholic clergy and ordinary civilians. The genocide ended when the Rwandan Patriotic Front (RRF) led by Paul Kagame invaded and took over control of the country.

Answers to end of unit 12 assessment Pupil's Book page 262

1. **Meaning of the following terms:**
 - **Genocide** – The planned mass killings of people of a particular group usually by people in authority.
 - **Genocide ideology** – Having thoughts of planning genocide or inciting people to carry out genocide through various actions.
 - **Genocide against the Tutsi** – The killing of more than one million Tutsi in Rwanda.
 - **Holocaust** – Mass killings of people using fire and nuclear weapons. Used to describe the killing of millions of Jews by the Nazis.
2. Accept any relevant point about the factors that led to the 1994 Genocide Against the Tutsi in Rwanda.
3. **Distinguish between genocide ideology and genocide denial:**
Genocide ideology is where a person develops ideas of causing genocide and even incites others while *Genocide denial* is the act of one refusing to accept that indeed the Genocide Against the Tutsi took place.
4. **How the 1994 Genocide Against the Tutsi was different from the Holocaust and other genocides:**

- Unlike other genocides, the Genocide Against the Tutsi took a very short time, but very many people were killed.
- Unlike the other genocides, the victims in the Genocide Against the Tutsi knew their attackers and some were their neighbours and relatives through marriage.
- Unlike other genocides, the Genocide Against the Tutsi took place in the full glare of the media; the international community was aware of what was happening.

5. **Different ways in which we can assist people who were affected by the 1994 Genocide Against the Tutsi:**

- Helping them to rebuild their homes.
- Helping them to restart their businesses.
- Helping them with food, clothing and shelter.

6. **How the Genocide Against the Tutsi of 1994 affected the people of Rwanda:**

- They lost their lives.
- Their property was destroyed.
- Their businesses collapsed.
- Their homes were destroyed.
- Some became disabled.
- They were tortured psychologically and traumatised.

Remedial activities

1. What is the meaning of 'the 1994 Genocide Against the Tutsi?'
2. Mention two causes of the Genocide Against the Tutsi.
3. What can we do to prevent genocide from happening again?
4. How can we assist people that were affected by the 1994 Genocide Against the Tutsi?
5. Mention two ways in which our country was affected by the Genocide Against the Tutsi.

Answers to remedial activities

1. This was the mass killing of Tutsi and moderate Hutu in Rwanda by organised militia groups.
2. **Causes of Genocide Against the Tutsi:**
 - Hatred of the Tutsi by hardliners in the government.
 - Opposition to reforms by the people in government.
 - Akazu's greed for power – They wanted to stick on power and continue ruling hence started eliminating Tutsi whom they saw as obstacles to their plans.
3. **What we can do to prevent genocide from happening again:**
 - Defend and advocate for the rights of all people.
 - Living in unity and loving one another.
 - Supporting government in its work to unite and reconcile the country.

4. *Ways we can assist people who were affected by the 1994 Genocide Against the Tutsi:*

- By helping them to rebuild their homes.
- By assisting them with clothing and food.
- By assisting them to restart their businesses.

5. *How Genocide Against the Tutsi of 1994 affected the people of Rwanda:*

- Many people were killed.
- Many people were displaced from their homes.
- Many schools, hospitals and roads were destroyed.

Extended activity

Compare and contrast the Genocide Against the Tutsi and other genocides.

Answer to extended activity

A comparison of the Genocide Against the Tutsi and other genocides

- Unlike other genocides, which took a long period of time, in the Genocide Against the Tutsi, very many people were killed over a short period of time, that is, 100 days.
- In both the Genocide Against the Tutsi and other genocides, very many people were killed.
- Unlike in other genocides where the weapons used were sophisticated, for example, guns and bombs, in the Genocide Against the Tutsi, the perpetrators used crude weapons such as machetes.

UNIT 13

Effects of foreigners in East Africa

1. Key Unit Competence

The learner will be able to analyse effects of foreigners in East Africa.

2. Prerequisites of the Unit

In P5, under colonial Rwanda, the learners looked at the influence of foreigners. They looked at the different foreigners who came to Rwanda, namely explorers, missionaries, traders and colonialists and their impact. This knowledge will greatly assist them to analyse effects of foreigners in East Africa.

3. Cross-cutting Issues to be Addressed

- **Peace and values education:** Mainstream values education by emphasising the importance of resisting negative culture.
- **Standardisation of culture:** Emphasise the importance of preserving aspects of our cultures which are good.

4. Generic Competences

- Lifelong learning.
- Critical thinking.
- Creativity and innovation.
- Research and problem solving.
- Communication skills.
- Co-operation.

5. Key Words

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

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

- Culture:** People's way of life such as clothing, food, songs and dances and the shelter they live in.
- Currency:** A system of money in use, in a particular country.
- Dagger:** A short knife with a pointed and sharp edged blade used as a weapon.
- Explorer:** A person who goes to find out more about an unfamiliar area.
- Fort:** A building that is strengthened militarily to help in defence, for example, during war.
- Historical:** Something concerning past events or forming part of history.
- Monument:** A statue, building or other structure put up to remember a famous person or event.

6. Guidance on Problem Statement Pupil's Book page 263

Let learners identify foreigners who came to East Africa and their effects on African civilisation. As lessons go by, guide learners to discover the positive and negative effects of foreigners who came to East Africa. At the end of the topic, ask learners about their views on the effect of foreigners to people of East Africa. Assess learner's views and point out the importance of appreciating other people.

7. List of Lessons

Number of Lessons	Lesson Title	Periods
Lesson 1	Effects of foreigners in East Africa (Explorers)	1
Lesson 2	Effects of foreigners in East Africa (Missionaries)	1
Lesson 3	Effects of foreigners in East Africa (Traders)	1
Lesson 4	Effects of foreigners in East Africa (Colonialists) Problems faced by foreigners who came to Rwanda and the East African region	1
Lesson 5	End of unit assessment	1

8. Lesson Development

Lesson 1: Effects of foreigners in East Africa – Explorers

Pupil's Book page 265

I Learning Objectives

Knowledge and understanding

The learner to identify the explorers who came to Rwanda and the East African region.

Skills

The learner to acknowledge the contributions of explorers to Rwanda and the East African region.

Attitudes and values

The learner to:

- Acknowledge the contributions of explorers to Rwanda and the East African region.
- Appreciate the contributions of explorers in Rwanda and East African region.

II Introduction

- Introduce the lesson by asking the learners simple oral questions that they can relate with.
- Ask learners to do Activity 1 in the Pupil's Book page 265.

Activity 1 in Pupil's Book page 265

- 1 (i) Who are explorers?
(ii) Who are some of the explorers who came to East Africa?
(iii) What were the effects of explorers in East Africa?

Answers to Activity 1 in Pupil's Book page 265

1. (i) Explorers were foreigners who came to Africa to discover new lands and learn about the physical features of the continent.
(ii) ***Some of the explorers who came to East Africa:***
Dr Richard Kandt, Count Gustav Von Gotzen, Vasco da Gama.
(iii) ***Effects of explorers in East Africa:***
 - They drew maps about the interior of East Africa.
 - They increased knowledge about the interior of East Africa.
 - They opened the way for the colonisation of East Africa.

III Materials/Teaching Aids

- Pupil's Book, Internet sources, photographs, wall maps of the routes of explorers in East Africa.

Preparation

- Mount wall maps on the wall.
- Prepare learners to access Internet sources.
- Prepare learners to form discussion groups.
- Provide tactile materials for learners with special needs to perform different activities.

Learning outcomes

- The learner identifies the explorers who came to Rwanda and the East African region.
- The learner explains the impact of explorers to Rwanda and East Africa.
- The learner acknowledges the contributions of explorers in Rwanda and East Africa.
- The learner appreciates the contributions of explorers to Rwanda and East Africa.

Teaching and learning methods

- Discussion
- Question and answer
- Demonstration

IV Learning Activities

Our experience

- Guide learners to identify foreigners who came to Rwanda.
- Guide learners to observe the wall maps and photographs of explorers who come to East Africa.

Our response

- Guide learners in discussing the explorers who came to Rwanda and East Africa.
- Guide the learners in discussing the effects of the explorers.
- Guide the learners in making summary notes for class presentations.

Competences practised

Critical thinking – Learners develop critical thinking as they identify the explorers who came to East Africa and discuss their effects.

Creativity and innovation – Learners develop creative and innovation skills as they draw maps showing the routes followed by explorers as they came to Rwanda and East Africa.

Co-operation – Learners develop co-operation skills as they discuss in groups.

Communication – Learners develop communication skills as they take part in group discussions and make class presentations.

Cross-cutting issues

Emphasise on peace and values education: It is important to appreciate foreigners who come into our country. This helps to enhance international relations.

V Synthesis

Ask learners to do the activities in the Pupil's Book page 265.

Answers to Activity 2 in Pupils' Book page 267

1. **Other explorers who came to East Africa**
Richard Burton, Count Teleki, Dr Fischer.

Answer to Activity 3 in Pupils' Book page 267

Other effects of explorers in East Africa

- Their reports led to the exploitation of the resources in East Africa.
- Their reports led to the arrival of missionaries.

VI Formative Assessment

- Assist the slow learners by paying special attention in the areas they have challenges.
- Assist the gifted learners by giving them more tasks and activities.
- Provide tactile materials for learners with special needs.

Lesson 2: Effects of foreigners in East Africa – Missionaries

Pupil's Book page 267

I Learning objectives

Knowledge and understanding

The learner to identify the missionaries who came to Rwanda and East Africa.

Skills

- Learners to explain the impact of missionaries who came to Rwanda and East Africa.
- Appreciate the contributions of missionaries who came to Rwanda and East Africa.

Attitudes and values

The learner to:

- Acknowledge the contributions of missionaries who came to Rwanda and East African region.
- Appreciate the contributions of the missionaries in Rwanda and East African region.

II Introduction

- Introduce the lesson by asking the learners simple oral questions they can relate with.
- Ask learners to do Activity 1 in Pupil's Book page 267.

Activity 1 in Pupils' Book page 267

1. Who are missionaries?
2. (i) In pairs, discuss the missionaries who came to East Africa and their activities.
(ii) What were the effects of missionaries in East Africa?

Answers to Activity 1 in Pupil's Book page 267

1. Missionaries are people who came to Africa to spread the gospel and convert Africans to Christianity.
2. (i) Guide learners to discuss in pairs the missionaries who came to East Africa and their activities. For example, Ludwig Krapf came from Germany and arrived in Rabai at the Kenyan coast in 1844. He did the following:
 - He built the first church in Rabai.
 - He translated the Bible into Kiswahili.
 - He trained catechists.(ii) ***The effects of missionaries in East Africa***
 - They built schools and hospitals.
 - Introduced new crops.
 - Their activities led to the abolition of slave trade.
 - Spread Christianity.

III Materials/Teaching Aids

Pupil's Book, Internet sources, photographs, wall maps.

Preparation

- Display wall maps on the wall.
- Prepare learners to access Internet sources.
- Prepare learners to form discussion groups.
- Provide tactile materials for learners with special needs to perform different activities.

Learning outcomes

The learner:

- Identifies the missionaries who came to Rwanda and East Africa.
- Explains the impact of missionaries who came to Rwanda and East Africa.
- Acknowledges the contributions of missionaries who came to Rwanda and East Africa.
- Appreciates the contributions of missionaries who came to Rwanda and East Africa.

Teaching and learning methods

- Discussion
- Research
- Question and answer

IV Learning Activities

Our experience

- Guide learners to identify missionaries who came to Rwanda.
- Guide learners to explain the impact of the missionaries in Rwanda.
- Guide the learners to observe photographs of missionaries, the schools and hospitals they built.

Our response

- Guide learners in discussing the missionaries who came to Rwanda and East Africa and their effects.
- Ask learners to make short notes for class presentation.

Competences practised

Critical thinking – Learners develop critical thinking as they identify the missionaries who came to East Africa and discuss their effects.

Creativity and innovation – Learners develop creative and innovation skills as they draw maps showing the routes followed by missionaries as they came to Rwanda and East Africa.

Co-operation – Learners develop co-operation skills as they discuss in groups.

Communication

Learners develop communication skills as they take part in group discussions and make class presentations.

Cross-cutting issues

Emphasise on standardisation of culture: The missionaries influenced our culture. They brought Christianity and Western education. They also built hospitals, which helped in improving our health. They helped fight the selling of our people as slaves.

V Synthesis

Guide learners to do the activity in the Pupil's Book page 269.

Answers to Activity 2 in Pupils' Book page 269

Other contributions of missionaries in East Africa

- They established new routes into East Africa.
- They led to the coming of colonialists in East Africa.
- They introduced Western culture.

VI Formative Assessment

- Assist the slow learners by paying special attention in the areas they have challenges.
- Assist the gifted learners by giving them more tasks and activities.
- Provide tactile materials for learners with special needs.

Lesson 3: Effects of foreigners in East Africa – Traders

Pupil's Book page 269

I Learning Objectives

Knowledge and understanding

The learner identifies traders who came to Rwanda and East Africa.

Skills

The learner to explain the impact of traders who came to Rwanda and East Africa.

Attitudes and values

The learner to:

- Acknowledge the contributions of traders in Rwanda and East African region.
- Appreciate the contributions of traders who came to Rwanda and East Africa.

II Introduction

Introduce the lesson by asking the learners to do Activity 1 in Pupil's Book page 269.

Activity 1 in Pupil's Book page 269

1. (i) Identify the traders who came to East Africa and the countries from where they came from.
(ii) Discuss the effects of the traders you have identified.
2. Make a summary for class presentation.

Answers to Activity 1 in Pupil's Book page 269

1. (i) *A trader is someone who buys and sells goods to make a profit. The earliest traders who came to East Africa and their country of origin*

Traders	Country of origin
European traders	• Germany, Britain, Portugal
Indian traders	• India
Arab traders	• Oman, Persia

- (ii) *Effects of the traders*

- They opened up the interior of East Africa.
- They introduced new items of trade.
- They introduced new culture, for example, the Swahili culture.
- They introduced Islam.

III Materials/Teaching Aids

- Pupil's Book, Internet sources, photographs, wall maps.

Preparation

- Display wall maps on the wall.
- Prepare learners to access Internet sources.
- Display photographs of traders.
- Prepare learners for discussion.

Learning outcomes

The learner:

- Identifies the traders who came to East Africa.
- Explains the impact of traders who came to Rwanda and East Africa.
- Analyses the effects of traders who came to Rwanda and East Africa.

Teaching and learning methods

- Discussion
- Question and answer
- Story telling
- Songs

IV Learning activities

Our experience

- Guide learners to identify traders who came to Africa.
- Guide learners to observe the wall maps and photographs.
- Guide learners to access the Internet.

Our response

- Guide learners in discussing the traders who came to East Africa.
- Guide learners in discussing the effects of the traders.
- Ask learners to make short notes for class presentations.
- Guide learners to do the activities in the Pupil's Book.

Generic competences practised

Critical thinking – Learners develop critical thinking as they identify the traders who came to East Africa and discuss their effects.

Creativity and innovation – Learners develop creative and innovation skills as they draw maps showing the routes followed by traders as they came to Rwanda and East Africa.

Co-operation – Learners develop co-operation skills as they discuss in groups.

Communication

Learners develop communication skills as they take part in group discussions and make class presentations.

Cross-cutting issues

Emphasise on peace and values education: There is need to work together with others peacefully. It improves our lives and enhances international relations.

Answers to Activity 2 in Pupil's Book page 272

Other effects of traders in East Africa:

- Introduced new goods.
- Introduced new culture.
- Encouraged legal trade instead of slave trade.

VI Formative Assessment

- Assist the slow learners by paying special attention in the areas they have challenges.
- Assist the gifted learners by giving them more tasks and activities.

- Provide tactile materials for learners with special needs.

Lesson 4: Effects of foreigners in East Africa – Colonialists

Pupil's Book page 273

I Learning Objectives

Knowledge and understanding

The learner to identify the colonialists who came to Rwanda and East Africa.

Skills

The learner to explain the impact of colonialists who came to Rwanda and East Africa.

Attitudes and values

The learner to acknowledge the contribution of colonialists in Rwanda and East African region.

II Introduction

- Introduce the lesson by asking the learners simple questions they can relate with.
- Ask learners to do Activity 1 in Pupils' Book page 273.

Answers to Activity 1 in Pupil's Book page 273

1. These were European powers which came to Africa and took over the administration of African territories.
2. *Colonial powers that colonised Rwanda:*
 - Belgium
 - Germany
3. *Effects of colonialists:*
 - They created new nations.
 - They built roads and railways.
 - They introduced new laws.
 - They introduced a cash economy.
 - They took away African land.

III Materials/Teaching Aids

- Pupil's Book, Internet sources, photographs, wall maps.

Preparation

- Display wall maps on the wall.
- Prepare learners to access Internet sources.
- Prepare learners to form discussion groups.

Learning outcomes

The learner:

- Identifies the colonialists who came to East Africa.
- Explains the impact of colonialists who came to Rwanda and East Africa.
- Analyses the effects of traders who came to Rwanda and East Africa.

Teaching and learning methods

- Discussion
- Story telling
- Question and answer
- Songs

IV Learning Activities

Our experience

- Guide learners to identify colonialists who came to Rwanda and their effects.
- Guide learners to observe wall maps and photographs of colonialists.

Our response

- Guide learners in discussing the colonialists who came to Rwanda and East Africa.
- Guide learners in making summary notes for class presentation.

Generic competences practised

Critical thinking – Learners develop critical thinking as they identify the colonialists who came to East Africa and discuss their effects.

Co-operation – Learners develop co-operation skills as they discuss in groups.

Communication – Learners develop communication skills as they take part in group discussions make class presentations.

Cross-cutting issues

Emphasise on peace and values education: Some of the things that the colonialists did to our people were not good. However, there is the need to forgive them in order to live at peace with each other.

V Synthesis

Guide the learners to do the Activity 2 in the Pupil's Book page 274.

Answers to Activity 2 in Pupil's Book page 274

The contributions of colonialists to Rwanda and East Africa

- They abolished slave trade.
- They introduced Western education.
- They introduced new crops.
- They introduced Christianity and Islam.

VI Formative Assessment

- Assist the slow learners, paying special attention in the areas they have challenges.
- Assist the gifted learners by giving them more tasks and activities.
- Provide tactile materials for learners with special needs.

Lesson 5: Problems faced by foreigners who came to Rwanda and the East African region

Pupil's Book page 274

I Learning Objectives

Knowledge and understanding

The learner to identify the problems faced by the foreigners who came to Rwanda and East Africa.

Skills

The learner to analyse the problems faced by the foreigners who came to Rwanda and East Africa.

Attitudes and values

- The learner to acknowledge the problems faced by the foreigners who came to Rwanda and East Africa.
- Show concern about the problems faced by the foreigners who came to Rwanda and East Africa.

II Introduction

- Introduce the lesson by telling learners oral narratives on life in pre-colonial Rwanda.
- Ask learners to do Activity 3 in Pupil's Book page 274.

Answers to Activity 3 in Pupil's Book page 274

1. **Level of development in Rwanda and East African region before the foreigners came:**
 - There were no roads, railways or motor vehicles.
 - There were no schools and hospitals.
 - There were wild animals freely walking around.
 - People did not know how to read and write.
 - There were no phones, radios, newspapers and postal services.

(Accept any relevant response from the learners).
2. (i) **Some of the difficulties we could have experienced if we lived during those times:**
 - It would be difficult to travel to far places as it meant walking.
 - It would be hard to communicate to those who were far.
 - There was no treatment for diseases, so if one fell sick, one would easily die.
 - One could easily be attacked and killed by wild animals.(ii) **The problems faced by the foreigners who came to Rwanda and East Africa were:**
 - Attack by wild animals.
 - Resistance from citizens.
 - Attack by tropical diseases.
 - Poor transport systems.
 - Language barriers.
 - Shortage of funds.

III Materials/Teaching Aids

- Pupil's Book, Internet sources, photographs, wall maps, legends, songs, oral narratives.

Preparation

- Display wall maps on the wall.
- Prepare learners to access Internet sources.
- Learners to form discussion groups.
- Provide tactile materials for learners with disabilities.

Learning outcomes

The learner:

- Analyses the problems faced by the foreigners who came to Rwanda and East Africa.
- Acknowledges the problems faced by the foreigners who came to Rwanda and East Africa.
- Shows concern about the problems faced by the foreigners who came to Rwanda and East Africa.

Teaching and learning methods

- Discussion
- Question and answer
- Story telling
- Songs

IV Learning Activities

Our experience

- Guide learners to identify the problems faced by the foreigners who came to Rwanda.
- Guide learners to observe the wall maps and photographs.

Our response

- Guide learners in discussing the problems faced by foreigners who came to Rwanda and East Africa.
- Guide learners in making summary notes for class presentation.

Generic competences practised

Critical thinking – Learners develop critical thinking as they identify the problems faced by foreigners who came to Rwanda and East Africa.

Co-operation – Learners develop co-operation skills as they discuss in groups the problems faced by foreigners who came to Rwanda and East Africa..

Communication – Learners develop communication skills as they take part in group discussions and make class presentations.

Cross-cutting issues

Emphasise on peace and values education: Some of the problems faced by foreigners resulted to loss of lives and destruction of property. There is need to tolerate others so that we may live in peace and harmony.

V Synthesis

Guide the learners to do the end of unit assessment in the Pupil's Book page 277.

VI Formative Assessment

- Assist the slow learners by paying special attention in the areas they have challenges.
- Assist the gifted learners by giving them more tasks and activities.
- Provide tactile materials for learners with special needs.

9. End of Unit

Unit summary

This unit looks at the foreigners who came to East Africa and their effects. It identifies the different groups of foreigners who came to Rwanda and East African region, their impact and problems, which they faced. At the end of the unit, the learner is supposed to analyse the effects of foreigners in East Africa and acknowledge their contributions.

Additional content for the teacher

During the first half of the 9th Century, Rwanda and the East African region began receiving foreigners from different parts of the world. These foreigners had various reasons for coming. These included trade, spreading Christianity, explore the interior of Africa and acquire raw materials for their industries. The earliest visitors to East Africa were the Arabs and the Chinese. Their activities were however only limited to the Indian Ocean coast. The Portuguese who established their rule at the coast of East Africa for over one hundred years followed them. The earliest people to venture into the interior of East Africa were the Arab traders who sent caravans into the interior during the long distance trade.

Later, European missionaries and colonialists came and established total control over the region. The foreigners left far-reaching effects, which are being felt up to today. For example, they drew up the boundaries of the current countries of East Africa and introduced new laws and systems of administration that are currently in use. Despite their zeal and enthusiasm, the foreigners faced a number of problems. Many were attacked and died from tropical diseases such as malaria, which had no cure. The Europeans were not resistant to such diseases because they were not common in their homeland. Transport and communication was a major problem and so was language barrier.

Answers to end of unit 13 assessment Pupil's Book page 277

1. "The foreigners who came to East Africa were missionaries, **traders**, **explorers** and **colonialists**. Most explorers were finding the source of the River Nile while **Vasco da Gama** was finding a sea route to **India**. **Missionaries** were spreading Christianity and also fought against the selling of people as **slaves**. **Arab** traders were the **earliest** foreigners to come to East Africa. These traders introduced crops like **rice** and **cloves**. Karl Peters was a **trader** as well as a **colonial** agent for the **Germans** while **Lugard** and **Portal** were British colonial agents. The colonial agents formed **treaties** with local **leaders** while establishing colonial rule".

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

Foreigners	Activities
<ul style="list-style-type: none">• Gustav Adolf• Frederick Lugard• William Mackinnon• Catholic White Fathers• Arabs• Dr Richard Kandt• Johannes Rebmann• Vasco da Gama• Indians• Gerald Portal	<ul style="list-style-type: none">○ Missionary○ Explorer○ Traders○ Colonialists

3. C
 - (i) Missionaries spread Christianity.
 - (ii) Stopped slave trade.
 - (iii) Built schools and hospitals.

4. – Poor transport systems.
- Tropical diseases.
- Lack of funds.
- Hostile communities.

Remedial activities

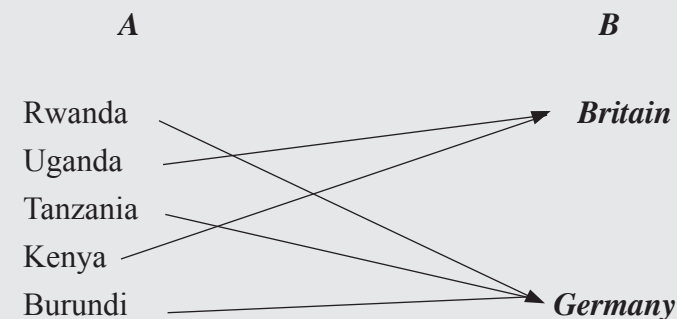
1. Re-arrange the following letters to form names of foreigners who came to East Africa.
OTLILAONSISC
GDSMSIESRIN
LXORRPEES
SDTRREA
2. Identify the foreigners who traded with the people of East Africa in the list below:
 - (a) Richard Kandt
 - (b) Vasco da Gama
 - (c) Karl Peters
 - (d) John Speke
 - (e) Gerald Portal
 - (f) William Mackinnon
 - (g) Count Von Gustav
 - (h) Seyyid Said
3. Match the countries of East Africa in column A with their colonisers from column B.

A	B
• Rwanda	
• Uganda	<i>Britain</i>
• Tanzania	<i>Germany</i>
• Kenya	
• Burundi	

4. Outline the problems faced by the colonisers who came to East Africa.
5. As missionaries spread Christianity, they also explored. **True or False.**

Answers to remedial activities

1. OTLILAONSISC– **COLONIALISTS**
IOOSMSIESRIN– **MISSIONARIES**
LXORRPEES– **EXPLORERS**
SDTRREA– **TRADERS**
2. Karl Peters, William Mackinnon and Seyyid Said
- 3.



4.
 - Attacked by diseases.
 - Language barrier.
 - Faced hostile communities.
5. TRUE

Extended activities

1. Analyse the negative impact of colonialists in Rwanda and East African region.
2. Discuss the problems which faced early Christian missionaries in Rwanda and East African region.

Answers to extended activities

1. **Negative impact of colonialists:**
 - They created disunity through their policy of divide and rule.
 - Their wars of conquest led to loss of lives.
 - They undermined African culture.
2. **Problems faced by early Christian missionaries**
 - Language barrier as they did not understand local languages.
 - They faced hostility from slave dealers.
 - They were attacked by wild animals.
 - They were attacked by tropical diseases.
 - Transport and communication was a major challenge.
 - They were faced with shortage of basic needs like food and clothing.

Answers to Sample Test Paper

1. Two provinces of Rwanda.
 - Kigali City.
 - Southern Province.
 - Northern Province.
 - Eastern Province.
 - Western Province.
2. Accept a well drawn map showing all the five provinces.
3. Use the map of East Africa below to answer questions that follow
 - (i) P–Kenya, Q–Uganda. R–Tanzania. S–Burundi
 - (ii) Direction of the countries marked P, Q, R and S from Rwanda.
 - P - Kenya–North–East
 - Q - Uganda–North
 - R - Tanzania–East
 - S - Southern Sudan -North



4. Meaning of “Ndi Umunyarwanda”.
Ndi Umunyarwanda means having Rwandan spirit, a strong relationship or bond with Rwanda, either born in Rwanda or naturalised.
5. Four goals of “Ndi Umunyarwanda”.
 - Knowing Rwandan history.
 - Accepting the past, though painful.
 - Bringing back dignity of the Rwandan people.
 - Having the courage to reconcile all sides and people.
6. Answer true or false.
 - (i) Taking part in community work depicts unity and co-operation. **True**
 - (ii) Helping people who are in need does not depict unity and co-operation. **False**
 - (iii) Religious differences hinder unity and co-operation. **True**
 - (iv) Respecting others does not promote unity and co-operation. **False**
7. Explain the importance of national unity in a country.
 - National unity promotes peace. This allows people to work hard to develop the country.
 - National unity makes the country to enjoy peace and stability.
 - National unity makes our country to earn respect among other countries.
8. Apart from ECCAS, list four other regional bodies found in Africa.
 - COMESA — Common Market for Eastern And Southern African
 - CEPGL — Economic Community of the Great Lakes Countries
 - EAC — East African Community
 - AU — African Union
9. Name four countries which are members of ECCAS.
 - Chad
 - Rwanda
 - Burundi
 - Democratic Republic of Congo
 - Angola
10. Explain the benefits of regional bodies.
 - Improved peace and stability.
 - Improved living standards.

- Improved trade.
- Development of transport and communications.
- Increased job opportunities.

11. Give three reasons why the UN was formed.
- To maintain peace and security among the countries of the world.
 - To encourage and maintain good relations between member states.
 - To rebuild the countries that had been destroyed in World War II.
 - To promote co-operation in solving economic, social, cultural and humanitarian problems.
 - To promote trade and economic development among members.
12. List three non-governmental organisations in Rwanda.
- Save the Children
 - Care International
 - World Vision
13. Describe three characteristics of heroes in Rwanda.
- Show a strong sense of love for the country.
 - Display acts of bravery or extreme courage.
 - Be able to think rationally.
 - Show status of royalty.
 - Honest and upright in terms of character.
 - Be trustworthy, thus one who people can rely upon.
14. Which one is **not** a quality of a good citizen?
- A. Paying taxes B. Obeying the law
C. Being loyal to the country D. Hiding criminals

Answer: D

15. Which one is **not** a chronic disease?
- A. Obesity. B. Diabetes. C. Cancer. D. Arthritis.

Answer: A

16. Identify three problems faced by public places and public assets.
- They are not cleaned and repaired when needed.
 - They are polluted when people throw dirty things away carelessly.
 - Game parks are affected by poaching.
 - People grab land to build homes or grow crops.

17. Explain the purpose of a budget and why you should use one.
- A budget is made to show one's income and expenditure. One should have a budget so as to ensure good use of money and cater for most of the needs.

18. Classify the items below as either National revenue or National expenditure. Fill in the table below.

National revenue	National expenditure
Fines from courts.	Paying salaries of government workers.
Rent from government buildings.	Building schools and hospitals.
Earnings from rent.	Payment for water.

19. If the time in Dakar, at 17°W is 9.30 a.m., what is the time in Dar-es-Salaam at 39°E?
- Total difference in longitude is $17 + 39 = 56$.
Therefore $56 \times 4 = 224$ minutes
 $224 \text{ minutes} = 3 \text{ hours } 44 \text{ minutes}$.
This means that Dar-es-Salaam is 3 hours 44 minutes ahead of Dakar, since Dar-es-Salaam is to the east.
Time in Dar-es-Salaam is $9.30 \text{ a.m.} + 3 \text{ hours } 44 \text{ minutes} = 1:14 \text{ p.m.}$
20. Give three causes of the 1994 Genocide Against the Tutsi.
- Divisionism, which was promoted by both the First and Second republics.
 - Poor leadership in the First and Second Republics, which promoted hatred amongst Rwandans.
 - Impunity, where criminals who committed crimes against humanity were not punished.

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